



wwetb
Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
*Waterford and Wexford
Education and Training Board*

EXECUTIVE SELF-EVALUATION REPORT

Executive Self-Evaluation Report for Waterford and Wexford ETB

JANUARY 17, 2018

Waterford and Wexford ETB

Contents

1. Introduction, Purpose and Objectives.....	4
2. ETB Profile	5
3. Executive Self-Evaluation Process	23
4. Governance, Planning and Management of Quality	24
5. Delivery of FET	34
6. The Learner Experience	39
7. Information and Data Management	41
8. Collaborations and Stakeholder Relationships.....	44
9. Apprenticeships/Traineeships & Work Based Learning	49
10. Conclusions and Planned Actions (Improvement Plan).....	51

Appendix 1 - Draft Terms of Reference QA Steering Group & PAC

Appendix 2 - Governance Report

Appendix 3 - Programme Development, Delivery and Validation Policy

Appendix 4 - Quality Improvement Plan

1. Introduction, Purpose and Objectives

1.1. Introduction

This Executive Self-Evaluation (ESE) process provides an opportunity for WWETB to reflect on its current QA procedures and to analyse and review the completeness of WWETB current QA policy and procedures, in light of the obligations set down by QQI Quality Assurance Guidelines.

This Executive Self-Evaluation of the governance and management of quality assurance within the delivery of Further Education and Training in WWETB was conducted in line with the QQI Statutory Core Quality Assurance and Sector Specific Quality Assurance Guidelines for the Education and Training Boards, and within nationally agreed Terms of Reference (See Appendix 1).

The ESE also takes into account recent external advice on QA Corporate Governance Structures from Dr Trish O'Brien contained in the WWETB Observations for Governance document in response to the Governance and Management Questionnaire completed by WWETB.

WWETB is committed to quality assuring all of its programmes and services. This Executive Self-Evaluation process is enhancement-based and is focused on improvements to policies, structures and processes in order to improve the quality of learning opportunities for all learners within the ETB. It is a quality objective of WWETB to ensure compliance with QQI Statutory Quality Assurance Guidelines.

WWETB is an amalgamated entity, formed with the merger of Waterford City VEC, County Waterford VEC, Wexford VEC and SOLAS (Fás) Waterford & Wexford Training services in 2013. The four organisations had different cultures, policies, procedures and ways of operating. The amalgamated organization inherited seven different legacy Quality Assurance Agreements with QQI. WWETB are still in a transition phase where WWETB are adopting the best practice from across the organisation to develop new policies and procedures that meet the need of the learners and other stakeholders, with regard to QQI QA guidelines and SOLAS reporting requirements.

1.2. Purpose and Objectives

The purpose of this process is to evaluate the governance and management of quality assurance, the effectiveness of quality assurance systems within the FET service of the ETB, and to contribute to the development of an improvement plan. This will support the FET service of the ETB in meeting its statutory requirements for the establishment and operation of internal quality assurance procedures, in line with the QQI Core and Sectoral QA Guidelines. In doing this, its objectives are to:

- contribute to and support improvement planning, governance of quality, and quality enhancement for FET;
- promote the improvement of quality assurance and in doing so, further embed a culture of quality in the ETB;
- use findings from this self-evaluation to support improvement across the ETB sector;
- identify current gaps and priorities for improvement in the context of QQI statutory QA guidelines;

1.3. Scope

This evaluation specifically looks at Further Education and Training (FET), and any areas for improvement or actions identified relate to FET only and do not apply to schools, youth services and corporate affairs.

2. ETB Profile

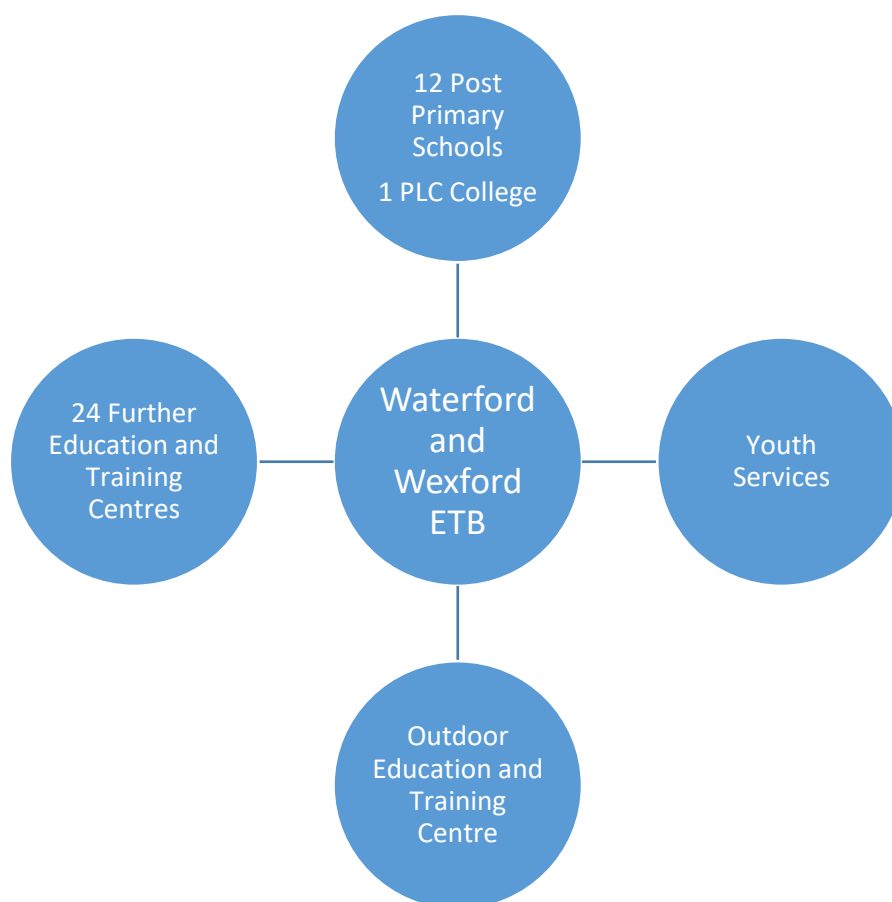
Waterford and Wexford Education and Training Board (ETB) is one of the sixteen Education and Training Boards (ETB's) established in 2013 by the Education and Training Boards Act. Waterford ETB was formed from the amalgamation of the former Waterford City, County Waterford and Wexford Vocational Education Committee's (VEC's) in July 2013, and the transfer of the SOLAS training function (formerly under the auspices of FÁS), to the new body on January 1st 2014.

Vision

WWETB aims to be the leader of learning through the delivery of high quality, inclusive and innovative education and training services in our community. (WWETB Statement of Strategy 2018 – 2012)

Mission

Provide a wide range of education and training programmes, services and supports to children, young people and adults across the Waterford and Wexford region. (WWETB Statement of Strategy 2018 – 2012)



WWETB FET provision is delivered in:

- 24 Further Education and Training Centres
- 12 Post Primary Schools and 1 PLC College
- Outdoor Education and Training Centre
- Youth Services

Waterford and Wexford Education and Training Board

Geographically WWETB spreads from Lismore in West Waterford to Gorey in North Wexford



Non-Designated Colleges

- Bridgetown College
- Bunclody Vocational College
- Coláiste Abbáin
- Coláiste an Átha
- Coláiste Chathail Naofa
- Creagh College
- Enniscorthy Vocational College
- Kennedy College
- Selskar College
- St Declans Community College

Community

Community Schools where WWETB are joint patrons

- Blackwater Community School
- Gorey Community School
- Ramsgrange Community School

Designated Colleges

- Meánscoil San Nioclás
 - St Pauls Community College
- Youthreach Centres**
- Dungarvan
 - Enniscorthy
 - Gorey
 - Tramore
 - Waterford
 - Wexford
 - Subla Centre Waterford

PLC College

- Waterford College of Further Education

Community

Education & Training Centres

- Bunclody AEC
- Cappoquin AEC
- Dungarvan AEC
- Enniscorthy AEC
- Gorey AEC
- Kilmacthomas AEC
- Lismore AEC
- New Ross AEC
- Ozanam Street AEC
- Railway Square AEC
- Tramore AEC
- Waterford Training Centre
- Wexford Training Centre
- Shielbaggan Outdoor Education & Training Centre**



Post Primary Colleges

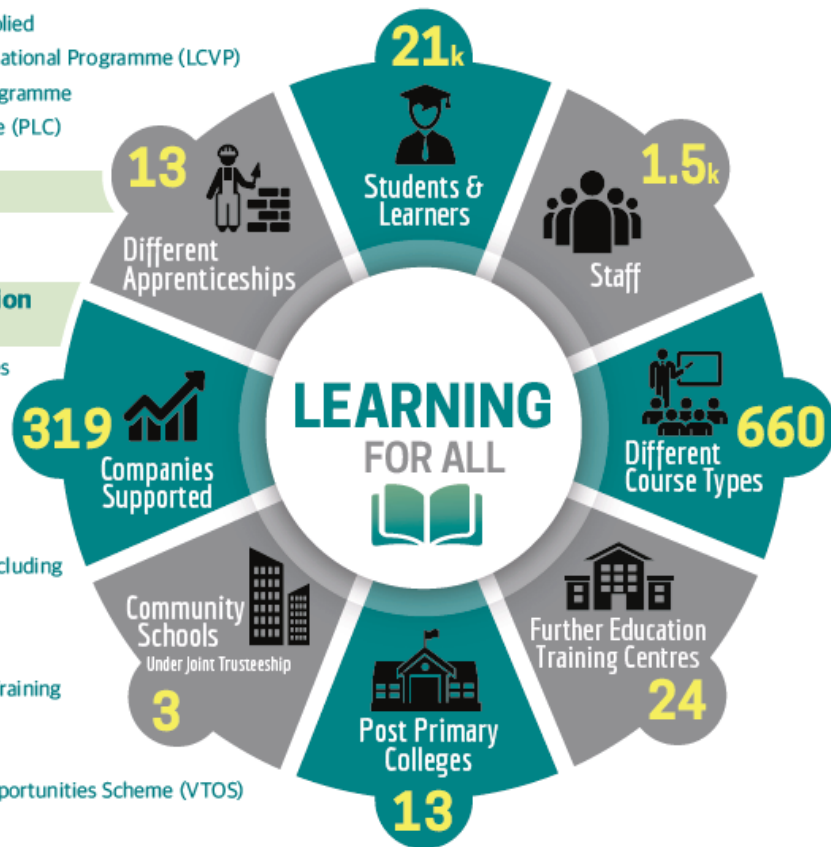
- Junior Certificate
- Transition Year
- Leaving Certificate
- Leaving Certificate Applied
- Leaving Certificate Vocational Programme (LCVP)
- School Completion Programme
- Post Leaving Certificate (PLC)

Youth

- Youth Services

Further Education and Training

- Adult Guidance Services
- Adult Literacy
- Apprenticeships
- Back to Education Initiatives (BTEI)
- Community Education
- Community Training including CTC, LTI, and STP
- English for Speakers of Languages (ESOL)
- Outdoor Education & Training
- Skills for Work
- Training Services
- Vocational Training Opportunities Scheme (VTOS)
- Youthreach



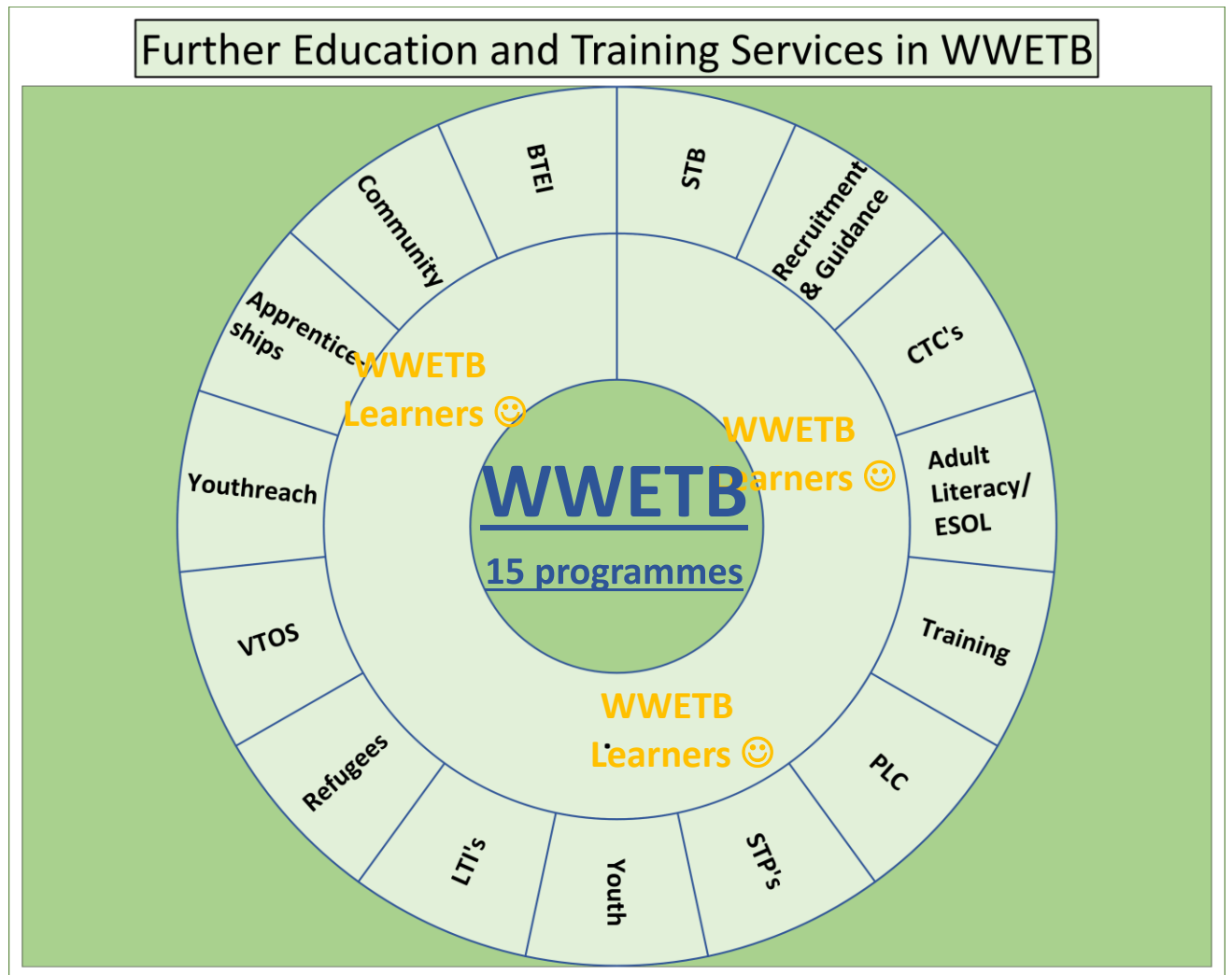
Across all service areas, WWETB’s employee headcount is approximately 1,500. This is made up of full and part-time staff. A significant amount of staff engaged in the delivery of Further Education services are part-time of on Contracts of Indefinite Duration (CIDs).

WWETB provides education and training to over 20,000 learners on close to 700 courses.

WWETB provides 13 different Apprenticeships with 295 different employers.

WWETB has an annual budget of approximately €100million and supports over 300 companies.

WWETB Further Education and Training Services include:



Adult Literacy

WWETB's Adult Literacy Programme provides a free and confidential service for adults seeking help to improve their literacy/numeracy skills.

The Adult Literacy Programme provides adults with a chance to learn basic skills which may be needed for employment, further study and for use in their daily lives. There are opportunities to develop a range of skills in areas such as reading, writing, spelling, numeracy, form filling, letter writing, computer literacy and personal development. The tuition is free of charge and may be offered on a one to one basis or in a group setting depending on individual needs. Students can choose what they want to learn (by identifying their interests and needs) and they can work at their own pace.

Adult Literacy Profile:

- Designed for the hard-to-reach, disadvantaged, low skilled
- Delivered in typical and atypical modes on highly flexible basis
- Focussed on core skills and key competencies (literacy, numeracy, personal skills and communications)
- All applicants complete initial skills assessment and are allocated to a class at appropriate QQI level
- Provided to people over 16 with literacy/numeracy difficulties
- Part-time modular courses, 2-8 hours per week
- New challenge to engage with learners to develop their digital literacy skills

A wide range of accredited courses at QQI Level 1 to 3 are available. Other programmes include;

- Intensive Tuition in Core Skills
- Workplace Programmes
- Family Learning Programmes
- ITABE
- Skills for Work
- ESOL Programmes
- Refugee Programme

Back to Education Initiative (BTEI)

The Back to Education Initiative (BTEI) is a flexible, part-time training programme providing opportunities to return to learning. It provides the chance to combine a return to education and training with family, work and other responsibilities. Delivery times are flexible and are decided by the group.

To be eligible to participate in a BTEI programme a learner must have less than Leaving Certificate and/or be in receipt of a social welfare payment. The programme can be offered up to a maximum of 17 hours per week or 400 hours per annum.

In WWETB, the BTEI Programme is offered in Co Wexford, Waterford City and Co Waterford in our Further Education and Training Centres and in community locations. The BTEI Community Strand is delivered in Waterford City with XLC and in Co Wexford with South West Wexford Family Resource Centre.

BTEI profile:

- Targeted at adults with less than upper second level education (Leaving Certificate)
- Minor awards in areas of core skills and key competencies
- Enable progression to further education and training or employment
- Part-time courses up to 17 hours per week
- NFQ levels 1-6, mainly 1-4
- Does not affect welfare payments
- Sample courses include:
 - Retail Skills; Reception and IT skills; Hotel Front Office
 - Childcare; Healthcare; Palliative Care; Applied Social Studies
 - Sports & Recreation; Hair & Beauty; Culinary Skills;
 - Woodwork; Horticulture

Total Number of BTEI Participants per Funding Category in 2016

Funding Category	Male	Female
Cat 2A – DSP Payment and less than Leaving Certificate	324	448
Cat 2B – DSP Payment and completed Leaving Certificate	188	536
Cat 3 – Less than Leaving Certificate	89	161
Cat 4 - Other	4	18

Total Number of Programmes completed and number of certified awards

Programme	Programme Completed			Awards Achieved		
	Male	Female	Total	Male	Female	Total
Level 2 Single Subject	-	-	-	6	5	11
Level 3 Single Subject	114	98	212	166	135	301
Level 3 Full Award	4	4	8	4	4	8
Level 4 Single Subject	221	356	577	249	413	662
Level 4 Full Award	1	13	14	1	13	14
Level 5 Single Subject	146	861	1007	168	893	1061
Level 5 Full Award	3	50	53	3	50	53
Level 6 Single Subject	-	56	56	-	59	59
Total No of Awards	489	1438	1927	597	1572	2169

Community Education

The Community Education Programme supports local communities and community based groups in County Waterford, Waterford City and County Wexford.

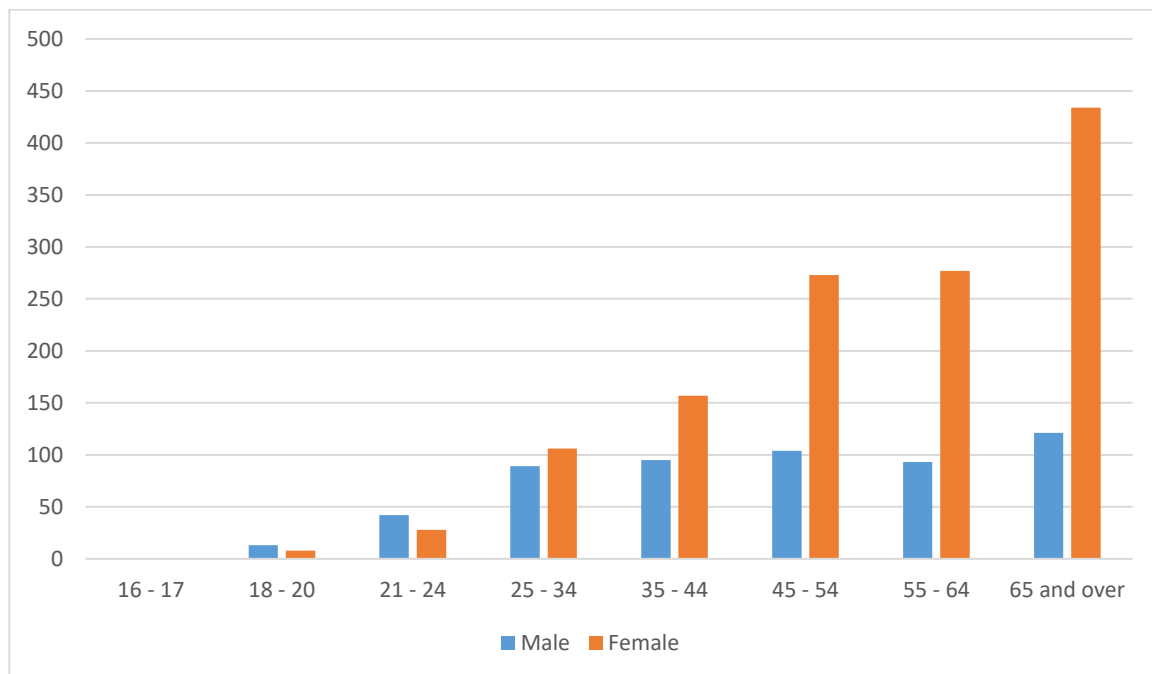
Community Education is informal learning that contributes to the development of the local community. Grants and Tutor Hours are available to community groups. Each application is individually assessed.

Due to the volume of applications, priority is given to groups who organise community education programmes for people who may face acute barriers to taking part in education: older people, women experiencing disadvantage, people with disabilities, travellers, ethnic minority groups, unemployed, lone parents, men experiencing disadvantage, carers, and ex-offenders.

Community Education Profile

- Informal learning that contributes to the development of local communities
- Priority given to groups targeting older people, unemployed, disadvantaged, people with disabilities, travellers, ethnic minorities
- Part-time courses, mainly daytime, mostly non-accredited
- Support with forming community committees, capacity building
- Sample courses include:
 - Arts & Crafts, Mosaic, Pottery, Quilting, Woodwork; Horticulture
 - Community Leadership, Community Development
 - Photography, Computers

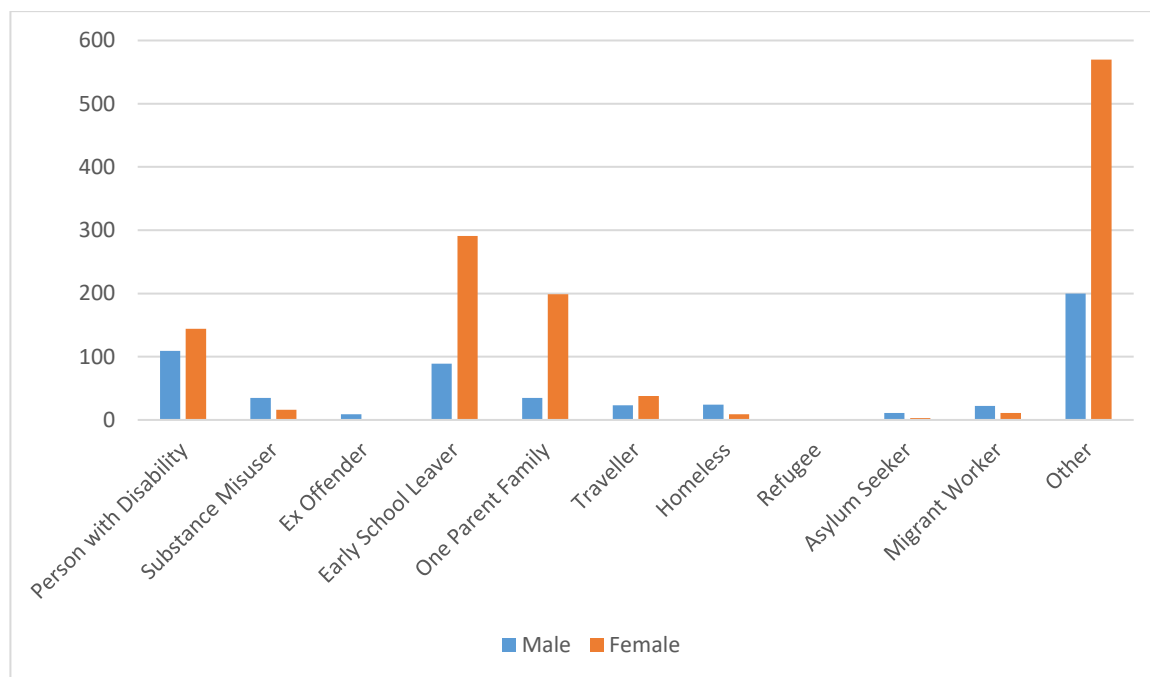
Number of Participants in Community Education by Age Profile



Age Bracket	Male	Female
16 – 17	0	0
18 – 20	13	8
21 – 24	42	28
25 – 34	89	106

35 – 44	95	157
45 – 54	104	273
55 – 64	93	277
65 and Over	121	434

Number of Participants in Community Education by Target Group



Target Group	Male	Female
Person with Disability	109	144
Substance Misuser	35	16
Ex Offender	9	0
Early School Leaver	89	291
One Parent Family	35	199
Traveller	23	38
Homeless	24	9
Refugee	0	1
Asylum Seeker	11	3
Migrant Worker	22	11
Other*	200	590

*This figure is quite high as it includes older people, unemployed/underemployed, rurally isolated, those not in the labour market

Number of participants who achieved certification in Community Education in 2016

Certification Level	Male	Female	Total
QQI Level 2 (Minor Award)	-	4	4
QQI Level 4 (Minor Award)	1	6	7
QQI Level 5 (Minor Award)	21	74	95
QQI Level 5 (Major Award)	-	14	14
	22	98	120

Community Training Centres (CTC)

CTC profile:

- Integrated Training Programme determined by needs of the individual
- Targeted at early school leavers aged 16-21 years of age and young unemployed people with few or no qualifications
- Part-time and full-time programmes
- QQI levels 3-5
- Courses run for up to 2 years
- Participants paid a training allowance
- Pre-Apprenticeship programmes
- Independent Boards
- 'WYTEC' in Waterford City
- 'Youthtrain' in Wexford town

ESOL (English for Speakers of Other Languages)

English Languages are available throughout the ETB in our adult education and training centres for migrant workers, the unemployed and asylum seekers.

Priority is given to those in need of Basic English language skills to a level of functional competency (A2 on the Common European Framework of Reference for Languages or NFQ Level 3).

Accreditation at NFQ Levels 4 and 5 and/or IELTS preparation may be offered in some centres for a fee.

From 2017 all ESOL provision is delivered through either the Adult Literacy Service or the Back to Education Initiative depending on level.

ESOL profile:

- Designed for migrant workers, unemployed and asylum seekers
- Priority given to those in need of Basic English language skills
- All applicants complete initial skills assessment and are allocated to a class at appropriate QQI level
- All provision is part time, normally 3 hours per week
- Demand for classes is increasing
- Challenge is to develop language skills to allow participation in the economy & society at a level appropriate to their qualification
- QQI Accreditation to NFQ level 4

Local Training Initiatives

LTI profile:

- Utilise community projects as a vehicle to provide flexible training
- Targeted at socially, geographically or educationally disadvantaged learners
- 35 years of age or under with no formal qualifications
- Full-time programmes
- Participants paid a training allowance
- QQI levels 3/4/5

Outdoor Education Centre

Shielbaggan Outdoor Education and Training Centre (SOETC) has been providing outdoor education for over 25 years and is situated at the base of the Hook peninsula.

SOETC provides outdoor education through adventure sport, on land and sea, primarily for young people but also for adults. The location amongst some of the best beaches in Ireland and the favourable weather in the “Sunny South East” makes SOETC the ideal location to bring a group to come and improve your skills.

At SOETC we are proud to provide quality outdoor programmes for a diverse range of clients. Employing some of the most highly qualified instructors we work to tailor courses to clients’ needs. Whilst SOETC works primarily with groups from Education and Youth work we also provide courses for individuals as well as specialist courses for both instructor training and the emergency services.

Post Leaving Certificate Colleges

WWETB has 13 Post-Primary Colleges in Waterford and Wexford, these include;

- **Waterford:** Coláiste Chathail Naofa, Meánscoil San Nioclás An Rinn, St. Declan's Community College, St. Paul's Community College, Waterford College of Further Education
- **Wexford:** Colaiste Abainn, Bridgetown College, Bunclody College, Enniscorthy Vocational College, Coláiste an Átha, Kennedy College, Selskar College, Creagh College

Of these, WWETB has 1 dedicated College of Further Education (PLC College), with 9 additional dual-provision post primary schools offer in Post Leaving Certificate programme provision. The enrolment figures for 2016 as detailed below:

College	PLC
Coláiste Abbain	28
Bridgetown College	23
Bunclody Vocational College	43
Enniscorthy VC	244
Coláiste an Átha	45
Kennedy College	97
Selskar College	126
Coláiste Chathail Naofa	238
WCFE	772
St Pauls CC	56
TOTAL	1,672

The total Enrolment figures for the past three years are;

Academic Year	PLC enrolment
2015/2016	1685
2016/2017	1672
2017/2018	1536

PLC Profile:

- For school leavers and adult returners (including unemployed)
- Gain major awards to enhance employability
- Full-time courses
- QQI levels 5-6
- Must be over 16 years of age
- Academic year
- Back to Education Allowance and Grants available

Refugee Programme

The WWETB Emergency Reception and Orientation Centre (ERO) delivers Primary, Secondary and Adult education classes in this programme. This is a transition programme, run for about 3 months before the refugees are transferred to their permanent homes, anywhere in the 26 counties.

The second type of provision is separate from ERO and this where Wexford and Waterford counties take refugees on a permanent basis in their counties. WWETB is obliged to provide 20 hours tuition per group (based on their location, such as Cappoquin, Tramore etc.) for up to a year. WWETB applies to SOLAS for this funding.

In summary, WWETB provide education programmes to refugees in four different ways;

1. Adult Literacy programme
2. ESOL programme
3. Refugee ERO programme
4. Permanent resettlement refugee programme

Skills for Work

Skills for Work profile:

- National programme to deliver training courses for full time or part time employees
- Targeted at low skilled workers
- No cost to employer
- Coordinator works with employer to identify suitable participants, course content and delivery schedule
- Courses run for approx. 35 hours, daytime, evening or weekends
- Groups of 6-8 students
- Sample courses: -
 - Communications through computers; Communication Skills
 - Customer Care; Personal and Interpersonal Skills
 - Introduction to Health and Safety; Managing Workplace Changes
 - Reading, Writing and Spellings; Personal Finance/Maths

Training Services

Waterford Training Centre, located in Waterford Industrial Park, is the operational centre and hub for all training services provided by WWETB under its Further Education and Training section.

The Training Centre is the main delivery location for a range of apprenticeship off the job (Phase 2) training. It also provides accommodation for a broad range of specialist training programmes, as well as acting as the coordinating and administrative centre for training provision, with a range of WWETB FET administration and support offices, including Quality Assurance, being located there.

Wexford Training Centre, located in Whitemills North Industrial Estate delivers Electrical apprenticeship programmes and specialist training programmes such as CAD Level 2 2D and CAD Parametric Modelling.

At our purpose built facilities we offer a variety of courses that are suitable for many different learners – jobseekers, people entering the workforce for the first time, early school leavers, people with disabilities, those wishing to change careers and people looking to refresh their knowledge or gain new skills.

The range of training initiatives provided under WWETB's training services and coordinated through the two Training Centres include:

1. Apprenticeship Training
2. Community Training Centres
3. Local Training Initiatives
4. Traineeships
5. Specific Skills Training
6. Specialist Training Providers
7. Evening Training

Waterford Training Centre has recently been approved as a City & Guilds Supercentre which enables us to provide a very broad range of courses to our learners across all our programmes.

Waterford Training Centre is also a Pearson VUE® computer based test centre. This facility provides an opportunity for individuals to take proctored exams that verify IT skills in a range of areas such as Microsoft, CompTIA, CISCO and Adobe to list just a few.

Craft Apprenticeships

Craft Apprenticeships Profile:

- Employer driven, employment focused training and education
- Skills, knowledge and competence to perform as a craftsperson in industry
- Apprenticeships in Construction, Electrical, Engineering, Motor, Printing and Paper industries
- Must be at least 16 years of age with Junior Cert (min of Grade D in 5 subjects)
- Minimum 4 years duration

Specialist Training Programme

STP profile:

- Training for unemployed people with disabilities
- Independently provided
- Aged 16 or over

Waterford and Wexford Education and Training Board

- Flexible times
- Courses can run for 40-52 weeks
- QQI levels 5/6
- Participants paid a training allowance

Training Services – Specialist Skills Training (SST)

SST Profile:

- Purpose built training centres in Wexford and Waterford
- Courses run in-house or at external locations
- Courses suitable for first time employees, early school leavers, people with disabilities, career changers
- Full-time and part-time programmes
- Variety of courses including Business Studies, Social Media, CAD, Payroll, ECDL, Safety & Health, Web Development, Safepass, Bus Driving, Welding/Fabrication and others



The volume of WWETB Training provision is shown here (add reference FARR 2017);

Training Programme	Total Reported Participants 2016	Projected Participants 2017
Apprenticeship Training	910	1053
Community Training Centres	247	207
Local Training Initiatives	426	410
Traineeship Training	418	220
Specialist Training Providers	122	117
Specific Skills Training	779	1382
Evening Training	1522	1909

Youthreach

There are eight YouthReach Centres in Waterford and Wexford ETB across the Counties of Waterford and Wexford. WWETB currently has 245 places in Youthreach.

YouthReach is a programme of education, training and work experience for early school leavers provided in an out-of-school setting. YouthReach aims to give young people:

- a second chance to gain education and training,
- a chance to develop new skills,
- a chance to gain national certification and progress to further education or training,
- a chance to find employment

Youthreach Profile:

- Education, Training and Work Experience for early school leavers
- Enables progression to further education and training, higher education or employment
- Must be aged 16-20 years
- Courses generally 2 years
- Participants paid a training allowance

Vocational Training Opportunities Scheme

There are nine Further Education and Training Centres that offer VTOS in Waterford & Wexford ETB across the Counties of Waterford and Wexford.

The Vocational Training Opportunities Scheme is an educational opportunities scheme for unemployed persons which is funded by the Department of Education and Skills. The Scheme is operated through the sixteen Education & Training Boards countrywide and provides a special range of courses designed to meet the education and training needs of unemployed people.

VTOS profile:

- Unemployed people, in particular the long-term, low-skilled
- Must be over 21 and more than 6 months unemployed
- Full-time courses over the academic year, usually 2 years
- QQI levels 3-5
- Enable progression to further education and training or higher education or employment

WWETB has a total current allocation of 520 VTOS places, 100 of which are dispersed in WCFE.

Centre	Allocation
VTOS Durands Court	100
VTOS WCFE	100
VTOS Dungarvan	60
VTOS Kilmacthomas	40
VTOS Bunclody	20
VTOS Enniscorthy	40
VTOS Gorey	40
VTOS Wexford	80
VTOS New Ross	40

VTOS Total	520
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Youth Services

Waterford and Wexford Education and Training Board, as part of ETB Act 2013, supports the coordination, provision, assessment and administration of Youth Work.

Youth Work is defined in the Youth Work Act, 2001 as:

A planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is

- a) complementary to their formal, academic or vocational education and training;*
- and*
- b) provided primarily by voluntary youth work organisations*

WWETB has established the Youth Work Committee to advise on its functions in relation to Youth Work. The Committee is looking to develop a Youth Work Plan. WWETB has two Officers working in Youth Affairs

WWETB Further Education Training Accreditation and Awarding Bodies

In 2016, 18,252 (source: FARR Report 2016) learners participated in course and achieved certification in 10,795 major and minor from NFQ Levels 1 – 6 (source: infographics).



In addition to delivering course leading to QQI certification, WWETB offers courses leading to certification from other awarding bodies such as:

City & Guilds	Irish Pharmacy Union
ITEC	Irish Water Safety
CIBTAC	Microsoft
CIDESCO	Pearson
Accounting Technician Ireland	DES Junior and Senior Trades
RTITB	CPA Ireland
CompTIA	RSA
ICS	Oracle
Engineering Inspection Specialists (EIS)	PHECC
METLAB	Redseal

3. Executive Self-Evaluation Process

WWETB's Executive self-evaluation is a review and analysis of the current Quality Assurance procedures, practices and policies operating in its Further Education and Training services.

The Terms of Reference for the Executive Self-Evaluation (ESE) process were agreed nationally between the Directors of Further Education and Training and QQI.

Joint project leads for the ESE process was assigned from within the WWETB Quality Assurance Team to co-ordinate and support the process.

The initial step in the Executive Self Evaluation process was the completion of a Governance and Quality Management Questionnaire by the Director of FET. While focusing mainly on the governance structures and requirements associated with the Quality Assurance structures in place and required by the ETB, the information provided by this questionnaire, and the detailed feedback received from the external consultant Dr Trish O'Brien, provided the foundation for an initial meeting with Dr Trish O'Brien to review her report. This initial meeting and the findings of this report were used to inform the governance section of this report

This Evaluation Report sets out, at an overview level, the current arrangements in place within WWETB. It is an "as is" description of the existing situation, with areas for development and improvement identified and listed for further consideration in the Quality Improvement and Development Plan.

On completion of a 1st draft of the ESER & QIP, both documents were sent for consultation to our Senior Management Team, FET Management Team and QA Steering Group. The documents were also sent to ETBI consultation Danny Brennan for review. On receipt of comment and feedback, updates were made and a final draft produced.

The documents were approved by the QA Steering Group on the 17th January 2018 and then went for final signoff by our Chief Executive.

4. Governance, Planning and Management of Quality

Governance and Legislative Framework

As set out in the Education and Training Boards Act 2013, Waterford and Wexford Education and Training Board is a local statutory, education and training authority. WWETB is governed by a Board comprising 21 members. This includes 12 representatives from the local city and county councils Waterford and Wexford; 2 members elected from staff; 2 parent representatives; and 5 members with a special knowledge of education and training including a learner representative and a business representative. The work of the organisation is further supported by Boards of Management in each of WWETB's 13 Colleges.

In accordance with the reserved functions under Section 12(j) of the Act, WWETB has established a number of Committees to support its work. These are:

- Finance Committee
- Audit Committee
- Youth Work Committee

The Statement of Strategy 2018 -2022 for WWETB has been prepared in accordance with Section 27 (i) of the ETB Act.

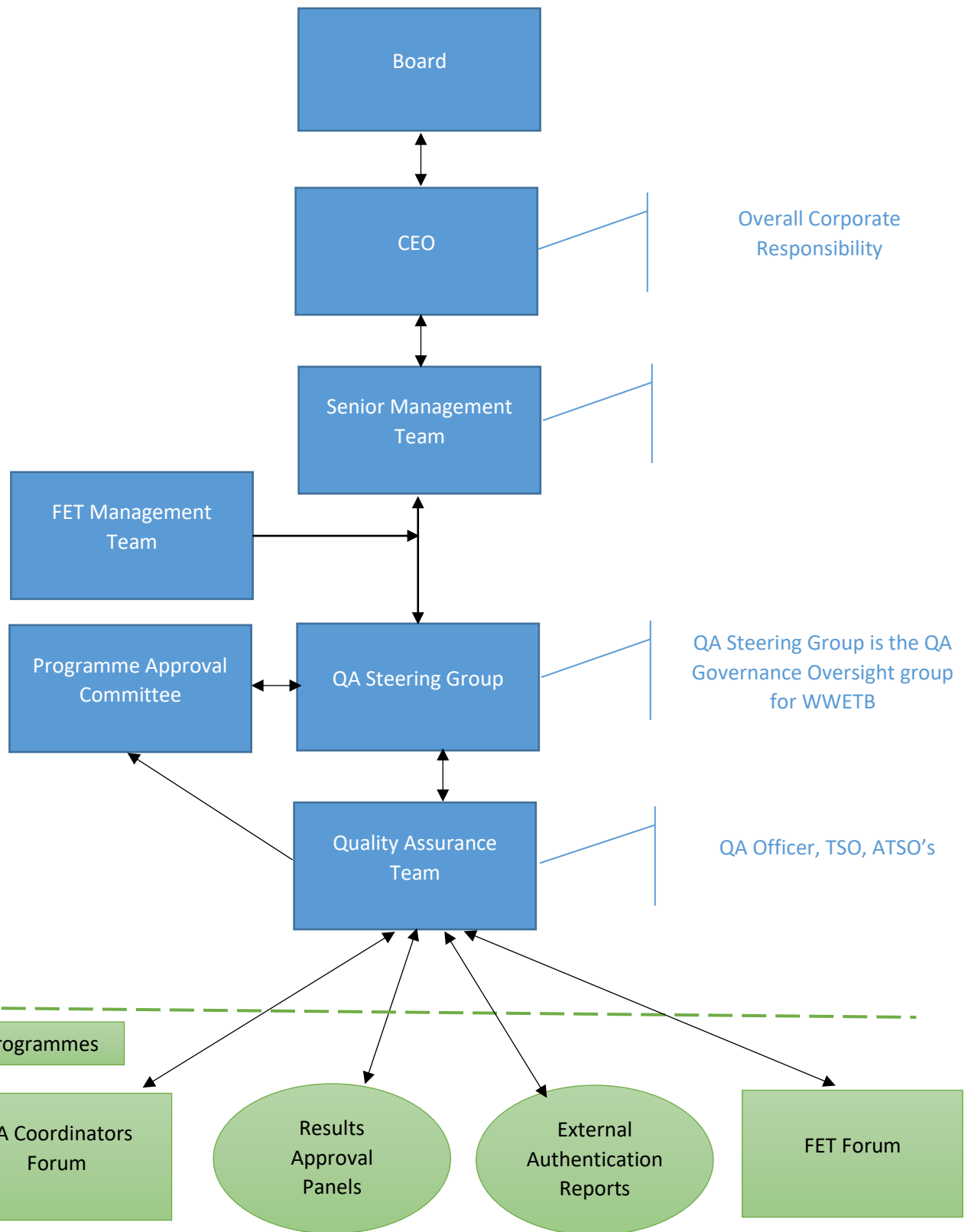
Corporate Governance

WWETB was established under the Education and Training Boards Act 2013 and WWETB corporate governance has regard to the statutory structures and functions and responsibilities as set out in the 2013 Act. In addition, WWETB operates in accordance with the provisions of Circular Letter 18/2015, "Code of Practice for the Governance of Education and Training Boards".

WWETB has established an Audit Committee and a Finance Committee in accordance with Circular Letter 18/2015, "Code of Practice for the Governance of Education and Training Boards". These committees have established terms of reference, meeting schedules and reporting arrangements in line with the code of practice, and have a broad oversight remit with respect to all WWETB activity.

In relation to the governance, planning and management of quality WWETB has responsibilities and commitments to both SOLAS as the national Further Education and Training Authority, as well as the funding body for the majority of FET activity and also to QQI and the requirements set out in the QQI Guidelines.

Quality Assurance Governance and Oversight Structures



Senior Management Team

The WWETB Senior Management consisting on CEO, Director of FET, Director of Schools, Director of OSD, HR Manager, Finance Manager, Corporate Services Manager, Innovation and Development Manager.

FET Management Team

The FET Management Team consists of the Director of FET, 3 Adult Education Officers, Training Centre Manager, 4 Training Assistant Managers, Innovation and Development Manager. This team meets monthly to review strategic and operational issues including quality assurance.

Quality Assurance Steering Group

Responsibility for the governance and oversight of FET quality assurance current resides with the Quality Assurance Steering Group. This groups includes representatives from all services and programmes with WWETB. It is chaired by the FET Director and reports to the Senior Management Team.

The QA Steering Group currently consists of the FET Director, Quality Assurance Officer, Training Standards Officer, Assistant Manager Quality Assurance, 3 Adult Education Officers, Training Centre Manager, Contracted Training Manager, and Community Training Manager.

The QA Steering Group has responsibility, amongst other things, for the approval and oversight of the development of quality assurance policy and processes, programme development, delivery, assessment and review, approval of centres to deliver programmes, external authentication, results approval etc.

Programme Approval Committee

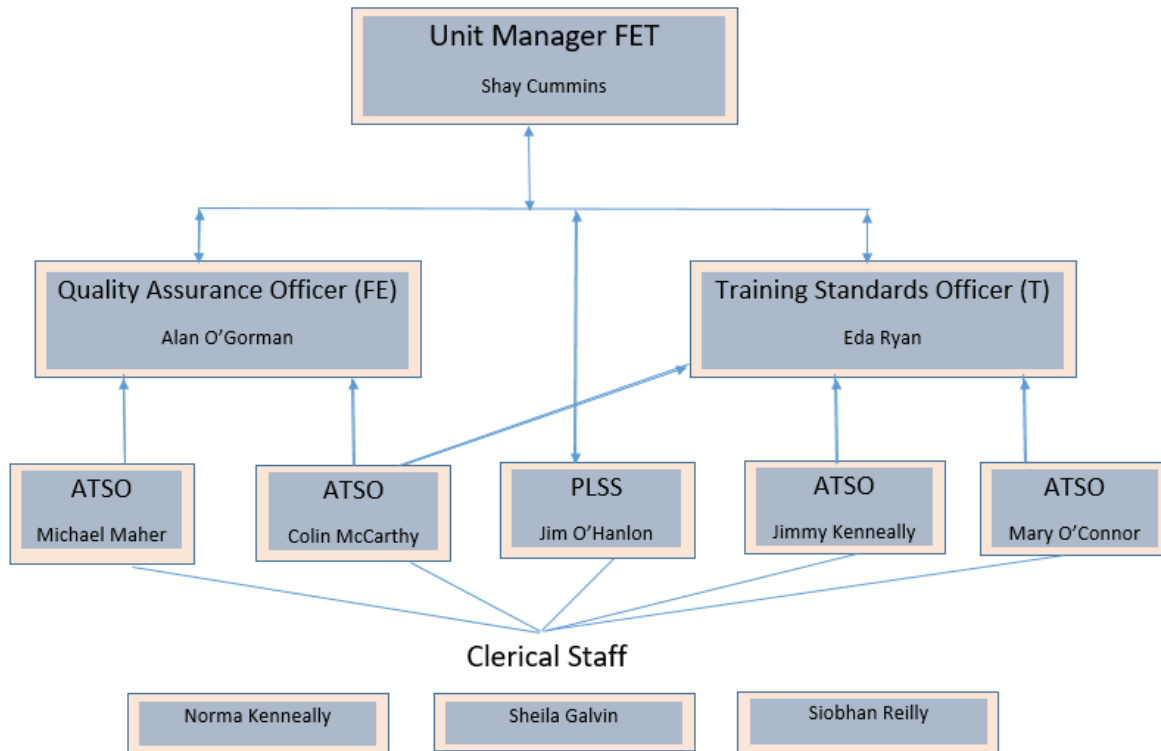
The Programme Approval Committee currently has the same make-up as the QA Steering Group (though this is under review).

The PAC has a dual role currently, firstly to review Programme Development or Delivery Applications from Quality Assurance and Validation perspective. Secondly, once the applications have been presented and reviewed from a QA viewpoint, the members of the QA Team leave the meeting if discussions around programme management and delivery issues are required.

The role and membership of the Programme Approval Committee in currently under review. The programme planning and management aspect would not be seen as a QA function and the committee may be a better fit with the FET Management Group.

Quality Assurance Team

The WWETB Quality Assurance Team was form in August 2016, with amalgamation of Training Standards Unit and the functions of the Further Education Quality Assurance Officer. The structure of the WWETB Quality Assurance Team sis as followings;



QA/QQI Coordinators Forum

The QA/QQI Coordinators Forums is a communications group of individuals with QA or QQI responsibility for their centre or programme. This forum acts are consultative and communication groups for all QA or QQI issues, consultations or updates. This forum meets once a year as a QA workshop of current and appropriate QA items.

FET Forum

The FET Forum is a group of individuals with FET management responsibility for their centre or programme. This forums is made up of programme or centre manages and coordinators from both further education and training. This forum meets on a quarterly to review of current and appropriate FET strategical and operational items which may include quality assurance.

Centre Level Quality Assurance Roles and Governance Responsibilities in FET

The roles and responsibilities for QA governance at centre level varies depending on the centre/programme. The responsibility from the implementation of Quality Assurance policy and procedures lies with the manager of each centre or programmes. These centre/programme managers report directly to the FET Director and are supported by Quality Assurance Team. The table below provides an overview of QA responsibility and governance and centre/programme level

	Adult Service	Education	PLC Provision	Training Services
Centre Responsibility	Adult Education Officer (reports to the FET Director)		Principal (reports to the FET Director)	Training Manager(reports to the FET Director)
Programme Responsibility	Adult Organiser, Literacy Community Education facilitator, BTEI Coordinator, Youthreach Coordinator, Programme Coordinator etc.,		Assistant Principals, PLC Coordinators, Department Heads, Course Coordinators	Assistant Managers / Unit Managers
Day-to-day Responsibility	Teachers, Tutors, Adult Educators		Teachers	Trainers, Instructors, 2 nd Providers
QA/QQI Support	QQI Coordinator, Resource Workers, Quality Assurance Officer		QQI Coordinator, Exam/Assessment Coordinator, Quality Assurance Officer	Training Standards Officers, ATSOs

Adult Education

The Adult Education Service (AES) is led by 3 Adult Education Officer, with responsibility for Adult Literacy, BTEI, Community Education, ESOL, Guidance, VTOS and Youthreach with a number of adult education centres across the ETB, and is supported by programme coordinators. Adult Literacy Organisers, and Community Education Facilitators have responsibility for the classes within their own services. Other programmes, such as VTOS, BTEI, Skills for Work or ESOL, may be managed by programme coordinators who have responsibility for the day-to-day running of the courses which are delivered by teachers/tutors/adult educators. The AES delivers certified courses (mostly leading to QQI awards), as well as uncertified courses. ETB-level oversight of QQI delivery is managed through review of IV/EA/RAP processes as reported by the QA Officer to the QA Steering; currently oversight of uncertified and non-QQI certified courses resides at service level.

Post Leaving Certificate Provision / Further Education College

In our one dedicated FE College, final, centre-level responsibility for quality resides with the principal, supported by the deputy principal. In dual provision schools, consisting of a co-located further education centre and secondary school, the further education element is managed by the PLC coordinator (or a similar role), who reports to the school principal. Thereafter, in both settings, department heads or course coordinators have day-to-day responsibility for the running of the courses, which are delivered by teachers who are subject matter experts.

PLC schools deliver QQI awards, as well as awards from other certification bodies. ETB-level oversight of QQI delivery is managed through a review of the IV/EA/RAP processes as reported by the Quality Assurance Officer to the QA Steering Group. Currently oversight for non-QQI awards resides at centre level.

Training Centres

The Training centres are run by the training centre manager, supported by assistant managers. Day-to day responsibility for assessments and monitoring lies with the Training Standards Officer (TSO), supported by an Assistant Training Standards Officer (ATSO). The TSO reports directly to the Assistant Manager with responsibility for Quality Assurance. Training centres deliver courses leading to QQI certification, as well as extensively delivering courses leading to non-QQI certification. All contracted trainers who deliver courses for the training centres do so under the Transitional Quality Assurance System (TQAS), and contracted trainers are monitored on a monthly basis. All results are submitted to QQI through the training centres, following processes of IV/EA/RAP. Oversight for all certification currently resides at centre level.

Management and Governance of Assessment

In all centres a named person has responsibility for managing assessment (planning & coordinating assessment, QBS entries, organizing IV etc. This person may be the programme coordinator, PLC coordinator, deputy principal, exams coordinators, QQI coordinators etc. depending on the organisation of the programme.

All centres delivering QQI assessments operate Internal Verification/External Authentication (IV/EA) processes, and have Results Approval Panels (RAPs) which review the results of the Assessment, IV/EA processes, and address any issues which may have arisen in the course of the assessment process.

Common IV, EA and RAP guidelines and templates exist for the FET programmes. Training centres and their second providers are still using the documentation developed for the TQAS. All EA reports for QQI certification (other than from the training centres) are sent to the QA Officer who reviews the findings and discusses them at the RAP meetings.

Collated findings from the EA Reports and RAP meetings is an identified areas for improvement and plans are in place to produce collate findings for feedback to centre and EAs in 2018. This process will also allow us to develop a set of common guidelines for use by External Authenticators and a guide to common EA queries that arise.

In 2016 the WWETB External Authentication process was changed so that all External Authentication and Results Approval Panels are coordinated, planned and scheduled centrally by the Quality Assurance Team. All EA Reports are reviewed by the QA Officer and where possible someone from the QA Team attends all RAP meeting, where attendance in person is not possible a RAP review is undertaken by phone.

Significant training has been provided for centre/programme managers, QA/QQI coordinator and learning practitioners over the past 18 months to ensure that everyone is aware of the assessment standards, policies, procedures and documentation in place in WWETB

The Learner Appeals process is now managed centrally through the Quality Assurance and the WWETB Appeals policy is in place. Appeals are then reviewed by external subject area expert appeal examiners. The monitoring of appeals is overseen by the QA Officer and reporting on the appeals process is made to the QA Steering Group.

Management and Governance of Programme Development and Approval

WWETB delivers QQI programmes developed to lead to major awards under the Common Awards System (CAS), which follow the model common in ETBs where a **programme** leading to a major award has a wide range of modules (in line with the award structure, as outlined in the award specification). Validation is sought from QQI for a programme on behalf of the entire ETB, with named centres identified for delivery. That programme may then be used in a range of **courses**, each with its own unique specialism and module selection, across a range of centres within the ETB. Approval is sought from the FET Director for delivery

of a course in a centre. WWETB manages programme delivery, development and approval through our Programme Delivery Development Validation Policy (Appendix 3)

Development of new Programmes and Modules

When the need for a new programme is identified, either at FET Management level, or at centre level in response to a locally-identified need, a proposal can be made to develop a programme or module from a QQI award specification. This proposal is currently made by a centre through the QA Officer to the QA Steering Group. Once the proposal for development has been approved, development may proceed, with appropriate training for the writers and evaluators involved in the development process. The Officer coordinates all stages of the development process, and after writing and screening is complete, the programme/ module is evaluated and approved by the WWETB Programme Approval Committee. Programme documentation for new programme developments has recently been amended in line with QQI's new validation.

Amendments to existing programmes

When the need to amend the structure of existing programme is identified, a proposal can be made to add an additional module(s) to a programme under the existing 20% rule. This proposal is currently made by a centre through the QA Officer to the QA Steering Group. Once the proposal has been evaluated by the QA Team and approved by the QA Steering Group, notification of the change is made to QQI via QHelp and the amended programme descriptor is sent to QQI, upload to the WWETB repository and disseminated to all appropriate WWETB centres.

Approval for course/programme delivery by centres

A WWETB Centre must submit a 'Programme / Module(s) Delivery Request Form' for approval to the WWETB Programme Approval Committee where it plans to:

- access and deliver existing validated major awards for the first time
- access and deliver existing validated programmes where that programme has not been delivered in-centre for the past five years

The PAC will firstly to review from a quality assurance, programme structure and validation perspective. Secondly, once the applications have been presented and reviewed from a QA viewpoint, the members of the QA Team leave the meeting if discussions around programme management and delivery issues are required.

Governance of Strategy

An organisation strategy statement is currently in development with WWETB. It is planned to have this approved by the Board in early 2018. As FET governance structures are reviewed, it will be essential to align them to this strategic plan and identify where responsibility lies for organisational objectives.

Governance of Policy

Development and review of QA policies has been on a somewhat ad hoc basis over the past three, as we awaited the detail on the new core and sectoral QA guidelines and the new validation policy. Several new policies have been put in places where needs have been identified. WWETB has also been activity involved in policy and guideline development in collaboration with ETBI and other ETBs.

Some of the new policies in place include;

- WWETB QA Steering Group

Waterford and Wexford Education and Training Board

- WWETB QA Team restructuring
- WWETB Programme Delivery Development Validation Policy
- WWETB Appeals Policy
- WWETB Centralised External Authentication and Results Approval Panel Processes

Some of the collaborative initiatives and working group involvement includes;

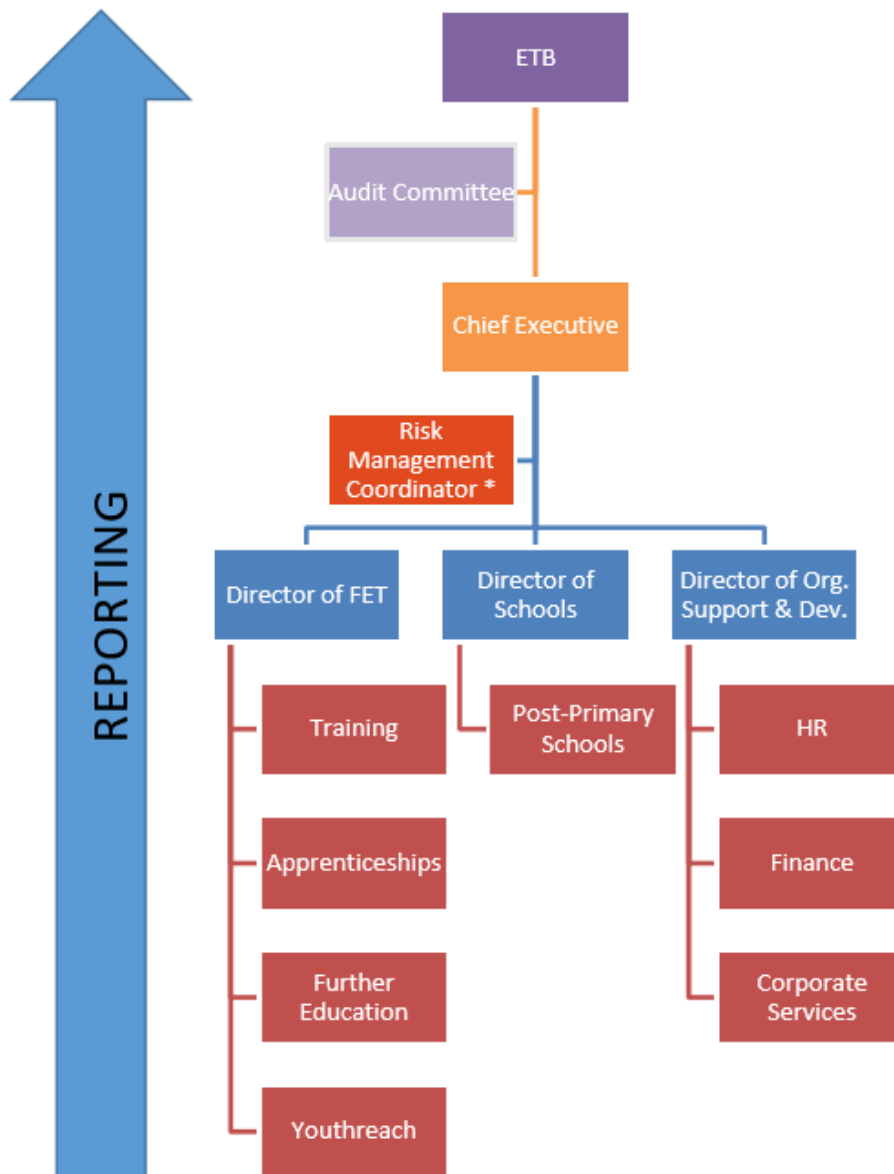
- ETBI/QQI Validation Implementation working group
- EA Model working group
- Work Experience programmes review working group
- AIS review working group
- QA CDP working group

Any new QA policy or changes to existing policy is first put through a consultation process where appropriate and then reviewed and approved by the QA Steering Group, before final signoff by the Board of WWETB where appropriate.

Governance of Risk

The updated WWETB Risk Management Policy was recently approved by the Board of WWETB.

In accordance with the Code of Practice for the Governance of Education and Training Boards, Waterford and Wexford Education and Training Board (WWETB) is committed to identifying risks that have the potential to disrupt achievement of the ETB's strategic and operational objectives. Through effective management Waterford and Wexford ETB is committed to the elimination of risks that may impact on its activities and will ensure a robust documented system is available as evidence of its accountability (WWETB Risk Management Policy). The governance and risk management structure for WWETB is detailed below:



Waterford and Wexford Education and Training Board

Continuous Professional Development in Quality Assurance

WWETB's Statement of Strategy 2018-2022 has Continuing Profession Development as one of its key goals.

WWETB is committed to appropriate Continuous Professional Development of all staff in Quality Assurance. We are engaged with the SOLAS QA PD Framework Development project and have representation on the technical working group for this project.

The QA Team are committed to the following in 2018:

- Review and plan for the CPD needs of QA Team.
- Plan QA Workshop for QA/QQI coordinators and provide training on new assessment handbooks and new QBS.
- Ensure the continued in-centre training of staff where specific needs arise.

GAP: GOVERNANCE & MANAGEMENT OF INFORMATION & DATA

GAP: WWETB STRATEGY STATEMENT AND STRATEGIC PLAN

GAP: FET PLAN

5. Delivery of FET

5.1 Introduction, overview of FET programmes

WWETB delivers QQI programmes developed to lead to major, compound and minor awards under the Common Awards System (CAS), as well as delivering a number of non-QQI programmes and awards.

The majority of WWETB's FET activity is certified, with QQI being the largest awarding and certifying body for this activity. Other awarding bodies include City and Guilds, ITEC, CIBTAC, CIDESCO, Pearson, Microsoft, etc.

WWETB provides some uncertified provision through short courses, mainly within Adult Literacy and Community Education programmes.

WWETB's Statement of Strategy 2018 – 2022, places particular emphasis on the importance of building a strong reputation for the organisation, based on quality, integrity and delivery of results. The positive impact WWETB can have in its communities is significant and we will work hard to achieve on our objective set out in the Strategy.

The first goal as outlined in the Statement of Strategy 2018 – 2022 is; 1.1 The Provision of high quality Education and Training for all. Goal 1.6 is Quality-assured provision with high levels of achievement and accreditation by learners.

5.2 Programme Design Development and Approval

WWETB manages programme delivery, development and approval through our Programme Delivery Development Validation Policy (Appendix 3)

Development of new Programmes and Modules

When the need for a new programme is identified, either at FET Management level, or at centre level in response to a locally-identified need, a proposal can be made to develop a programme or module from a QQI award specification. This proposal is currently made by a centre through the QA Officer to the QA Steering Group. Once the proposal for development has been approved, development may proceed, with appropriate training for the writers and evaluators involved in the development process. The Officer coordinates all stages of the development process, and after writing and screening is complete, the programme/ module is evaluated and approved by the WWETB Programme Approval Committee. Programme documentation for new programme developments has recently been amended in line with QQI's new validation.

Amendments to existing programmes

When the need to amend the structure of existing programme is identified, a proposal can be made to add an additional module(s) to a programme under the existing 20% rule. This proposal is currently made by a centre through the QA Officer to the QA Steering Group. Once the proposal has been evaluated by the QA Team and approved by the QA Steering Group, notification of the change is made to QQI via QHelp and the amended programme descriptor is sent to QQI, upload to the WWETB repository and disseminated to all appropriate WWETB centres.

Approval for course/programme delivery by centres

A WWETB Centre must submit a 'Programme / Module(s) Delivery Request Form' for approval to the WWETB Programme Approval Committee where it plans to:

- access and deliver existing validated major awards for the first time

- access and deliver existing validated programmes where that programme has not been delivered in-centre for the past five years

The PAC will firstly to review from a quality assurance, programme structure and validation perspective. Secondly, once the applications have been presented and reviewed from a QA viewpoint, the members of the QA Team leave the meeting if discussions around programme management and delivery issues are required.

5.3 Programme Monitoring and Review

Courses and programmes are reviewed at the end-of-course evaluation at centre level. Such reviews provide an opportunity to review assessment loads, assessment methods, and other aspects of course delivery, and where necessary amend these based on learner and staff feedback. These reviews also provide an opportunity for new module options to be identified.

If a required module is not on the programme descriptor, a request can currently be made to the QA Officer under our Programme Delivery Development Validation Policy and it may be possible to have it included to the programme under the 20% rule. The QA Development Officer screens it, and if suitable, forwards it to the Programme Approval for approval. No programme review plan is in place at this time.

Where an evaluation identifies that there are issues with a validated module this is reported to the QA Officer. In the case of a minor issues or mistakes this can be corrected quickly and a new version of the programme descriptor reissued. Where a major issue is identified or changes requested, the requested module changes are circulated for consultation, and finally approved by the QA Steering Group.

Where minor issues are identified with an AIS, these are corrected by the TSOs. A review of AISs is currently being undertaken by ETBI.

5.4 Teaching and Learning

The teaching methodologies selected by the learning practitioner depend on the level of provision, learner needs, nature of the programme etc. The learning methodologies generally include a combination of:

- classroom-based
- one-to-one
- instructional
- group discussions/group interactions
- practical sessions/workshops/laboratories/studio
- simulated work environment/work
- tutorials/ one on one supported learning
- field trips
- on the job training

WWETB has an Access & Continued Professional Development Officer to review and support the teaching and learning activity of FET staff.

The QA Team would provide extensive ongoing training and support in the areas of assessment and the quality assurance of our programmes and provisions.

5.5 Assessment

WWETB has undertaken an extensive training programme around consistency of assessment and a consistency of understanding of the assessment process. We have undertaken assessment training workshops covering;

- Assessment Process & QA Procedures

- Understanding the Standard
- Devising Assessment Instruments, Exam Papers, Marking Schemes and Solutions
- Academic Writing, Referencing & Plagiarism
- Multiple programme or centre based tailored workshops

We have undertaken the standardisation of a large number of our assessment forms and documents, for example;

- Standard Assessment Brief Template
- Learner details sheets
- Portfolio receipt sheets and exam attendance records
- Certification Estimates
- Appeal handbooks and form
- IV reports
- EA reports
- RAP reports

Where the process is now largely consistent across the entire WWETB, there is still work to do to fully standardise all appropriate documentation.

There are a number of Assessment Handbooks in development in collaboration with ETBI and WWETB plan to review and implement these across all centres and programmes

- January 2018
 - Assessment Deadlines
 - Assessment Malpractice
 - Compassionate Consideration
 - Reasonable Accommodation
- 4 Additional planned for March 2018
 - Secure storage
 - Examination regulations
 - RPL
 - Appeals

5.6 Internal Verification, External Authentication and Results Approval Panels

Internal verification (IV) is the process by which the provider's assessment policies and procedures relating to planning, managing and operationalising all aspects of assessment practices will be internally verified i.e. monitored by the provider itself.

The process includes checking that the provider's assessment procedures have been applied across the range of assessment activities from planning to finalising results including checking/monitoring the accuracy of assessment results to ensure learner evidence exists and that results and grades are correctly computed and recorded. It confirms learner details and results have been correctly entered into the QBS. On a sample basis it confirms marks have been calculated correctly and transferred correctly to the QBS.

In our FE centres, IV may be carried out by a number of different people; by programme manager/coordinator, by a QQI coordinator, examinations/assessment coordinator, peer-based cross moderation, or by teachers verifying the assessments of teachers from other departments/ programmes. In all cases, however a standard process, checklists and reports are used. The output of the process is the IV report which is then made available to the External Authenticator. The training centres use their own process and documentation, developed as part of the TQAS and internal verification is undertaken by the ATSOs on internal training programmes. The ATSOs under the TQAS conduct an Internal Verification of results, which is a 100% check as per TQAS Check List TQAS – 6f – F01.

The Internal Verification Reports are also reviewed as part of the Results Approval Panel and issues/actions are feedback to teaching staff as part of department/programme review meetings.

External authentication (EA) provides independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards. It establishes the credibility of the provider's assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award.

WWETB coordinates central the entire External Authentication process. Centres/programmes will submitted their certification estimates to the QA Team and the QA Team will assign and schedule appropriate EAs. Standard forms, contracts and reports are used and the invoicing and payment process in coordinated by the QA Team.

On completion of the EA Visit the EA will send the EA Report to both the QA Officer and the programme/centre manager. All EA Reports are review centrally by the QA Team.

GAP: WHILE SOME COLLATION HAS TAKEN PLACE IT HAS NOT BEEN FULLY UNDERTAKEN DUE TO RESOURCES. IT IS THE INTENTION OF WWETB TO FULLY COLLATE EA REPORTS AND FEEDBACK WHICH CAN THEN BE REVIEWED BY THE QA MANAGEMENT TEAM AND SHARED ACROSS ALL CENTRES/PROGRAMMES.

GAP: IT IS THE INTENTION OF WWETB TO PRODUCE AN EA GUIDELINE DOCUMENT FOR USE BY ALL OF EAS.

Results Approval Panel (RAP)

The WWETB QA Team coordinate and attend (where possible) all Results Approval Panels across all programmes. The purpose of the Results Approval Process is to ensure that results are fully quality assured and signed off by the provider prior to submission to QQI. The results approval panel ensures assessment decisions and results are reviewed, judged and processed in a fair, consistent and transparent manner. A Results Approval Panel Report is produced by the QA Team and signed off the attendees of the RAP.

GAP; DURING THE BUSY JUNE ASSESSMENT WINDOW THE COMPLETION OF RAP REPOSTS HAS SLIPPED IN SOME INSTANCES. THIS IS TO BE ADDRESS IN 2018 WITH THE ADDITION OF ADMIN SUPPORT TO ALL RAP MEETINGS AND TO DEVELOP RAP REPORTS AS THEY HAPPEN.

5.7 Appeals

A learners are entitled to appeal their assessment results if they wish. WWETB operated a standardised appeals policy and process across all programmes, which managed centrally by the QA Team. Learners may have their assessment portfolios reviewed or rechecked by an independent subject matter expert appeals examiner.

A standard appeals handbook and application form is available to all centres and learners, outlining the appeals process, and includes forms, sample letters etc.

In the event that their appeal is upheld, the WWETB QA Team informs QQI of the amended grade. An appeals handbook is available to all centres, outlining the appeals process, and includes forms, sample letters etc.

Learners may appeal the results of non-QQI assessments through the relevant certifying body.

5.8 Public Information and Communication

The WWETB website provides a wide range of information on our services, provision, centres and contact details.

In addition to the WWETB website, publicly available information on programmes delivered by WWETB are available from a number of sources, including:

- Prospectuses
- Individual centre websites
- www.fetchcourses.ie

5.9 Staff Recruitment and Development

Recruitment of staff for WWETB is managed by the Human Resources Department. National agreements and procedures apply to the various grades/descriptions of staff involved in FET delivery and WWETB applies these to the recruitment of all staff.

WWETB now has a Continuous Professional Development Coordinator in place whose role will include the review of staff professional development and the creation of a WWETB CPD Policy.

Additional training is coordinated by the Quality Assurance Team, particularly in the areas of our QA processes, assessment and the assessment process. Centres are invited to request any additional training as required.

5.10 Physical Resources

Buildings & Equipment

WWETB's FET services are delivered in a range of locations and premises across Waterford and Wexford. While many of these premises are owned by WWETB, many services also operate from leased premises.

FURTHER REVIEW AND ANALYSIS REGARDING THE FIT FOR PURPOSE OF BUILDINGS AND EQUIPMENT WILL BE REQUIRED AT A LATER STAGE.

ICT Infrastructure

In line with the SOLAS Technology Enhanced Learning Strategy, WWETB is currently reviewing its current ICT infrastructure and systems and estimating future improvements and requirements.

FURTHER REVIEW AND ANALYSIS REGARDING THE FIT FOR PURPOSE OF ICT INFRASTRUCTURE WILL BE REQUIRED AT A LATER STAGE. THIS MAY BE INCLUDED IN THE DEVELOPMENT OF OUR TECHNOLOGY ENHANCED LEARNING STRATEGY.

6. The Learner Experience

Learner Focused

One of WWETB's four main values is to be Learner Focused. This means, our focus is on enabling our efforts in the identification of learner needs and maximisation of their potential. This works by being inclusive, supportive, dedicated, professional, responsive, innovative and caring. (WWETB Statement of Strategy 2018 -2022)

Goal 1.2 as outlined in the Statement of Strategy is to develop new initiatives that reflect the needs of the learners in WWETB. Goal 1.5 is to promote/support the wellbeing of students through quality and active social inclusion.

Learner Referrals

Learners engaging with WWETB generally make with our programmes through either self-referral or referral by another agency.

Self-referral is the most common approach within the Further Education sector, with most learners engaging with Adult Literacy, BTEI, Community Education, PLC and VTOS identifying the programmes and option most appropriate to their needs, and engaging directly with the programme providers/centres.

A wide range of referral agencies, groups and partners refer learners to WWETB, including the DEASP, HSE agencies, community development groups etc.

Second level guidance counsellors provide a referral mechanism for students into some FET programmes, in particular PLC course, apprenticeships and traineeships. WWETBs Adult Guidance Service would also refer learners into a variety of FET programmes.

Learner Admissions

Management of learner admissions policies and procedures remain at centre level across WWETB centres. No single learner admissions system in operation across all WWETB services at this time.

There are some legacy VEC admissions policies in existence, which are still partially being applied where needed in the relevant regions.

The further rollout of the referral/applications mechanisms in FETCH and PLSS may provide a route to a more standardised approach in the future.

GAP; DEVELOP A SINGLE ADMISSIONS AND ACCESS POLICY FOR WWETB

Recognition of Prior Learning (RPL)

WWETB does not currently have agreed quality assured processes to support the Recognition of Prior Learning (RPL) for any purpose other than access. Where a learner has previously achieved a non-CAS module that has been migrated to a component listed in the programme structure (i.e. old FETAC/NCVA) that is not more than 5 years old, they may receive an exemption from that module. Applications for exemptions using certified learning from other non-CAS awards will be processed in line with the QQI list of exemptions.

A collaborative ETBI working group is current developing RPL guidelines and WWETB we look to implement these when finalised.

GAP; DEVELOP A POLICY AND PROCEDURES AROUND RECOGNITION OF PRIOR LEARNING (RPL)

Learner Information

All WWETB learners should receive an induction session in which they receive general information about the centre, as well as course-specific information such as modules to be covered, the course calendar and timetable, assessments and assessment deadlines, centre attendance policies and procedures, assessment policies and procedures, supports available to learners, SUSI grants, code of conduct, complaints procedure and other relevant information. These induction sessions are facilitated and managed by the local centre. In most cases centres and programmes have locally developed Learner Handbooks. Upon receiving notification of final results, learners are informed of their right to appeal their grade in accordance with the WWETB Appeals Policy.

Learner Supports

All learners are encouraged, upon application for admission, to disclose any special needs or disabilities they may have, in order that appropriate supports or reasonable accommodations may be put in place. Where such a disclosure is made, an appropriate staff member will meet the learner to discuss the nature of the supports that may be required. Depending on the nature of those supports, and the centre in which the course is being delivered, that staff member may be the centre manager/deputy centre manager, guidance counsellor, the FE/course coordinator, or the class teacher. The nature of the supports may vary from one-to-one learning supports around additional literacy or maths needs, other additional tutoring where this may be required or other reasonable accommodations, such as extra time in an exam or reader/scribes. Every effort is made to accommodate learner with disabilities or specific needs.

New guidelines around reasonable accommodations are being developed by the ETBI Assessment Procedures Working Group, and these will be introduced as common WWETB policy on reasonable accommodations.

Learners in full time training programmes, PLC, Youthreach, VTOS, or BTEI may be eligible for low-cost childcare under the Childcare in Education and Training Scheme (CETS), operated by the Department of Children and Youth Affairs (DCYA).

GAP; DEVELOP AN ACCESS POLICY FOR WWETB

Learner Guidance

The WWETB Adult Guidance Service offers educational and career guidance counselling to both public and WWETB learners. This facilitates learners to make informed decisions about accessing education and training, transferring within, and progressing from WWETB.

The WWETB Adult Guidance Service employs 3 Adult Guidance Counsellors and 2 Information Officers across service.

Learner Feedback

Learner feedback is an essential element to the life cycle of a course within WWETB. Feedback is sought for most courses through mid-term and end-of-term evaluations, and the information gathered can be used to address issues arising throughout the course, and informs future iterations of the course. In addition, learners can raise any concerns or feedback they may have with either the course teacher or course coordinator at any time between the formal feedback opportunities. Currently there is no process to review learner feedback at ETB-level on a systematic basis.

Learner Complaints

WWETB has a Code of Practice for dealing with Complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen). Training Services currently has a separate Customer Charter and Customer Complaint Form.

REF:<http://waterfordwexford.etb.ie/wp-content/uploads/sites/24/2014/12/Code-of-Practice-for-dealing-with-complaints-from-Parents-about-Staff2-docx.pdf>

7. Information and Data Management

The amalgamation of four separate organisations into the one ETB meant that a number of different information management systems were inherited by WWETB, and are still being operated in part or in full. It is hoped that over time, some of these will be phased out and replaced by the Programme and Learner Support System (PLSS) as one central information management system designed to manage course and funding planning, course management, learner data, evaluation and reporting.

WWETB's Statement of Strategy 2018 – 2022 has three related goals outlining, 1.7 Commitment to Technology-enhanced teaching, learning and assessment, 1.8 planning for current and future needs for infrastructure and buildings and 2.4 IT Systems Development.

PLSS

PLSS is a national SOLAS/ETBI initiative and data is hosted by SOLAS. The system incorporates the National Programme Database, the National Course Calendar, National Learner Database, and Funding Allocation Requests and Reporting (FARR) system. The PLSS is a data management system designed to provide the key data on programme outputs, outcomes and performance for the Further Education Sector. It is a joint initiative between ETBI and SOLAS as it provides for the secure sharing, collecting and utilising of data within the Further Education and Training (FET) sector. It is intended, that over time, PLSS will replace all other MIS systems being used in the sector to record and store learner data.

VSWARE

VSWare is the MIS system deployed in schools PLC colleges to manage learner data. The system records all learner data, as well as providing tools for attendance and attainment capture, reporting and communication with learners and staff, and the submission/uploading of learner results to QQI's QBS system.

A key feature of the system is its timetabling or scheduling facility, which provides for the creation of complex integrated timetables for staff, students and resources based on the programmes and provision being delivered on an annual basis. This feature and its importance to these centres, indicates that VSWare will, for the foreseeable future, require retention, with data being transferred from VSWare to PLSS in order to maintain the national learner database.

MIT Enrol

One of our PLC colleges still uses MIT's ENROL system to facilitate online applications to their courses, and to manage these applications through an interview and offer sequence. The MIT ENROL system also provides a facility for learner payment of fees. MIT ENROL provides for the transfer of data for registered students to VSWare.

SalesPulse

SalesPulse is a system that was used by the former VECs to manage learner information. This system is still required to record information required for European Structural Funding (PEIL) reporting.

The system does link in with the PLSS Learner Database but ideally WWETB would prefer to be using just one Learner Information Management system to record learner information. It is currently reported that reporting systems available in SalesPulse are better than in PLSS. PLSS will need to address this if we are to move totally to it. The ongoing dual entry and use of two systems is inefficient.

Time and Attendance Clocking System (TACS) and Trainee Apprentices Payroll System (TAPS)

The Time and Attendance Clocking System is used to track learners' attendance on all training programmes in order to calculate the appropriate payment.

The Trainee Apprenticeship Payroll System manages the payment to the trainees entitled to payment and to apprentices based on the information recorded on the TAC system. These systems will shortly be replaced with a new Trainee Apprentices Payroll System which was developed nationally and will include the payments to YouthReach learners, further integrating services.

QQI Business System (QBS) and SOLAS Results Capture and Certification Request System (RCCRS)

WWETB uses QQI's QBS to manage validation applications for programmes. WWETB also uses QBS to manage which centres and services have access to individual validated programmes. Centres submit assessment results through QBS to QQI to request and record certification.

WWETB Training Centres use the Results Capture and Certification Request System (RCCRS) system for internal and contracted staff to capture/record assessment results for all training programmes and for generating and submitting of certification requests to QQI.

CORE

CORE is the Human Resource management system operating within WWETB to manage all Human Resource activity. Employees have access to a limited feature set within CORE that enable them to view and manage certain information of direct relevance to themselves, including their pay and entitlements as well as managing leave. Employees self-register for the Core Employee Self Service portal. The CORE portal allows employees and managers to:

- View Payslips and P60s available on line and to print
- Track attendance for employees with flexi-time entitlements
- Track Leave entitlements and balances
- Manage Leave request submissions for all types of leave and confirmation of approvals
- Calculate Pension entitlements
- View vacancies that have been advertised by WWETB and apply on-line

Office365

WWETB has rolled out Office365 to almost all functions, programmes and provisions. The use of OneDrive, SharePoint and Class Notebooks are currently being investigated. From a QA point of view the use of a SharePoint repository for storage and control of our programme descriptors is very much needed. The use of Class Notebooks for the storage, sharing and processing of assessment process documentation is something we are also investigating.

Funding Allocation Request and Reporting (FARR) System

From 2016, all statistical returns are being made via the FARR element of the PLSS system. At the start of the calendar year, projections/estimates are made regarding expected provision in the following 12 months. Then Actual numbers are recorded to cover the periods Jan–May, June–Sept and Oct–Dec. This captures inputs such as number of starters on courses, outputs such as retention and partial/full course completers achieving a QQI Major Award or Component Awards only and outcomes such as progression to other FET courses, HEI or employment.

Data Protection & Security

WWETB has data protection and freedom of information policies in place to comply with current legislation.

Waterford and Wexford Education and Training Board

Under WWETBs Administrative Access Policy all appropriate information will be made available to the requester having regard to privacy, confidentiality and the public interest. As a matter of policy, the Waterford and Wexford Education and Training Board supports an individual's right to see what information is held about them within its service. Generally, access to an individual's own records can be provided administratively (subject to exceptions).

Assessment records and assessment data are currently maintained by centres, there is however a lack of clarity as to what records should be maintained and for how long.

Data Analysis

While data is analysed and evaluated a local centre or programme level and as part of External Authentication and Result Approval Panel processed, WWETB does not as yet analyse collated data and ETB level very well. The reason for this is mainly a resource and experience issue of how to effectively mine and analyse the data. We have a fast amount of data available to use from FARR reports, QQI reports, PLSS reports etc., but we need much more consideration as to how these can be analysed at ETB Level and use to enhance planning, monitoring, review and policy, programme development etc.

[GAP; THE DEVELOPMENT OF A SHAREPOINT SITE FOR WWETB](#)

[GAP; THE DEVELOPMENT OF A WWETB INTRANET](#)

[GAP; DATA ANALYTIC OF COLLATED WWETB DATA](#)

8. Collaborations and Stakeholder Relationships

8.1 Strategy

WWETB's Statement of Strategy 2018 – 2022 has Fostering lasting Partnerships and Collaboration as a key high level goal, through strategic networking and a wide range collaborative initiatives.

- Collaborate with relevant forums to contribute to the ongoing development of the education and training sector (e.g. Regional Skills Forum).
- Enhance links with relevant local and national bodies, agencies and stakeholders to support our programmes and services to learners.
- Increase collaboration with Education and Teacher Centres in Wexford and Waterford for sharing resources and knowledge and with the Teacher Training Colleges with regard to opportunities for recruitment.
- Foster and enhance closer collaboration with third level institutions with regard to finding a solution to teacher shortages in certain subject areas (i.e. Arts and Sciences)
- Explore opportunities for schools to support their local communities through the utilisation of school buildings and facilities out of hours (e.g. for homework clubs, parent groups etc.)
- Maintain/Strengthen collaboration with SCP programmes
- Foster/Enhance collaboration with other partners, including NEPs, NCSE, Teacher Training Colleges, County Council, Junior Council, DES, Sporting Organisations, WLD, Chamber of Commerce, FDYS, Rotary Alliance, and Local Primary Schools
- Collaborate with industry partners to enhance our education and training programmes and provide opportunities for students and learners
- Parent Engagement – ways of encouraging parents to participate in the activities of the School and integrate into the School community.

8.2 SOLAS

SOLAS is responsible for the funding of a wide range of FET programmes within the 16 ETBs and is one of WWETB's key stakeholders. WWETB submits an annual service plan to SOLAS which includes performance targets such as inputs, outputs, certification etc. and reports on these targets to SOLAS through the FARR database. The ETB provides administrative support staff, as well as a FET Development Officer to support centres in their reporting to SOLAS through FARR. In addition, there is a financial reporting process to SOLAS that WWETB engages in. SOLAS have now begun to discuss introducing a strategic dialogue process with ETBs.

SOLAS has statutory responsibility for craft apprenticeships (as coordinating provider), of which WWETB delivers a number in Phase 2 (see Section 9.1 below). A Memorandum of Understanding between WWLETB and SOLAS is in place with respect to the Craft Apprenticeships, in addition to a range of systems and procedures to ensure the successful delivery of these programmes. Senior Training Advisors are in place in the training centres, and they are authorised officers acting on behalf of SOLAS to approve the companies in which apprentices shall be employed.

8.3 Qualifications and Quality Ireland (QQI)

Qualifications and Quality Ireland was established by legislation as an independent body responsible for promoting quality and accountability in education and training services in Ireland in 2012. QQI maintains

and develops the National Framework of Qualifications, it sets the standards for QQI awards and validates programmes for delivery by providers, including WWETB.

QQI has developed Core and Sector specific quality assurance guidelines for ETBs which inform the development of quality assurance policies and procedures for WWETB.

WWETB is mindful of its role and relationship with QQI, and its responsibilities and commitments under the Qualifications and Quality Assurance (Education and Training) Act 2012. This Executive Self-Evaluation is the first step in approving new quality assurance policies and procedures for WWETB.

8.4 Other Awarding Bodies

WWETB has quality assurance arrangements and agreements in place with a number of other awarding bodies. The full list of other awarding bodies that WWETB is engaged with is listed on page 22.

Based on the new QQI Quality Assurance guidelines, WWETB will incorporate these arrangements, as well as unaccredited provision, in the development of new quality assurance policies and procedures. It is WWETB's view that a single set of quality assurance policies, procedures and practices should operate across all FET activity in order to ensure consistency and eliminate the risk of error.

8.5 ETBI

Education and Training Boards Ireland (ETBI), is the national representative association for Ireland's sixteen Education and Training Boards. ETBI provides a broad range of coordination and professional supports to ETBs, including facilitating collaboration between ETBs, staff development and the coordination of policy development.

ETBI supports and coordinates a number of working groups and forums to assist ETBs in the development of policy and practice to enhance and improve activity and delivery within the sector. These groups include, among others:

- Chief Executives forum
- Directors (FET, OSD, Schools)
- FET Steering Group
- Quality Assurance Forum
- New apprenticeship development group

8.6 Department of Social Protection (DSP)

The DSP works closely at a local level with WWETB centres and colleges, and is the primary referral agency for courses run in the training centres. An interagency agreement between WWETB and the DSP is in place to manage this relationship.

8.7 Employers

8.7.1 General

Engagement with employers is a critical element in WWETB's FET services, if these services are to meet the priorities set out in the FET strategy and ensure that programmes and courses are relevant to the needs of local business and industry. A number of mechanisms and avenues for engagements with employers exist across FET services, with individual centres and staff within an area generally having built up good informal contacts as well formal relationships with employers. Some staff within the training services have, as part of their responsibilities, the necessity to engage with employers, including the service to business staff and the Authorised Officers for apprenticeship.

A new revamped Services to Business Unit in WWETB will provide a quality based Advisory Service that will assist businesses with Training and Education requirements in the Further Education Sector. The unit will aim to improve communications and relationships with all our stakeholders and to communicate

Waterford and Wexford Education and Training Board

proactively with our customers helping them make informed choices regarding our programmes and services.

The Unit will actively promote and participate in;

- Craft Apprenticeships
- New Apprenticeships
- Work place training
- Up-skilling
- Skills for Work
- Management Training for SMEs
- EU Funding Opportunities

8.7.2 Industry Representative Groups

WWETB also engages and interacts with other industry representative bodies, including, amongst others:

- Irish Management Institute (IMI)
- Irish Small and Medium Enterprises Association (ISME)
- The Construction Industry Federation (CIF)

8.8 Community Partners

WWETB engages with a large number of Community partners to identify needs and assist with the coordination and delivery of a number of Further Education and Training programmes. Community partners include active retired groups, disability agencies, family resource centres and sporting groups/bodies. ETB has service level agreements in place with all community partners.

8.8.1 LTI Sponsoring Group

Local Training Initiatives are delivered through training services by sponsoring and coordinating community based organisations. The proposal for an LTI emanates from the sponsoring group in response to a need identified at local level. Through a service contact with WWETB, LTI sponsors are provided with the funding to deliver a response to the specific training needs within their locality.

Currently WWETB is resourcing the following LTIs through the listed coordinating sponsors:

Project	Location	Sponsor
Waterford Heritage	Jenkins Lane Waterford	Waterford Heritage Ltd
Connect Programme	Cleaboy Business Park	Waterford Area Partnership
Making Connections	Lisduggan Waterford	Waterford & South Tipp Youth Services
Ballybeg Horticulture	Parish Centre Ballybeg Waterford	Ballybeg CDP Ltd
St Johns Priory	Brick Lane Waterford	Waterford Civic Trust
Traveller Community Programme	Ballybeg Waterford	Waterford Traveller CDP
Waterford Womens Centre	Manor Street Waterford	

Waterford and Wexford Education and Training Board

Manor St John	Lisduggan Waterford	Manor St John Special Youth Project
Recreation Tourism Trail Dev	Dunhill Ecopark Fenor Waterford	Dunhill Multi Education Centre Ltd
Treo Dungarvan	Westgate Business Park Dungarvan	Treo Portlairge
Edmund Rice Refugee Programme	Mount Sion Barrack St Waterford	
Access 2000 Ltd	Green Street Wexford	Access 2000 (Wexford) Ltd
Gorey Youth Needs Sports & Rec	St Michaels Rd, Gorey, Wexford	Gorey Youth Needs Group Ltd
Enniscorthy Enterprise Centre	Milehouse Road, Enniscorthy Wexford	Enniscorthy Enterprise Centre Ltd
COTS	Cosher Centre Kilmuckridge Wexford	Kilmuckridge Community & Family Resource Enterprise Ltd
EPIC Programme	New Ross, Wexford	Wexford Leader Development

8.8.2 Community Training Centre Management Boards

Community Training Centres are one part of the ETB's direct provision under the national Youthreach programme, and were originally under the auspices of FÁS. Community Training Centres are operated by the Boards of Independent Companies, funded by WWETB through a service level agreement and with specified programme deliverable and outcomes identified for the Centres. CTCs are required to adhere to WWETB Quality Assurance policies and procedures and are monitored on a regular basis by training services staff.

Community Training provides training within the community for people who are economically or educationally disadvantaged. This is a granted service for programmes delivered on behalf of training centres; internal verification is undertaken by the provider, all results are reviewed by the training centre RAP, and all certificates are ordered through the centre. Training is provided across the four different programme types outlined below:

There are two CTCs operating in Waterford and Wexford

- WYTEC Waterford
- Youthtrain Wexford

8.9 Specialist Training Providers

Specialist Training Providers (STP's) provide training programmes for learners with a range of disabilities, physical and intellectual, under a specific contract with WWETB. STP providers are generally organisations who specialise in the delivery of services to such groups, and they provide these programmes in a range of specially adapted facilities. WWETB works with the following Specialist Training Providers

- National Learning Network (NLN) Waterford
- National Learning Network (NLN) Wexford

8.10 Third Party Providers

Contracted training is a procured service to deliver training on behalf of the ETB training centres. A new tendering process developed by the Office of Government Procurement and SOLAS has almost been completed, and successful contractors who win the tender, may work with WWETB training centres for up to four years. When delivering training on behalf of a training centre, they do so under the training centre's QA agreement (i.e. the TQAS). The internal verification process is undertaken by both the contracted trainer and the TSO, while the training centre organises the EA from the training centre EA panel. Results are uploaded to QQI by the training centre via the RCCRS. Contracted training providers are monitored on a monthly basis by the Contracted Training Officer, and there is a traffic light system in place to monitor underperforming contractors.

WWETB have a broad range of Contracted Training programmes running as follows;

Hotel Front Office, Sports Recreation and Exercise, Medical Administration, Health Service Skills, Pharma Manufacturing Technologies, Cleanroom and Packaging Operations, Office Support Skills, Logistics & Distribution, HGV Artic, Delivery Driver, Milling & Turning, Warehouse Operative, Welding Intermediate, IT Support Specialist

8.11 Other Community Education Providers

The Community Education strand of the Adult Education Service maintains a large network of relationships with community development groups and other community providers, through which the AES delivers a wide range of courses, both certified and uncertified. Responsibility for these programmes lies with the Community Education Facilitator, who reports to the Adult Education Officer.

Certified courses are, for the most part, included in the IV/EA/RAP processes of the local AES centres. However, some legacy issues arising out of the differing QA agreements are yet to be resolved.

8.12 Sectoral QA projects

WWETB is involved in a range of sectoral QA groups, projects and fora, including the CE Forum, the FET Directors' Forum, the QA Strategy Group, the Apprenticeship and Traineeship Strategy Group, the QA Forum, the ETBI/QQI Validation Working Group, the ETBI Assessment Procedures Working Group, the Work Experience Review Group, the IQAVET Forum, the PLSS Advisory Group and the RPL Network amongst others.

9. Apprenticeships/Traineeships & Work Based Learning

9.1 Apprenticeships

Apprenticeship is defined as a programme of structured education and training which formally combines and alternates learning in the workplace with learning in an education or training centre. It is a dual system, a blended combination of on-the-job and employer-based training and off-the-job training.

Legislation governs the national apprenticeship system, principally the 1967 Industrial Training Act. This legislation sets out the overall structure of the national system and the protections for as well as the responsibilities of apprentices, employers and education and training providers.

A national Apprenticeship Council oversee apprenticeship. SOLAS, as The Further Education and Training Authority is the lead agency responsible for apprenticeship on behalf of Government, working in close partnership with the Higher Education Authority, Quality and Qualifications Ireland, industry and education and training providers across further and higher education. SOLAS's responsibility includes maintenance of a national register of employers approved to take on apprentices and a national register of apprentices.

The 2012 Qualifications and Quality Assurance (Education & Training) Act also underpins apprenticeship supporting validation and quality assurance arrangements for programmes nationally.

WWETB delivers the following Apprenticeship Programmes at Phase 2 in Waterford and Wexford Training Centres;

Bricklaying, Plastering, Wood Manufacturing, Motor Mechanics, Agricultural Mechanics, Industrial Insulation, Fitting, Sheet Metal, Metal Fabrication, Carpentry & Joinery, Plumbing, Heavy Goods Mechanic and Electrical.

9.2 Traineeships

Traineeships have a number of key features, the primary aim being to provide work-based learning in partnership with employers, improving employment outcomes for participants and recruitment, retention and productivity within industry.

Traineeships are generally 40 weeks in duration beginning in an education and training environment with work placement following either during or after the on-campus learning. A traineeship includes a substantial period of time (generally 30% minimum) in the workplace.

The development of a traineeship programme is normally the consequence of the Identification of a skills requirement/deficit within a particular industry. Successful participants receive an award or industry certification at Levels 4 to 6 on the National Framework of Qualifications. The work based component is supported by an in-company mentor/supervisor who oversees completion of each trainees' skills checklist on-the-job.

WWETB is delivering traineeships in the following areas:

- Beauty Therapy
- Food & Beverage
- Engineering Operations

9.3 Career Traineeships

Career Traineeship is an occupational skills development training model designed to provide flexible training solutions to the identified needs of Irish industry and local businesses. Programmes are full-time and duration is between 6 – 18 months with up to 80% of training in the workplace. Programmes are demand led addressing the skill needs of a sector. WWETB have recently engaged with various engineering companies in Waterford and Wexford and have developed a Career Traineeship in Engineering leading to a City & Guilds Level 3 Diploma in Engineering - Mechanical Manufacturing Engineering

The QA process for all traineeships is through WWETB Quality Assurance policies and procedures.

10. Conclusions and Planned Actions (Improvement Plan Document)

The purpose of the ETB executive self-evaluation process was to evaluate the governance and management of quality assurance and the effectiveness of quality assurance procedures, and to contribute to the development of an improvement plan which will support the ETB in meeting its statutory requirements for the establishment and operation of internal quality assurance procedures, recognising the developmental and transitional contexts.

Through this review and evaluation of our QA process and procedures we have revealed a number of strengths and gaps that need further investigation.

The ESER & IQDM has identified we are strong in the area of governance of quality and quality enhancement and have developed structures and procedures in place.

We have identified current gaps and priorities for improvement in the context of QQI statutory QA guidelines which have been detailed in the Quality Improvement Plan.

The consultation, review and rollout of our ESER & QIP will look to further embed a quality culture in WWETB.

The agreed quality improvement objectives, details and timeline for 2018 are outlined in the Quality Improvement Plan which accompanies this document (Appendix 4).

Appendix 1 – Terms of Reference QA Steering Group & PAC

Draft Proposed TOR – Changes expected

WWETB QA Steering Group Terms of Reference

The Quality Assurance Steering Group (QASG) is the Quality Assurance Governance Oversight group for WWETB.

The QASG is a FET representative forum for the review and development of QA policies and procedures for WWETB.

The QASG is responsible for the review of strategic and operational issues with regard to Quality Assurance in WWETB.

The QASG has oversight over the implementation of QA strategy, policies and procedures in WWETB FET programmes and provision.

WWETB Programme Approval Committee Terms of Reference

The Programme Approval Committee (PAC) is a management representative group that has approval and decision making functions on applications relating to:

- the development of new programmes or modules
- the amendment or addition of modules to existing validated programmes
- the approval of centres to run new programmes (both QQI and non-QQI programmes)

These functions are carried out in two stages,

1. Firstly Programme Development, Amendment or Delivery Applications are reviewed from Quality Assurance and Validation perspective.
2. Secondly, once the applications have been presented and reviewed from a QA viewpoint, the members of the QA Team leave the meeting if discussions around programme, planning, management and delivery issues are required.

Appendix 2- Governance Report

SELF-EVALUATION AGAINST CORE AND SECTOR-SPECIFIC QUALITY ASSURANCE GUIDELINES: OBSERVATIONS BASED ON COMPLETED GOVERNANCE QUESTIONNAIRE



ETB:	Waterford and Wexford ETB
Self-evaluation area:	Governance (Core and Sector-Specific QA Guidelines)

INTRODUCTION

The following document is intended to contribute to the self-evaluation that is being carried out by Waterford and Wexford ETB (WWETB) against QQI's Core Statutory QA Guidelines and its Sector Specific QA Guidelines for the ETB sector. The focus of this document is on governance arrangements. The relevant QA guidelines have been collated against a series of headings. Observations are included below against those headings and based on the *Governance and Quality Management Questionnaire* that was completed by WWETB. Potential gaps between what is in existence currently in WWETB and the QA Guidelines are identified for further discussion.

SECTION I: QA GUIDELINES REGARDING THE TYPE AND NATURE OF GOVERNANCE ARRANGEMENTS ANTICIPATED



RELEVANT GUIDELINES	SOURCE
<ul style="list-style-type: none"> ○ The role of the governance system is to oversee the quality of education and training, research, and related activities of the provider ○ It enforces separation of responsibilities between those who produce/develop materials and those that approve them ○ Characteristics of a governance system include groups or units which make decisions and approve them, membership by academic decision-makers who are appropriately qualified and experienced, aware of available resources to support delivery, and able to ensure that standards are maintained, and objective oversight is exercised ○ Supporting documentation requirements include documented and published terms of reference for the governance groups or units. 	Core Statutory Quality Assurance Guidelines, pp.5-7

<ul style="list-style-type: none"> ○ It is important that a multi-layered [governance] system be in place so that quality and its assurance is monitored in a consistent and appropriate way within and across the various constituent divisions or institutions of an ETB ○ It must take account of the overall corporate responsibility of the ETB, vested in the Chief Executive and supported by the senior management of the ETB, in all aspects of the strategy, governance and management of quality assurance throughout the corporate entity 	<p>Sector Specific QAG, p.5</p>
<ul style="list-style-type: none"> ○ It must clearly establish how the oversight of the quality assurance system is maintained and operated in tandem with the local decision-making of the various educational or training institutions established and maintained by an ETB. 	
<ul style="list-style-type: none"> ○ National policy is that the provider-owned, quality assurance procedures of education and training boards will be comprehensive. This means that they will cover all education and training, research and related services of ETBs, regardless of whether or not these lead to QQI awards, other awards recognised within the National Framework of Qualifications (NFQ) or awards of other awarding regulatory or statutory bodies, except educational provision that falls under the Education Act (1988), such as primary and second level education. 	<p>Sector Specific QAG, p.5</p>

Self-evaluation and gaps identified to be addressed:

Points that could be included in this section of the self-evaluation:

- Committees reporting to the Board have terms of reference that include meeting and reporting arrangements
- Some of the governance entities that do not report to the Board have terms of reference.

Points that could be identified as gaps arising / areas for development:

- As the QA Steering Group is included under the Working Group category, it appears that it doesn't have terms of reference. Its title suggests that terms of reference would be important for this group and should be developed
- The QA Guidelines expect that oversight of the various aspects of FET will be exercised through the governance structure. It's not clear if the FET Management Team is the party that will provide that oversight. If so, it is likely to require some sub-groups that will report into it on certain topics and inform its decision-making on (for instance) policy/procedures; programme requests/development; and quality assurance and assessment. The oversight governance unit and the governance units reporting into it should all have terms of reference
- In working through the governance structure, it might be helpful to first represent diagrammatically how all the units of governance in existence relate to each other and report to each other
- The application of the governance structure to programmes leading to the awards of awarding bodies other than QQI needs also to be considered. From a comprehensiveness perspective, it is

important that decisions made are informed fully rather than partially. If the governance arrangements do not apply to other awarding bodies, then this is an area that could be identified as requiring development – either to bring governance associated with the other awarding bodies under the same system that applies to programmes leading to QQI awards, or to have separate but linked governance arrangements for other awarding bodies.

SECTION II: QA GUIDELINES ON GOVERNANCE OF STRATEGY, POLICY, AND RISK

RELEVANT GUIDELINES	SOURCE
<ul style="list-style-type: none"> ○ Strategy: The quality assurance system focuses on how, and whether, the provider achieves its objectives and (periodically) on the suitability of the objectives in the light of the provider’s own mission and other criteria. Operational objectives are specified (at various levels) and are aligned with the provider’s mission, strategy and obligations to external stakeholders 	CSQAG, p.6
<ul style="list-style-type: none"> ○ Policy: The quality assurance system is fully documented; there are robust, documented policies and associated procedures for the assurance of the quality and standards of provision... 	CSQAG, p.9
<ul style="list-style-type: none"> ○ Risk: The system of governance has procedures in place to ensure that the provider is not engaged in activities or partnerships that might undermine the integrity of the education and training offered or the awards in the NFQ to which they lead either in Ireland or abroad. The consideration of risk extends to maintaining academic integrity; avoiding academic or other fraud associated with provision and related services; planning to ensure capacity to provide adequate services to the number and type of students recruited). ○ Risk/ continuity planning: Supporting documentation requirements referenced include: Continuity planning procedures are developed to understand and anticipate events that could threaten the provider and to ensure that the provider remains viable. 	CSQAG, pp.6-7

Self-evaluation and gaps identified to be addressed:

Points that could be included in this section of the self-evaluation:

- The consultative and inclusive approach being taken to the development of the strategy for the ETB.

Points that could be identified as gaps arising / areas for development:

- Is it intended that the Governance and Compliance team will have responsibility for developing FET policy, as opposed to policy relevant to FET? For instance, if WWETB wanted to develop a

policy on ATP or on distance learning, would that be managed by this group? If so, its terms of reference should identify the scope of its remit and its reporting relationship into the Board (if this is where policy will be approved in all cases)

- When WWETB is amending its quality assurance procedures in the context of the QA Guidelines, it will also need to have an approval route for those procedures, and for their periodic review, through its governance system. If the FET Management Team is the oversight governance body, the QA Steering Group (depending on its intended role) could be the governance unit that makes recommendations to the FET Management Team on the approval of procedures. The QA Steering Group could also make decisions itself on revisions to procedures that lead to minor rather than major amendments
- A connection between risk that is identified at the centre level and at the ETB level needs to be established so that the ETB can take a cross-centre perspective on priority risks
- Continuity planning may be an area that requires further internal consideration as part of overall risk management arrangements.

SECTION III: QA GUIDELINES ON GOVERNANCE OF PROGRAMMES (FROM PROPOSAL TO SUBMISSION FOR VALIDATION)

RELEVANT GUIDELINES	SOURCE
QQI's Core Statutory Quality Assurance Guidelines provide <i>examples</i> of what a governance system is expected to look at, including: <ul style="list-style-type: none"> ○ Programme development prior to approval and submission for evaluation or validation; ○ Internal programme approval (prior to submission for validation); 	CSQAG, p.5
<ul style="list-style-type: none"> ○ An ETB is responsible for the design, development, approval, monitoring, and review of all programmes, including programmes leading to QQI awards ○ An ETB is responsible for planning for all provision within a centre: Capacity to provide a new programme may be limited by the other programmes a centre already provides... suitable procedures are in place for planning and provision 	Sector-specific QAG pp.6-7

Self-evaluation and gaps identified to be addressed:

Points that could be included in this section of the self-evaluation:

- The consistent approach taken to new programme requests and the consideration of resource requirements in that context (with the eventual transition of training provision to this model?)
- The approval role of the Programme Approval Committee for both programme proposals and programme documentation (with the eventual transition of training provision to this model?)
- The approval role of the Programme Approval Committee for programmes leading to QQI awards and to those of other awarding bodies (informs the comprehensiveness of its decision-making).

Points that could be identified as gaps arising / areas for development:

- Staff development requirements associated with a programme can be considered by ETB governance on a cross-centre level if they are identified from the outset ○ Are there any limits on the approval ability of the PAC e.g., if a programme has significant resource requirements? Does it report its decisions anywhere for noting? If the FET Management Team is the oversight governance body it would be good if reports on decisions routinely went to it from the PAC along with any observations the PAC has on trends or issues arising in programme requests.

SECTION IV: QA GUIDELINES ON GOVERNANCE OF PROGRAMMES (FROM DELIVERY TO REVIEW)

RELEVANT GUIDELINES	SOURCE
QQI’s Core Statutory Quality Assurance Guidelines provide <i>examples</i> of what a governance system is expected to look at, including: <ul style="list-style-type: none"> ○ Self-evaluation findings, and programme and related service improvement reports, including follow-up actions. 	CSQAG, p.5
<ul style="list-style-type: none"> ○ QA procedures for governance and management will ... describe what roles and responsibilities exist for coordinating quality assurance activities and governance of teaching and learning both locally ...and at the senior corporate level within the ETB 	Sector-specific QAG p.5
<ul style="list-style-type: none"> ○ In addition to (or by encompassing) regular, periodic reviews of programmes, ETBs should undertake quality reviews of staff performance, training, academic, administrative and service areas or units as appropriate in all constituent centres and colleges. It may also 	Sector-specific QAG p.6
be useful to undertake thematic reviews of institution-wide issues as part of the regular cycle of internal evaluation	
<ul style="list-style-type: none"> ○ ETB Corporate Planning and oversight: This includes monitoring and reporting on the totality of programme provision in the context of the programme lifecycle across all centres operated by the ETB (p.7) ... for example ...planning, development and maintenance of resources required... staff planning and continuing capacity... monitoring [quality of teaching and learning] at centre level and ETB level ... 	Sector-specific QAG p.7

<ul style="list-style-type: none"> ○ [Monitoring and reporting on] matters relating to employment that may require, for example, systematic engagement with employers, social groups, cultural groups and educational institutions. 	Sector-specific QAG p.7
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Self-evaluation and gaps identified to be addressed:

Points that could be identified as gaps arising / areas for development:

- If a learner issue is arising which is represented in feedback, is there a means of learners having this issue considered outside of the centre if it is not addressed?
- If a staff issue is arising which is represented in feedback, is there a means of staff having this issue considered outside of the centre if it is not addressed?
- Is there any current way of identifying issues or themes across centres that may be emerging from learner and staff feedback? E.g., are key issues arising in evaluation forms reported to an ETB governance unit?
- If there are changes to a programme required at local level, how are any implications of those changes for other centres identified?
- A complaints procedure for all provision would be useful to confirm and where complaints are dealt with also needs to be confirmed
- A monitoring procedure that applies to all programmes the outcomes of which can be dealt with through normal centre management and via the governance system if significant issues arise that may have wider implications
- A route for information arising from programme reviews at centre level to be analysed with information from other centres and considered through the oversight of one of the ETB's governance units (potentially a sub-group of the FET Management Team reporting into the FET Management Team) to connect centre and ETB governance.

SECTION V: QA GUIDELINES ON GOVERNANCE OF ASSESSMENT

RELEVANT GUIDELINES	SOURCE
<ul style="list-style-type: none"> ○ [The Governance System] Ensures that academic decision-making reflects the interests of learners and the maintenance of standards. 	CSQAG, p.6
<ul style="list-style-type: none"> ○ Learner results, prior to submission to the awarding body, are named as an example of an area that a governance system is expected to look at. 	CSQAG, p.5

<ul style="list-style-type: none"> ○ ETB corporate planning and oversight ... includes...development and planning of systems to oversee the implementation of procedures for the assessment of learners to ensure fairness, consistency and fitness for-purpose and monitoring of this at centre level and ETB level. 	Sector-specific QAG, p.6
---	--------------------------

Self-evaluation and gaps identified to be addressed:

Points that could be included in this section of the self-evaluation:

- The role of the RAP in approving learner assessment data
- The consideration given to the IV and EE feedback by the RAP
- The detailed appeal instructions for learners.

Points that could be identified as gaps arising / areas for developments

- EA feedback arising at a centre level (including training centres) needs some consideration as part of the governance being exercised by the ETB so that themes and trends are formally noted and oversight of actions provided. Again, a sub-group could report to the FET Management team on this
- Will a review of common issues arising in external authenticator reports provide enough information at ETB level or is some other form of analysis of assessment data across the centres also required to inform ETB governance/decision-making?
- If any of the units of governance are involved in decision-making on appeals or if they receive reports on appeal outcomes, that should be included in their terms of reference.

SECTION VI: QA GUIDELINES ON REPRESENTATION OF GOVERNANCE IN PROCEDURES AND PUBLICATION OF GOVERNANCE INFORMATION

RELEVANT GUIDELINES	SOURCE
<ul style="list-style-type: none"> ○ Groups or units responsible for the oversight of education and training, research and related activities are identified in the provider’s documented procedures. The terms of reference for these groups or units is documented and published. 	CSQAG, p.5
<ul style="list-style-type: none"> ○ Systematic formal decision-making procedures are built into a provider’s various evaluative mechanisms including the procedures for oversight of such mechanisms by the governance system or equivalent. 	CSQAG, p.7

Self-evaluation and gaps identified to be addressed:

Points that could be identified as gaps arising / areas for development:

- Confirm that governance arrangements will feature in procedures as they are being developed
- From the perspective of making the governance system known and understood at both centre and ETB level, an undertaking could be made to publish (internally) the membership of all governance groups and their terms of reference when these have been determined
- Equally, an undertaking could be made to make available /accessible the outcomes of governance meetings.

Waterford and Wexford Education and Training Board



Programme Development, Delivery and Validation Policy

For QQI Accredited Programmes

Policy Area:	Quality Assurance
Version:	2.1; Updated 29th August 2016
Date:	Created January 2015
Monitored:	Annually
Responsibility:	Programme Approval Committee
Approval:	QA Steering Group and WWETB

WWETB Programme Delivery Request, Development & Validation Policy¹

Waterford and Wexford Education and Training Board (WWETB) is committed to providing quality assured programmes for learners in its various FET Centres. This policy has been devised to ensure that WWETB has a robust process in place to deal with programme development, delivery and validation requests leading to QQI awards at NFQ Levels 1 – 6.

This policy relates primarily to requests from former Waterford and Wexford VEC providers and Training Centres, including Community Training and Contracted Training, who previously held Programme Approval Agreements with QQI.

Training Centres, for the purpose of complying with internal QA processes, will also provide notification to the Programme Approval Committee if new but already validated programmes/programme modules are being offered.

1.1 [Quality Assurance](#)

1.2 WWETB is responsible for ensuring that an effective and efficient quality assurance management process exists, governing requests from its centres for programme development, delivery and validation.

1.3 This process addresses engagement with the following awarding body:

- QQI, Levels 1-6.

2.1 [New Programme Delivery Request²](#)

2.2 A WWETB Centre must submit a '*Programme / Module(s) Delivery Request Form*' for approval to the WWETB Programme Approval Committee where it plans to:

- access and deliver existing validated major awards for the first time
- access and deliver existing validated programmes where that programme has not been delivered in-centre for the past five years

2.3 [New Programme/Module Development Request³](#)

2.4 A WWETB Centre must submit a '*Programme / module(s) Development Request Form*' for approval to the WWETB Programme Approval Committee where it plans to:

- develop new programmes/modules for validation with a view to their delivery
- request to develop a shared programme
- request to participate in the development of a joint programme/module

2.5 Both proposals must contain a '*Needs Identification*' which outlines a rationale for the programme such as:

- 2.5.1** how it might be meeting learner needs, national and/or local skills needs, an educational need in community etc.
- 2.5.2** evidence of how the programme fulfils national policy recommendations e.g. in terms of activation, active inclusion etc.
- 2.5.3** evidence of stakeholder engagement e.g. employer engagement in identifying local skills needs, engagement in programme development, review etc.
- 2.5.4** identification of the award that best meets the needs of the programme
- 2.5.5** staffing requirements
- 2.5.6** funding requirements

- 2.5.7** development requirements

¹ This Policy should be read in conjunction with WWETB's 'Quality Assurance Agreement' with QQI.

² Please refer to Appendix 2

³ Please refer to Appendix 4

⁴ Please refer to Appendix 6

- 2.6** Proposals can be submitted to the relevant QA Officer or TSO. The *Programme Approval Committee* will meet up to six times annually or at shorter notice where an immediate need arises.
- 2.7** In advance of an application being prepared the *Programme Approval Committee* will confirm whether or not the programme/module is available and validated or whether development is required.
- 2.8** Initially, the Programme Approval Committee will screen proposals and assess whether it contains all the required information.
- 2.9** The Programme Approval Committee will notify all FET Centres of the proposal(s) and provide a duration of two weeks by which any Centre can submit comment.
- 2.10** The Programme Approval Committee will call a meeting of the *Programme Approval Committee*⁵ who, using the criteria set down in the Terms of Reference, will determine whether or not the Centre is approved to deliver and/or develop the proposed programme/component⁶.
- 2.11** The Programme Approval Committee will circulate a draft agenda and related documentation to members of the *Programme Approval Committee* at least a week in advance of the meeting. In certain circumstances, the *Programme Approval Committee* may ask the Centre(s)⁷ to provide an oral submission to support its request.
- 2.12** Where the programme/module is available and validated and the *Programme Approval Committee* approves the delivery request, the Programme Approval Committee will communicate the decision to the Centre(s) using the Programme Delivery Approval Notification Template (appendix 8)
- 2.13** In turn, the Programme Approval Committee will communicate the decision to the 'Quality Assurance Officer' who will arrange for the programme/module to be made available to the Centre(s) and register the Centre(s) for delivery of that programme/module via the QBS.
- 2.14** Where the *Programme Approval Committee* does not approve the delivery or development of a programme/module, the Programme Approval Committee will communicate the decision to the Centre outlining the rationale for same.
- 2.15** Where a Centre does not agree with the decision of the *Programme Approval Committee*, the Centre can appeal same to the Chief Executive Officer (CEO).
- 2.16** The EO will review all relevant materials and will either uphold or amend the decision of the *Programme Approval Committee*. The EO's decision will be communicated to the Centre.

3.1 [Programme Development, Evaluation and Approval](#)

3.2 Where approval is received and the related programme/module is not available or has not previously been validated, a Programme Development intervention is required. The Programme Approval Committee, in liaison with the QA Officer and the proposing Centre Manager will devise a programme development and evaluation plan for each approved development request.

⁵ Programme Approval Committee comprises EO, AEOs, PLC Representative, Training Centre TSOs and QA Officer

⁶ The Programme Approval Committee will work to a set of criteria.

⁷ Centre here refers to both the Centre proposing and the Centre(s) commenting on the proposal.

- 3.3** The new programme/module will be developed in line with QQI 'Guidelines for Preparing Programme Descriptors' and in line with WWETB's quality assurance policy 'Programme Development, Delivery and Review'.
- 3.4** The Process Co-ordinator or another nominated person will arrange the evaluation of the programme and related programme modules.
- 3.5** The criteria for the selection of programme evaluators and an outline of their role and duties are contained in WWETB's '*Programme Evaluators' Handbook*'.
- 3.6** When the evaluation process is complete, the Process Co-ordinator presents the programme information to the Programme Approval Committee for discussion and decision.
- 3.7** Additional information as follows will also be available if required for examination by the Programme Approval Committee
- Programme Specification
 - Evaluation Forms
 - Requests for Further Information, if relevant
- 3.8** The *Programme Approval Committee* may select and examine any of these documents to ensure that the evaluation process has been carried out in accordance with procedure and that the recommendation of the Programme Evaluators is consistent with the evidence.
- 3.9** Having examined the evidence, the *Programme Approval Committee* may:
- Concur with the recommendation of the Programme Evaluators, approve the programme and make a recommendation to QQI to validate the programme.
 - Find that the recommendation of the Programme Evaluators is inconsistent with the evidence and refuse to approve the Programme
 - Find that the process has not been carried out in accordance with the agreed procedures and refuse to approve the Programme
 - Find that the recommendation of the Evaluators is not consistent with the evidence or process and request the carrying out of a new evaluation
- 3.10** The Programme Approval Committee will record the findings of the *Programme Approval Committee* in respect of each programme reviewed using the Programme Approval Decision Form (Appendix 7). The Programme Approval Committee-QA Officer will arrange for this form to be signed by the chair of the *Programme Approval Committee* (E . O .) as a declaration of approval.
- 3.11** The minutes of the meeting will record the *Programme Approval Committee* decision in respect of each of the programmes.
- 3.12** A recommendation for approval by the evaluators will normally result in the Programme Approval Committee making a request to QQI to validate the programme. Otherwise, the Programme Approval Committee will communicate the outcome to the relevant Centre(s).
- 3.13** Once validation is received from QQI, the Programme Approval Committee will communicate this decision to the local Centre. It is noted that a programme developed, as described, may be validated for the sole use of the Centre or for use by a group of named Centres.
- 3.14** It is also noted that a programme developed, as described, may be validated for the sole use of the registered provider and approved for sharing with a group of named providers or provider types. In this instance, these providers or provider types must apply to QQI for validation in their

Waterford and Wexford Education and Training Board
own right.

3.15 In turn, the QA Officer will communicate such decision and will arrange for the programme/module to be made available to the Centre(s) and register the Centre(s) for delivery of that programme/module via the QBS.

4.1 [Access to Programmes/Modules](#)

4.2 Where QQI provides validation for a programme/module, the QA Officer will insert the WWETB logo on the programme/module. Only programme/modules with the official WWETB logo are deemed validated and ready for delivery.

4.3 The QA Officer/Programme Approval Committee will utilise a single version control system (version, date, etc.) to ensure that only the latest version of the programme/module documentation is available to a relevant Centre(s).

4.4 The QA Officer/Programme Approval Committee member will upload the approved programme/module titled '*Validated FET Programmes*' on SharePoint/WWETB website/PLSS (to be decided).

4.5 The QA Officer will advise relevant Centre QA Coordinators⁶ of this.

4.6 It is the responsibility of Centre Management to ensure that only the latest version of all programmes/modules are currently available to and delivered by teaching staff.

4.7 It is the responsibility of Centre Management to ensure that only programmes that have prior approval for delivery at that Centre are actually delivered.

5.1 [Programme/Module Review](#)

5.2 As all programmes/modules are subject to review, each Centre must complete a programme/module review as scheduled in the programme descriptor and in line with quality assurance procedure '*Programme Review*'.

5.3 Recommendations from the review will be two-fold:

- recommendations that are the responsibility of the Centre e.g. extra resources required for delivery
- recommendations that are the responsibility of the WWETB FET Division e.g. making amendments to descriptors

6.1 [Request to Participate in the Development of a Joint Programme/Module](#)

6.2 Joint validation describes a programme jointly developed by a group of providers and successfully submitted to QQI for validation for use by all the providers listed in the validation application.

6.3 A Centre, on behalf of WWETB as provider, planning to enter into an arrangement with a group of external Centres to develop and submit a programme/module for joint validation to QQI must complete and forward a '*Programme / Module(s) Delivery Request Form*' to the Programme Approval Committee, as per the steps outlined at Section 2 above. If the proposal is not approved, the Programme Approval Committee will provide a rationale for this decision.

6.4 In the case of a joint application to QQI for validation, one Provider within the group will take a lead in coordinating the development of the programme, its evaluation, approval and

submission to QQI for joint validation, on behalf of the group. This provider will also liaise with the group at each stage to keep them informed of developments.

6.5 Once notice of validation is received from QQI, the local Programme Approval Committee will liaise with the local Centre(s) to finalise the programme/module approval process.

6.6 In turn, the Programme Approval Committee will communicate such decision to the QA Officer who will arrange for the programme/module to be made available to the Centre(s) and register the Centre(s) for delivery of that programme/module via the QBS.

7.1 [Request to Deliver a Shared Programme](#)

7.2 Shared Validation describes a programme developed by a provider, validated by QQI for use by that provider and approved for sharing with other listed providers/provider types.

7.3 In this instance, these providers or provider types must then apply to QQI for validation in their own right, having had an opportunity to review/amend the programme to meet their specific needs as required.

7.4 A WWETB Centre planning to deliver a programme/module approved for sharing with WWETB must complete and forward a '*Programme / Module(s) Delivery Request Form*' to the Programme Approval Committee. The proposal will be considered at the next '*Programme Approval Committee*' meeting. If the proposal is approved, the Programme Approval Committee will put in place the necessary arrangements for evaluation and validation.

⁶ Only those Centres who have approval to deliver a programme/module will be contacted.

Appendix 1: Process Flowchart

Removed for review. Process Flowchart will be re-entered in a later update of the policy.

Appendix 2. Programme/Module Delivery Request Form



Programme / Module(s) Delivery Request Form

Note: This form is only to be used where validated programmes/module(s) already exist within WWETB and no programme writing/development is required.

1. Programme/Centre Details			
Programme /Centre Name:			
Programme/ Centre Manager, Principal:			
Email:			
Contact Person:			
Email:			
Registered Centre QBS Code			
2. Request to access and deliver validated Programme/ Modules(s) OR add additional programme Module(s)			
This is a request to access and deliver (please tick✓)	An already validated Programme leading to a Full Major Award	<input type="checkbox"/>	Additional Module(s) to be added to already validated programme (within 20% limit)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Details of Validated Programme :			
Programme Title:			
Award Title:			
Award Code:			
Programme Profile:			
Learner Profile:			
Programme Objectives:			

Entry Criteria:	
Programme Commencement Date:	
Programme Duration:	

Indicate the overall duration of the programme e.g.					
Full or Part-time	<i>Full-time</i>		<i>Part-time</i>		
Hours per week	<i>Full</i>		<i>Part-time</i>		
Overall duration	<i>Years</i>		<i>Months</i>		

4. Details of Programme Module(s):

Please ensure that the mix of components offered meets the requirements of the certificate as set out in the Award Specification. Include only those components which will be fully achieved (all learning outcomes achieved) as part of the programme.

Please ensure that the purpose of the module/s (as per Component Specifications) you wish to have included corresponds with the purpose of the validated programme (as per Award Specifications)

4. a) Copy and paste the purpose of the **programme** here.

4 b) Copy and paste the purpose of the **module** here.

QQI Component Title	QQI Component Code

5. Resources Required for Delivery:

*Please confirm whether the proposed programme/Module(s) can be delivered within existing resources. If not, identify additional resources required, including estimated costs. In particular, reference should be made as to whether there are **Specific Validation Requirements** which must be fulfilled.*

6. Staffing Requirements

Please confirm whether the proposed programme and/or module can be delivered within existing allocation.

Indicate with a ✓

Removed as form no longer appropriate

Appendix 4: Interim Programme Development Procedure

1.0 Programme Development Process

Programmes will be developed in accordance with the Programme Development, Delivery and Review Policy as detailed in WWETB's QA Agreements. The policies and associated procedures are part of WWETB's Quality Assurance Agreements with QQI

The programme development process has as a first step the development and approval of a Programme Request Proposal. The proposal establishes the educational/business case or rationale for the programme and enables WWETB to co-ordinate programme development across its provision.

Programme Proposals are submitted to the Programme Approval Committee within WWETB for approval, (Appendix 2). Once a proposal is approved, programme development work can commence.

The Programme Approval Committee and/or other delegated persons will take a lead in the programme development process in collaboration with the QA Officer, centre managers and principals, tutors/teachers, process co-ordinators and other stakeholders in the process.

This role may include completing the following tasks which support the programme development process; devising development and evaluation timelines, preparing development resources and guidelines, recruiting subject specialists for the Programme Development Team, organising and delivering training, supporting writers from first to final draft, working with process co-ordinators etc.

Programme Development may also be delegated to other bodies as appropriate such as the Further Education Support Service.

The *Programme Approval Committee* will oversee the programme evaluation and approval process.

Programme Descriptor (Specification)

The WWETB Programme Development Team will use the WWETB Programme Specification to present programme information. (To be developed).The specification includes information on a range of programme elements relevant to the national standards for the awards and in line with the criteria set by QQI. The Programme Specification will be presented to the Programme Approval Committee/Programme Approval Committee Process Co-ordinator for evaluation.

2.1 Programme Evaluation Process

Once a programme is submitted for evaluation it is screened by the Programme Approval Committee/Programme Approval Committee Process Coordinator in accordance with the criteria in WWETB QA. WWETB will also ensure that all programme details are measured against published criteria to ensure that the programme offers the learner the opportunity to achieve the standards for the awards to which they are designed to lead.



Programme/Module(s) Development Request Form

Note: This form is only to be used where no validated programmes/module/s exists within WWETB and programme writing/development is required.

1. Programme/Centre Details			
Programme /Centre Name:			
Programme/ Centre Manager, Principal:			
Email:			
Contact Person:			
Email:			
2. Request to develop a Programme/ Programme Module(s)			
This is a request to develop	<i>A Programme leading to a Major Award</i>		<i>New module(s) (to be added to an already validated programme within 20% limit)</i>
3. Details of Programme :(refer to QQI Guidelines for Preparing Programme Descriptors)			
Programme Title:			
Award Title:			
Award Code:			
Programme Profile:			
Learner Profile:			

Programme Objectives:	
Entry Criteria:	
Programme Commencement Date:	
Programme Duration:	

Indicate the overall duration of the programme e.g.

Full or Part-time	<i>Full-time</i>		<i>Part-time</i>		
Hours per week	<i>Full</i>		<i>Part-time</i>		
Overall duration	<i>Years</i>		<i>Months</i>		

4. Details of Programme Module(s):

Component Title	
Component Level and Code	
Module Title	
Credit Value	
Mandatory /Optional	
Aims and Objectives	
Title and Code of Major Award to which module leads	

5. Resources Required for Delivery:

Please confirm whether the proposed programme module can be delivered within existing resources. If not, identify additional resources required, including estimated costs. In particular, reference should be made as to whether there are **Specific Validation Requirements** which must be fulfilled.

6. Staffing Requirements

Please confirm whether the proposed programme module(s) can be delivered within existing allocation.

Indicate with a ✓

7. Rationale

Please provide a rationale for the proposed development of the programme module(s).

SIGNED
Programme/Centre Manager,
Principal

Date

Appendix 6: Evaluator Request for Further Information



Programme Evaluators’ Request for Further Information (FRI)

The Programme Evaluators carrying out the evaluation of your programme require some further information/clarification in order to continue processing your application. It may be that the programme evaluators have insufficient information to enable them to reach the evaluative decision. In some cases it may be that some amendments to the information submitted are required to ensure that the programme meets the validation criteria.

Programme Developer Team Leader:	
Programme Title:	
Note to Programme Evaluators: List any clarifications / further information / amendments required. Be as clear as possible in your request, referencing specific sub-questions from the application form as appropriate.	
Programme Title	
Programme Profile	
Needs Identification	
Rationale	
Learner Profile	
Programme Objectives	
Entry Criteria	
Programme Duration	
Delivery Mode	
Delivery Methodologies	
Programme Structure	

Assessment Plan	
Programme Review Schedule	
Transfer and Progression	
Learner Support	
Validation Requirements and Resources	
<p>Note to Programme Evaluators: Where further information is required in relation to the programme module, please ensure that you indicate the particular programme module title in each case.</p>	
<p>Copy and paste this section as many times as required to request further information for as many programme modules as appropriate.</p>	
Programme Module Title:	
QQI Component Award	
Duration	
Objectives	
Indicative Content	
Assessment	
Any other comment	

Committee Name

Waterford and Wexford Education and Training Board Further Education and Training (WWETB FET) Programme Approval Committee

Purpose

This committee was set up to provide management oversight and Quality Assurance of WWETB FET centre submissions for programme development, delivery, evaluation and submissions for validation.

Scope

The committee will review the following application types submitted from Centres via 'Programme / Module(s) Delivery Request Form' and screened by the Programme Approval Committee.

- access and deliver existing validated programmes for the first time
- access and deliver existing validated programmes where that programme has not been delivered in-centre for the past three years
- develop new programmes/modules for validation with a view to their delivery
- request to develop a shared programme
- request to participate in the development of a joint programme/module

Authority

In respect of applications made to the WWETB FET Programme Approval Committee, the committee may

- Approve application
- Refuse application
- Request oral submission from applicant centre

In order to provide a fair and unbiased decision, the criteria for programme approval must be clearly defined and agreed. The Programme Approval Committee is tasked with devising these criteria on the occasion of the first meeting.

Membership

The membership of the group will comprise of a representation from the following groups. Actual membership to be decided at WWETB FET meeting. Committee will appoint a chair at initial meeting. Chair to be rotated on an annual basis.

- Education Officer
- Adult Education Officer(s),
- PLC Representative
- Training Standards Officers
- QA Officer
- Programme Approval Committee acting as Secretary

Meeting arrangements

- Committee will meet 6 times annually or as required.
- Meetings will take place in an agreed WWETB centre location.
- A quorum of 4 members must be available for meeting to take place.
- Programme Approval Committee, acting as secretary to Programme Approval Committee will schedule meetings, communicate agendas and meeting minutes.

Reporting

- Programme Approval Committee will report meeting summaries to WWETB FET

Resources and budget

- WWETB FET boardroom will be available for the committee meetings.
- Administrative support will be available to take minutes of meetings

Deliverables

Output of Programme Approval Committee will be one of a set of notifications in response to applications. Centres will be notified directly by Programme Approval Committee, with copies retained on SharePoint (to be decided).

- Programme Delivery Request
 - Notification of Approval to Deliver
 - Notification of refusal to Deliver
- Programme Development
 - Notification of Approval to Develop
 - Notification of refusal to Develop
- Programme Approval for QQI Validation
 - Find that the recommendation of the Programme Evaluators is inconsistent with the evidence and refuse to approve the Programme
 - Find that the process has not been carried out in accordance with the agreed procedures and refuse to approve the Programme
 - Find that the recommendation of the Evaluators is not consistent with the evidence or process and request the carrying out of a new evaluation
 - Concur with the recommendation of the Programme Evaluators, approve the programme and make a recommendation to QQI to validate the programme.

Appendix 8: Declaration of Programme Approval



Declaration of Programme / Module Approval

The programmes listed below have been submitted to the WWETB Programme Approval Committee. Each programme has been evaluated in accordance with the processes and criteria detailed in WWETB Programme Development, Delivery Request, & Validation Policy.

As per its Terms of Reference, the WWETB Programme Approval Committee has reviewed the evaluation process as applied to these programmes so as to ensure its validity.

For each programme listed, the Committee's decision to recommend this programme to QQI for validation is indicated.

Programme/Module Title	Awards and Codes	Decision
		Recommended for Validation
		Recommended for Validation
		Recommended for Validation
		Recommended for Validation
		Recommended for Validation

Signed: Date

Chair of WWETB Programme Approval Committee

Appendix 9: Declaration of Programme Refusal



Declaration of Programme / Module Refusal

The programmes listed below have been submitted to the WWETB Programme Approval Committee. Each programme has been evaluated in accordance with the processes and criteria detailed in WWETB Programme, Development, Delivery Request & Validation Policy.

As per its Terms of Reference, the WWETB Programme Approval Committee has reviewed the evaluation process as applied to these programmes so as to ensure its validity.

For each programme listed, the Committee’s decision to refuse to recommend this programme to QQI for validation is indicated.

Programme Title	Awards	Decision
		Not recommended for Validation
		Not recommended for Validation
		Not recommended for Validation
		Not recommended for Validation
		Not recommended for Validation

Signed: Date

Chair of WWETB Programme Approval Committee



Programme / Module Delivery Approval Notification

The WWETB Programme Approval Committee meeting of XXth XX XXX considered and approved the XXXXX request to deliver the following Major Award/s, as outlined in documentation submitted to the Programme Approval Committee:

Programme Code and Title _____
Programme Code and Title _____
Programme Code and Title _____
Programme Code and Title _____

Programme delivery is approved subject to:

1. Each programme and its modules being delivered as processed through the Programme Approval Committee and as validated by QQI and within the context of the prevailing Quality Assurance Agreement with QQI.
2. Observance of all Certificate Requirements and Specific Validation Requirements, as published in the related Certificate Specification and Component Specifications on the QQI website.
3. Each programme and its modules being reviewed, in line with B5.9 Programme Review of the prevailing QA agreement with QQI. A module that is subject to substantial revision must be re-evaluated through the Programme Approval Committee before delivery. Up to 20% of programme content can be changed through the Programme Approval Committee, including the addition of further programme modules, before the entire programme has to be revalidated by QQI.
4. Teaching staff having access only to current versions of all programme/module related documentation.

Signed: Date

Chair of WWETB Programme Approval Committee

Appendix 11: Notification of Programme Development Approval.



Programme / Module Development Approval Notification

To: _____

From: _____

Date: _____

Subject: _____

The WWETB Programme Approval Committee meeting of **XXth XX XXX** considered and approved the **XXXXX** requests to develop the following Major/Minor Awards as outlined in documentation submitted to the Programme Approval Committee.

- Programme Code and Title _____
- Programme Code and Title _____
- Programme Code and Title _____
- Programme Code and Title _____

Programme Approval Committee approval subject to:

1.All Programmes and modules developed by **XXX** being evaluated through the Programme Approval Committee and presented for approval to the Programme Approval Committee pre submission to QQI for validation.

Signed: Date

Chair of WWETB Programme Approval Committee

Waterford and Wexford ETB – Quality Improvement Plan

Appendix 12: Courses approved for delivery in previous years					
Post Leaving Certificate Programme 2016/2017					
Proposed No. of Places:		All PLC guidelines have been adhered to and this application is in accordance with the PLC Guidelines.			
School Name:		Signed:			
			Principal		
School Roll Number:		Date:			
Courses Approved in 2015/2016					
All existing courses which have no change from the approved list for 2015/2016 are to be detailed here.					QQI
Course Title as in School Brochure	QQI Award Title	Did this course run last year? Y/N	Duration in Years	Annual Hours	QQI Award Code
Where a provider received approval for a course in the past 3 years but did not deliver it, and is now seeking approval for delivery in 2016/2017, identify reasons why the course was not delivered upon initial approval.					
Outline the reasons why you are now applying for approval to deliver the course in 2016/2017.					
Note: No course can commence in the PLC Programme without prior approval from the Waterford and Wexford ETB.					

Waterford and Wexford ETB – Quality Improvement Plan

Appendix 4 - QIP

Waterford and Wexford Education and Training Board



wwetb

Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
*Waterford and Wexford
Education and Training Board*

QUALITY IMPROVEMENT PLAN

FOR

DECEMBER 2017 TO DECEMBER 2018

Waterford and Wexford ETB – Quality Improvement Plan

Introduction

This Quality Assurance Improvement plan represents the outcomes and improvement activities identified for WWETB following an Executive Self-Evaluation process and report conducted.

This improvement plan is for the period December 2017-December 2018. Its purpose is to take the actions identified in the Executive Self-Evaluation Report, and express them as specific, measurable, achievable, realistic and timed actions. A lead person is identified who will have responsibility for ensuring that the action is completed.

Process for Approving the Plan

The QIP was largely developed by the WWETB QA Team with input from relevant stakeholders and exists documents, report, policies and procedure. On completion of a 1st draft of the ESER & QIP, both documents were sent for consultation to our Senior Management Team, FET Management Team and QA Steering Group. The documents were also sent to ETBI consultant Danny Brennan for review. On receipt of comment and feedback, updates were made and a final draft produced.

The documents were approved by the QA Steering Group on the 17th January 2018 and then went for final signoff by our Chief Executive.

This draft was submitted to QQI and will form part of a further dialogue/review meeting with QQI in early 2018. On receipt of formal signoff by QQI, the formal process of re-engagement with QQI will be considered commenced and this plan will be considered actionable for 2018.

Implementation and Monitoring

The Director of FET is responsible for overseeing and coordinating the overall implementation of this plan. A lead responsible person or group is named for each of the planned outcomes and associated activities. The QA Steering Group will be responsible for the monitoring of the implementation of this plan on a bi-monthly basis.

Waterford and Wexford ETB – Quality Improvement Plan

Quality Improvement Objective/Desired Outcome	Key Tasks/Activities	Responsible Person(s)	Timeline	Measure/Benchmark [how will you know it was achieved]	¹ Status/Update
1. Review and enhance FET QA Governance	1.1 Document & review current QA Team Structures	Unit Manager	Q4 2017		
	1.2 Document current FET QA Governance Structures	QA Team	Q4 2017		
	1.3 Create Terms of Reference for QA Steering Group and Programme Approval Committee	QA Team QA Steering Group	Q1 2018		
	1.4 Review makeup, role and effectiveness of Programme Approval Committee	QA Team QA Steering Group	Q1 2018		
2. Review existing policies and procedures and amend or create new policies and procedures where needed; with a view towards one overarching Total Quality Assurance System	2.1 Review new ETBI assessment procedures to consider viability of common assessment procedures across ETB centres. Rollout to all centres/programme if appropriate.	QA Team QA Steering Group	Q1 & Q2 2018		

¹ This could be colour coded to indicate progress. i.e. **Green** on track, **Amber** in progress or **Red** at risk/not completed.

Waterford and Wexford ETB – Quality Improvement Plan

	2.2 Identify & collate all existing legacy policies and procedures (both FE & TQAS) to be reviewed	QA Team	Q1 2018		
	2.3 Prioritise policies/procedures to be addressed during 2017/18	QA Team	Q2 2018		
	2.4 Amend/develop and implement identified policies/ procedures to include consultation with and communication to centres	QA Team QA Steering Group	2018		
	2.5 Consider how other Awarding Bodies and non-certified programmes can be included in policies and procedures	QA Team QA Steering Group	Q3 2018		
3. Review and ensure the implementation of fair & consistent assessment procedures	3.1 Review and collate finding from EA Reports and RAP meetings from 2017	QA Team	Q1 2018		
	3.2 Review and implementation of Sampling Strategy for Internal Verification and External Authentication	QA Team	Q1 2018		
	3.3 Conduct Internal Verification training for all staff engaged in Internal Verification	QA Team	Early Q2 2018		

Waterford and Wexford ETB – Quality Improvement Plan

	3.4 Review and implement new External Authentication model once this has been agreed nationally	QA Team QA Steering Group	Q3 2018		
	3.5 Review current practices around Repeats and in consultation develop a clear policy and procedures on Repeats	QA Team QA Forum QA Steering Group	Q1 – Q2 2018		
	3.6 Develop a policy and procedures around recognition of Prior Learning (RPL)	QA Team QA Steering Group	Q3 2018		
4. Review and improve course monitoring procedures	4.1 Reintroduce monitoring functions of TQAS	QA Team	Q1 2018		
	4.2 Ensure admin support is available for the production of RAP reports in 2018. Provide resources where required.	QA Team & FET Director	Q2 2018		
	4.3 Ensure the collation of all centre EA Reports & RAP Reports into one summary report in 2018. Provide resources where required.	QA Team & FET Director	Q2 & Q3 2018		
5. Improve Data & Information Systems and Analysis	5.1 Development of a WWETB SharePoint site to include all WWETB policies, procedures, resources and programme descriptors.	QA Team WWETB IT Dept. FET Director Corporate Services	Q3 2018 – In place for September 2018		

Waterford and Wexford ETB – Quality Improvement Plan

	Provide resources where required.				
	5.2 Review what structures, training and resources are required to engage in meaningful data analytics of the data and information available to us, including QQI, PLSS and FARR data.	QA Team	Q2 2018		
	5.3 Provide resources to undertake required data analytics.	FET Director	Q2 2018		
	5.4 Support centres with the introduction of the new and improved QBS system	QA Team	Q2 2018		
6. Improve Programme Development process & validation of new Agriculture Programmes	6.1 Work with QQI, ETBI & FESS on the implementation of new validation policy	QA Team	Q2 2018		
	6.2 Investigate with ETBI procedure for staff release and remuneration for programme writing, development or review.	QA Team QA Steering Group FET Director	Q2 2018		
	Successfully develop and validate new agriculture programmes	QA Officer Centre Coordinators Programme Writers	Q2 2018		
7. Ensure Continuous Professional Development of the QA Team,	7.1 Review and plan for the CPD needs of QA Team.	Unit Manager QA Team	Q1 2018		

Waterford and Wexford ETB – Quality Improvement Plan

QA/QQI Coordinators and centre-based staffed involved in the Assessment Process					
	7.2 Plan QA Workshop for QA/QQI coordinators. Provide training on new assessment handbooks and new QBS.	QA Officer TSO	Q2 2018		
	7.3 Ensure the continued in-centre training of staff where specific needs arise.	QA Officer	2018		