



etb

Bord Oideachais agus Oiliúna
Mhaigh Eo, Shligigh agus Liatroma
Mayo, Sligo and Leitrim
Education and Training Board

EXECUTIVE SELF-EVALUATION REPORT

Mayo Sligo Leitrim ETB

Approved by:
Shaun Purcell
Chief Executive of MSLETB

8th February 2018

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ACRONYMS

ACBI	Associated Craft Butchers of Ireland
AEGIS	Adult Education Guidance and Information Service
AEO	Adult Education Officer
ALOA	Adult Literacy Organisers' Association
AONTAS	National Adult Learning Organisation
AP0	Assistant Principal Officer
ATP	Access Transfer and Progression
BTEI	Back to Education Initiative
BTEIA	Back to Education Initiative Association
CAD	Computer-aided Design
CAMS	Centralised Access Management System
CAO	Central Applications Office
CAS	Common Award System
CE	Chief Executive
CEFA	Community Education Facilitators' Association
CETS	Childcare in Education and Training Scheme
CFE	College of Further Education
CIBTAC	Confederation of International Beauty Therapy and Cosmetology
CIDESCO	Comité International d'Esthétique et de Cosmétologie
CIF	Construction Industry Federation
CPD	Continuing Professional Development
CSO	Central Statistics Office
CTC	Community Training Centre
DC	Disciplinary Committee
DCYA	Department of Children and Youth Affairs
DEASP	Department of Employment Affairs and Social Protection
DES	Department of Education and Skills
EA	External Authenticator
ECDL	European Computer Driving Licence
ESE	Executive Self-Evaluation
ESOL	English for Speakers of Other Languages
ETBI	Education and Training Boards Ireland
EU	European Union
FARR	Funding Allocations Requests and Reporting
FÁS	Foras Áiseanna Saothair
FE	Further Education
FET	Further Education and Training
FETAC	Further Education and Training Awards Council
FETCH	Further Education and Training Course Hub
GDPR	General Data Protection Regulation
GMIT	Galway Mayo Institute of Technology
HR	Human Resources
HSE	Health Service Executive
IASIO	Irish Association for the Social Integration of Offenders
IBEC	Irish Business and Employers' Confederation
ICT	Information Communications Technology
IDA	Industrial Development Authority
IFS	International Financial Services
IHF	Irish Hotels Federation
IOT	Institutes of Technology
IT	Information Technology
ITABE	Intensive Tuition in Adult Basic Education
ITEC	International Therapy Examination Council
IV	Internal Verification
LEO	Local Enterprise Office
LES	Local Employment Service

LTI	Local Training Initiative
MIS	Management Information System
MS	Microsoft
MSLETB	Mayo Sligo Leitrim Education and Training Board
NCVA	National Council for Vocational Awards
NFQ	National Framework of Qualifications
NUIG	National University of Ireland Galway
OSD	Organisational Support & Development
PAC	Programme Approval Committee
PDG	Programme Development Group
PLC	Post Leaving Certificate
PLSS	Programme Learner Support System
QA	Quality Assurance
QBS	QQI Business System
QIP	Quality Improvement Plan
QMS	Quality Management Systems
QQI	Quality and Qualifications Ireland
RAI	Restaurants Association of Ireland
RAP	Results Approval Panel
RCCRS	Results Capture and Certification Request System
RPL	Recognition of Prior Learning
RSF	Regional Skills Forum
SLA	Service Level Agreement
SME	Subject Matter Expert
SOLAS	The Further Education and Training Authority
SST	Specific Skills Training
STB	Services to Business
TC	Training Centre
TEL	Technology Enhanced Learning
TIG	Tungsten Inert Gas
TNA	Training Needs Analysis
TQAS	Transitional Quality Assurance System
TSS	Training Standards System
VCC	Virtual Community College
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
WBL	Work-Based Learning

1 Introduction, Purpose and Aims

This document describes the Executive Self-Evaluation (ESE) report for Mayo Sligo Leitrim Education and Training Board (MSLETB), 2017. The report has been compiled in line with the QQI Statutory Core and Sector Specific Quality Assurance Guidelines for Education and Training Boards and within a nationally agreed Terms of Reference (See Appendix 1). The purpose of the evaluation is to review, evaluate and report on the education, training, research and related services provided by the Board and the quality assurance system that underpins this provision.

MSLETB, in completing this evaluation, welcomes the opportunity to identify its current level of compliance with QQI requirements, identify any gaps or deficits within its QA structures, policies and processes, and is committed to embrace any recommendations that may emerge that will build QA capacity within Board's FET provision.

This ESE addresses the FET provision of MSLETB only. Any observations, recommendations and actions identified relate specifically to FET and do not apply to any other area of the Board's provision. The process focused on an evaluation of the governance and management of quality assurance and set out to contribute to the development of an improvement plan, in line with the Board's commitment to continuous development and improvement.

The FET sector in Ireland has gone through very significant change over the last four years in the context of Government reform of the Public Services, the Qualifications and Quality Assurance (Education And Training) Act 2012 and the Education and Training Boards Act 2013 that led to the establishment of SOLAS and the Education and Training Boards. Against this background, MSLETB continues to evolve in line with the overarching SOLAS aim to ensure that FET programmes nationally play a vital role in economic development through the provision of relevant quality assured education and training programmes.

MSLETB is committed to the quality assurance of all its FET programmes and support services. Consequently, this ESE aims to:

- *contribute to and support improvement planning, governance of quality and quality enhancement for FET*
- *promote the improvement of quality assurance and further embed a culture of quality in the ETB*
- *identify findings to support improvement across the Board's FET provision*
- *identify gaps and areas for development and improvement*

Emerging from this ESE is an Improvement and Development Plan that informs and supports MSLETB as it moves from its legacy QA systems to a single integrated system. It will also enable the Board meet its statutory QA obligations.

2 Executive Self-Evaluation Process

The Terms of Reference for the Executive Self-Evaluation (ESE) process were agreed nationally between the FET Directors and QQI. MSLETB assigned a project lead to co-ordinate the process in January 2018. An external facilitator was identified to work with the project lead and the Board's FET QA Group to facilitate the process. A number of meetings were held throughout the project to confirm processes, identify gaps in the current system and to propose improvements to address any shortcomings in the four legacy Quality Assurance Agreements in place.

In addition, an ETBI sectoral quality improvement project on Quality Assurance Governance and Management was undertaken. An ETBI external consultant, Dr. Trish O'Brien engaged with MSLETB in the form of a QA Governance and Management questionnaire. Feedback and recommendations from this intervention significantly informed this report.

The Mapping Tool - ESE with Core & Sector QA, developed by ETBI, was used to focus engagement with the Board's FET QA Group. This tool was circulated in advance of the meeting so that participants could reflect on the mapping process in the context of their own centres and the ETB as a whole. Ongoing follow up with the Group, as the need arose, informed the development of the ESE's final draft. As part of the process a draft ESE was circulated to the wider FET Leaders and PLC Principals Group and the QA Group for final consultation and feedback. The final document will be approved and signed off by the Chief Executive and noted by the Board at its next meeting.

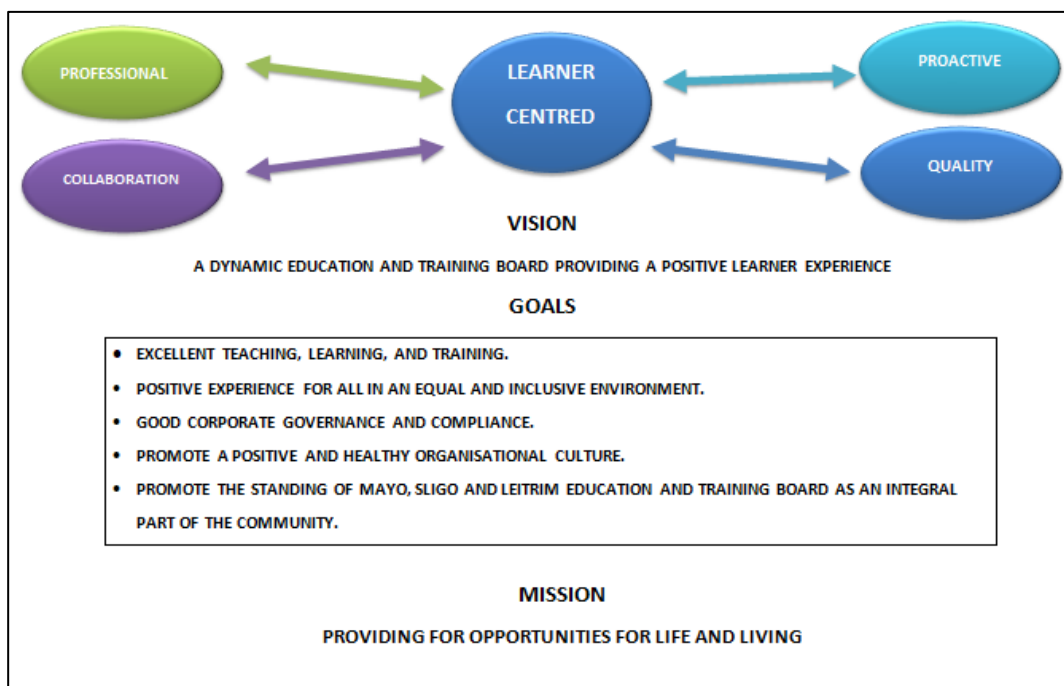
3 MSLETB Profile

3.1 Overview

Mayo Sligo Leitrim Education and Training Board is one of sixteen Education and Training Boards created following the implementation of the Education and Training Boards Act on the 1st July 2013. SOLAS was formed on the 27th October 2014 with the dissolution of FÁS and its responsibility for training provision was then transferred to each of the new ETBs. See Appendix 2 for a map of the national structure of Education and Training Boards in Ireland.

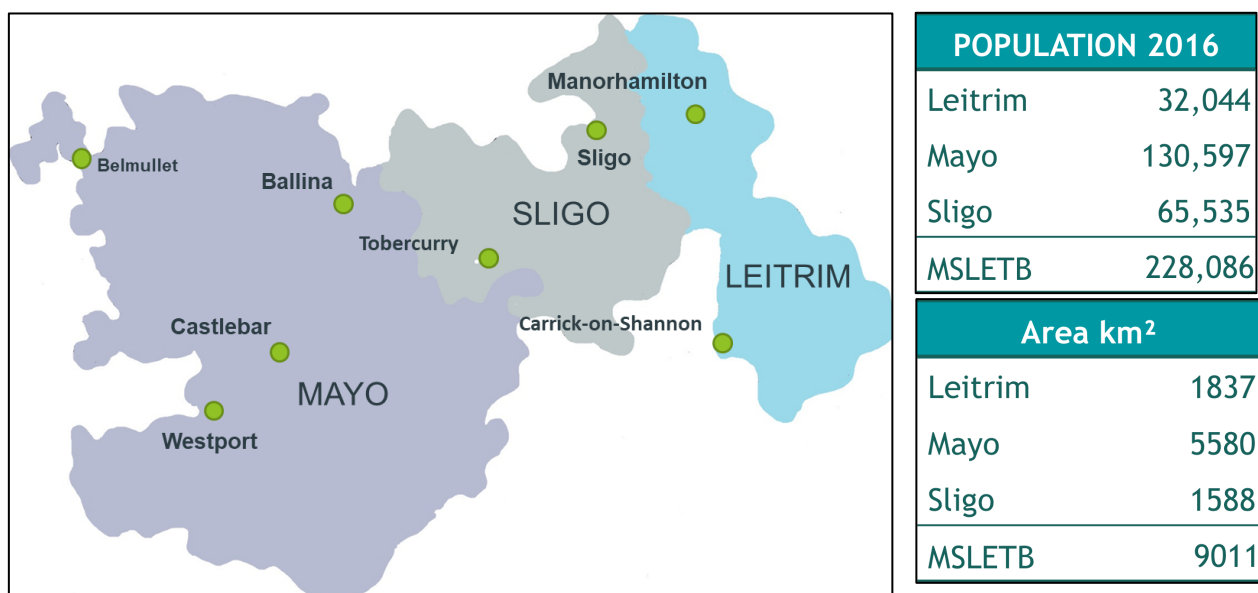
3.2 MSLETB Strategic Statement

MSLETB's overarching strategic statement outlines strategic Mission, Vision and Goals from 2018 to 2022. This statement documents the overarching framework against which all Schools and Centres operate.



3.3 Geographical Profile – Mayo, Sligo and Leitrim

MSLETB was established following the amalgamation of Co. Mayo VEC, Co. Sligo VEC and Co. Leitrim VEC. The Sligo Training Centre and the Ballina Training Centre (formerly under the auspices of FÁS and subsequently SOLAS) transferred to MSLETB on 1st July 2014 to fully constitute the new organisation.



MSLETB is a QQI legacy provider, currently operating under four Quality Assurance agreements with QQI (Co. Mayo QA Agreement, Co. Sligo QA Agreement, Co. Leitrim QA Agreement, and the training centres' Transitional Quality Assurance System or TQAS). The harmonisation of these previously distinct systems is a significant challenge both, culturally and operationally, for the Board. This ESE report will inform this process.

MSLETB currently has a staffing level of approximately 1,700 and delivered educational and training provision to over 15,289 beneficiaries from January to December 2017 across the three counties. The Board has responsibility for:

- 19 post-primary schools
- 9 PLC Centres
- 9 VTOS centres
- 7 Night Class Centres
- 5 BTEI Centres
- 5 Adult and Basic Education Centres
- 4 Youthreach Centres
- 3 Specialist Training Centres
- 3 Music Generation Programmes
- 3 Community Education Programmes
- 3 Adult Guidance and Information Services
- 2 Youth Services
- 2 Training Centres
- 2 Skills for Work Programmes
- 12 Local Training Initiatives
- 1 Services to Business
- 1 Community Training Centre
- 1 Achill Outdoor Education Centre

3.4 FET Provision

Education and Training programmes, other than those at mainstream second level (Junior Certificate, Leaving Certificate and Transition year), comprise MSLETB's FET provision. The Board's FET programmes are broadly categorised as full-time or part-time. The range of provision offered across the three counties includes:

- Apprenticeships
- Arts Education
- Back to Education Initiative (BTEI)
- Community Education
- Cooperation Hours
- ESOL
- Evening Courses/Self-Financing
- Family Learning
- Literacy
- Local Training Initiatives
- Post-Leaving Certificate (PLC)
- Refugee Resettlement
- Schools Completion
- Specialist Training Provision (e.g. Training for Persons with Disabilities)
- Specific Skills Training
- Traineeships
- Vocational Training Opportunities Scheme (VTOS)
- Youthreach & Community Training Centres

3.5 Full-time FET Programmes

3.5.1 *Specific Skills Training*

SST courses typically take 6 months to complete and are designed to meet the needs of industry across a range of sectors. QQI accreditation is at Levels 4-6 on the National Framework of Qualifications (NFQ) and/or industry specific qualifications. Examples of SST courses include, Computer Applications and Office Skills, eBusiness, MySQL, Retail Skills, Health and Beauty, Business Administration, Sports & Recreation, Construction Skills, Professional Cookery, Hospitality, Business Process Improvement, Manual and Computerised Payroll, Precision Engineering, Software Development. These programmes typically include work experience/practice modules with paid placements of 3-6 weeks.

3.5.2 *Post Leaving Certificate (PLC)*

Typically PLC courses are one academic year in duration and are offered on a full-time basis. They provide opportunities to gain knowledge and skills in general studies and targeted vocational areas. Each requires learners to take a module in work experience. Courses provide progression opportunities to higher-level courses on the NFQ or entry to employment. Courses generally lead to major awards at NFQ Levels 5 and 6. Examples of PLC courses include Business & Administration, Healthcare Studies, IT/Computing & Design, Social Studies & Childcare, Arts & Music, Agriculture, Engineering, Sport and Construction.

3.5.3 *Traineeships*

Traineeships provide job-specific training that combines direct training and a significant workplace training element with an employer. Trainees in receipt of a training allowance continue to receive their allowances from MSLETB for the duration of their work experience. All

programmes lead to QQI major awards at NFQ Levels 4 to 6. Traineeships take 9-18 months to complete (up to 50% of which could be in the work place). Examples of Traineeships include Hospitality Engineering, Childhood Care & Education, Healthcare Support, Hairdressing and Beauty Therapy. Traineeships have significant work-based Learning (WBL) requiring sponsor/placement periods throughout the 6 – 18 month programme (block and day release combinations).

3.5.4 Apprenticeships

Apprenticeships typically consist of three off-the-job training phases and four on-the-job phases. Apprenticeships Phase 1, 3, 5 and 7 are on-the-job (placement) of 3 – 4 years. To undertake an Apprenticeship programme individuals must first be registered by an employer. Examples of apprenticeship programmes offered by MSLETB include Construction, Electrical and Engineering.

3.5.5 Community Training

These programmes are provided through Community Training Centres, Local Training Initiatives and Specialist Training Providers (for people with disabilities). All community sector training leads to accreditation at NFQ Levels 3-5. Examples of community training programmes offered by MSLETB include Horticulture, ICT, and Business Administration.

3.5.6 Youthreach

These programmes are two-year full-time programmes for early school leavers aged between 15-20 years of age. The nature of programmes varies across the region and can include QQI certificate, Junior Certificate or Leaving Certificate Programmes. Learners are facilitated in setting individual learning plans aimed at increasing their self-esteem, skills and knowledge and their ability to progress into further education and training or employment.

3.5.7 Vocational Training Opportunities Scheme (VTOS)

These programmes provide a range of programmes to meet the education and training needs of people who are unemployed aged 21 or over. Participants have the opportunity to improve their general level of education, receive certification, develop skills and prepare for employment, self-employment or further education and training. They are usually delivered over two academic years on a full-time basis of 30 hours per week. The courses lead to a range of awards across NFQ levels. Some examples include ICT, Art and Design, Business Administration, Childcare, Digital Media, Sound Production, Traditional Irish Music, Institute of Accounting Technicians and Leaving Certificate.

3.6 Part-time FET Programmes

3.6.1 Back to Educational Initiative (BTEI)

BTEI programmes provide part-time FET opportunities for people to combine a return to learning with family, work and other responsibilities. Programmes are offered in partnership with many agencies throughout the country on a flexible part-time basis. Classes are offered throughout the year in the morning, afternoons, evenings or weekends. Courses lead to a range of accreditation at NFQ Levels 1-6. Examples include Healthcare, Childcare and ICT.

3.6.2 Adult Literacy Programmes

These programmes are provided to people inside and outside of the labour force who want to improve their communication skills, i.e. reading, writing, numeracy and information technology. Programmes are typically delivered for 2-4 hours per week. They also provide English for Speakers of Other Languages (ESOL).

3.6.3 Skills for Work

Skill for Work programmes provide opportunities to help employees up skill to meet the demands of the workplace. Programmes are 35 hours duration and designed in a flexible way to meet the needs of employer and employee. Most programmes are accredited. Examples of skills for work programmes offered by MSLETB include IT Support for Farmers, Computer Literacy and Internet Skills.

3.6.4 Part-time Evening Courses

These courses are typically of 30 hours duration over 10 weeks. They provide short upskilling modules for both unemployed and employed persons. Examples of courses include Welding TIG, Interior Design, ECDL, CAD, Door Security, Supervisory Management and Start Your Own Business. Courses generally lead to accreditation at NFQ Levels 4-6 or certification from an industry accrediting body. Informal, leisure or hobby type courses are also offered and are not accredited.

3.6.5 Blended Learning Courses

Blended learning courses are up to 6 months in duration, utilise a mix of classroom, practical, on-line training and tutor support to suit the need of individuals who need a more flexible way to meet their training needs. Examples include CAD 3D Parametric Modelling, Industrial Automation, Electrical/Electronic Control Systems and Management Development, Manual and Computerised Payroll and Bookkeeping. Courses are delivered all year round and lead to QQI certification at NFQ Levels 4-6 or certification from other certifying bodies.

3.6.6 Community Education

Community education initiatives offer programmes to adults who wish to return to or continue their education. Such programmes are generally delivered within local community projects and centres. The majority of courses in this area are uncertified but may provide opportunities for progression to other FET programmes. Accreditation may be provided from NFQ Level 1-6 depending on the needs of the group. Examples include Sign Language, Art & Crafts and Personal Development.

3.7 Support Services:

3.7.1 Adult Educational Guidance and Information Service

This service provides assistance to people in making informed educational career and life choices. Adults start from where they left off in education and the Guidance Service provides support as they make choices and progress with their return to education and training.

3.8 FET Beneficiaries

The Board's four largest beneficiary groups in 2017 were BTEI, PLC, Adult Literacy and Community Education, accounting for approximately two thirds of total beneficiaries, see table below, extracted from FARR (Funding Allocation Requests and Returns) on 23rd January 2018:

Programme	January - Dec 2017
BTEI Groups	3129
Community Education	3069
PLC	2767
Adult Literacy	1709
ESOL	736
Specific Skills Training	688
Apprenticeship Training	548
Evening Courses	482
VTOS Core	389
Youthreach	325
Local Training Initiatives	271
Skills for Work	264
Specialist Training Providers	263
Traineeship Training	191
ITABE	184
FET Cooperation Hours	146
Refugee Resettlement	118
Blended Training	10

3.9 Socio-Economic Profile

MSLETB serves the three counties Mayo, Sligo and Leitrim with a total population of circa 228,086. The region covers the largest geographical area of all the ETBs in the country at 9011km², the next nearest being Cork ETB with a geographical area of approx. 7,500km². It is a very rural region, the largest urban area being Sligo town at 32,435 approx.

Table below outlines the population in the largest towns in the region.

Town	Population
Sligo	19,199
Castlebar	12,068
Ballina	10,171
Westport	6,198
Carrick-on-Shannon	4,062
Tobercurry	1,986
Manorhamilton	1,466
Belmullet	1,019

Source: CSO 2016

According to the Pobal-Haase Deprivation Index 2016, based on the combination of three dimensions of relative affluence and deprivation namely, demographic profile, social class composition and labour market situation, the entire area is "marginally below average". A further breakdown of this by county shows the following:

- Mayo has a relative deprivation score of -3.8
- Sligo has a relative deprivation score of -0.16 and
- Leitrim has a relative deprivation score of -3.18.

The CSO figures show those aged 0-14 and 65+ (the 'age-dependent groups') represent 38% of the region's population. A total of 32,040 (14.1%) of the population of the three counties was recorded as having a disability in the 2016 census, an increase of 793 from 2011. Non-Irish nationals account for 10.9 % of the population in the region.

3.9.1 Employment

According to the Census (2016) there are 105,173 currently employed in the Mayo, Sligo & Leitrim region. The main sectors of employment in the region are Professional Services (24.8%), Commerce and Trade (19.5%) and Manufacturing (13.4%). It is noteworthy that the Agriculture, Forestry and Fishing sector provides employment for over 8% of those working in the region.

The Census data shows 70 electoral divisions across the country that are deemed unemployment blackspots – five of which are in Co. Mayo. In these areas, the unemployment rate is over 27%. Three of the unemployment blackspots are in the West Mayo Municipal District – An Geata Mór Theas, Cnoc na Lobhar and Cnoc na Ráithe -with two in the Ballina area – Ballina Urban and Ardnaree South which had the highest unemployment rate of these five areas at over 31%.

3.9.2 Educational Attainment

Of the population of the three counties, an average of 26% of those aged 15 years and over have completed third level education, compared to the national average of 42%. At the time of Census 2016, an average of 1.5% of the population of the three counties had completed no formal education, whilst 8.8% of the population completed primary education only compared to a

national average of 7%. The number of Ph.D. holders increased by 97 from 2011 to 342 in 2016 and the number holding advanced certs/apprenticeships increased by 107 in the same period to 3,513.

The table below outlines the Labour Force figures for the three counties (aged 15 years and over):

	% of population in labour force	Labour Force
Mayo	57.7	60,030
Sligo	57.9	30,252
Leitrim	59.3	14,891

Population (Census 2016)

Total unemployment rates, in the region, as of November 2017 are 13,000 approximately, representing an across-the-board 40% fall compared with the height of the recession, see table below:

	Under 25	25 & Over	Total Nov -17
Mayo	753	6859	7612
Sligo	407	2934	3341
Leitrim	211	1830	2041
Total	1371	11623	12994

Source: DSP

This drop in unemployment has not been felt equally throughout the region. The majority of those who have not found employment are made up of the long-term unemployed and those with additional disadvantage; poor public transport services, no access to broadband, etc. These issues are barriers to access to all services including education and training services and opportunities.

The reduction in unemployment, though obviously positive and welcome, has had the effect of reducing the numbers of available learners to MSLETB. Consequently, the Board has refocused funding and resources into the area of workplace traineeships and apprenticeships. A database of employers has been developed to forge better links with industry, so that learners are participating on courses that lead to skills required by industry, thereby further boosting employability and reducing unemployment levels.

3.10 MIS Systems

MSLETB's education and training provision is supported by a number of Management Information Systems (MIS) that inform the planning of provision, the analysis of inputs, outputs and outcomes and the capture of learner details for reporting purposes at a Regional, National and European levels. These systems include:

- Enrol
- FARR
- PLSS
- QBS
- RCCRS
- SalesPulse
- TSS

4 Governance, Planning & Management Quality Assurance

4.1 Introduction

This section outlines the governance structure in place to oversee the planning, management and quality assurance of MSLETB's FET provision.

4.2 MSLETB's FET Vision, Mission, Values and Goals

The MSLETB FET strategic framework provides the backdrop against which the Board's programmes of education and training, and related services are developed and delivered. It was arrived at through a consultative process with relevant stakeholders and reflects the Board's commitment to contribute effectively in the social, cultural and economic development of the region.

Six goals and related strategic objectives are identified as core principles to ensure the delivery of quality, innovative and meaningful FET programmes, both full-time and part-time. These set out the priorities for MSLETB as it addresses the education and training needs of its FET learners, employers and wider community. This strategic framework documents the Board's Vision, Mission, Values and Goals as they relate to FET provision in the region.

MSLETB FET Vision

Innovative high-quality FET services and programmes that provide our learners with transformative opportunities for life and living.

"MSLETB providing world class training and education services."

MSLETB FET Mission

MSLETB will lead, develop and provide FET services that empower people, communities and enterprises to reach their full potential.

MSLETB Values (as outlined in the MSLETB Strategic Statement above).

4.3 MSLETB Goals

The Board's six FET Strategic Goals are as follows:

4.3.1 Goal 1 - Skills for the Economy

MSLETB FET provision will address the current and future needs of learners, jobseekers, employers and employees and will contribute to national economic development.

- *Strategic Objective 1* --- Install an appropriate advisory infrastructure to ensure that the relevant provision is informed directly by employers and reflects/responds to emerging labour market challenges.
- *Strategic Objective 2* – Provide further education and training programmes for a diverse range of individuals and communities with a particular focus on long-term unemployed people and unemployed young people.
- *Strategic Objective 3* --- Develop and implement programmes under the new apprenticeship system.
- *Strategic Objective 4* – Provide further education and training programmes for employees supported by a new FET employee development strategy.
- *Strategic Objective 5* – Provide further education and training programmes to assist people to start and sustain their own business.

4.3.2 Goal 2 - Active Inclusion.

Through active inclusion, MSLETB's FET services will endeavour to support all people to access FET services that enables them to reach their potential and enable them to contribute to society. Special focus under this goal is targeting people who are most marginalised within society.

- *Strategic Objective 1* – Support Active Inclusion across FET.
- *Strategic Objective 2* – Devise and implement a strategy to promote literacy and numeracy across FET.

4.3.3 Goal 3 - Quality Provision.

MSLETB FET will provide high quality education and training programmes and will meet the appropriate national and international quality standards.

- *Strategic Objective 1* – Respond to the needs of learners, employers and communities.
- *Strategic Objective 2* – Ensure excellence in FET programme development.
- *Strategic Objective Action 3* --- Enhance adult educational guidance services within FET and extend it to all who engage with FET, including employees.
- *Strategic Objective 4* --- Develop standards for staff qualifications in the FET sector.
- *Strategic Objective 5* – Provide effective pathways for FET graduates to Levels 7 and 8 within the higher education sector.
- *Strategic Objective 6* – Provide suitable appropriate facilities for further education and training.
- *Strategic Objective 7* - Ensure that all MSLETB staff delivering further education and training programmes have current relevant qualifications and skills.

Goal 4 - Integrated Planning and Funding.

MSLETB FET provision will be planned and funded based on objective analysis of needs and evidence of social and economic impact.

Strategic Objective 1 – Implement a new integrated and co-ordinated FET planning model.

- *Strategic Objective 2* – Develop and install a 'fit-for-purpose' data infrastructure to support FET policy and provision.
- *Strategic Objective 3* – Introduce performance-related funding (appropriate to the type of FET provision and defined strategic outcomes).
- *Strategic Objective 4* – Evaluate the effectiveness of all current FET provision.

4.3.4 Goal 5 - Standing of FET.

MSLETB will ensure a valued learning path leading to agreed employment, career developmental, personal and social options.

- *Strategic Objective 1* – Promote and provide high quality FET response to the needs of industry and learners.
- *Strategic Objective 2* – Conduct an economic and social impact study of MSLETB FET provision.

4.3.5 Goal 6 - Technology enhanced learning (TEL).

All learning in MSLETB FET will be supported and enhanced through the use electronic media.

- *Strategic Objective 1* – MSLETB will have the best possible technology infrastructure.
- *Strategic Objective 2* – Incorporate technology in all FET programme design and delivery.
- *Strategic Objective 3* – Make learning content available on e-platforms.

- *Strategic Objective 4* – Promote and provide high quality continuous professional development in technology-enhanced learning.

The FET Leaders and PLC Principals Group monitors the progress of implementation of the Board's FET strategic framework. Performance is systematically analysed to monitor the achievement of outcomes against priorities set. FET programme leaders and coordinators report periodically on the achievement of individual programmes towards the advancement of the Board's FET goals. Findings are shared with stakeholders to highlight where targets have been met and areas for development and improvement are identified.

4.4 Governance Structures

MSLETB is a statutory authority with responsibility for education, training and youth work. The board provides Post Primary Education, Further Education and Training and Youth Services in addition to other community based education programmes and services in its region. Governance structures in MSLETB are at both ETB level and centre level.

4.4.1 MSLETB Board

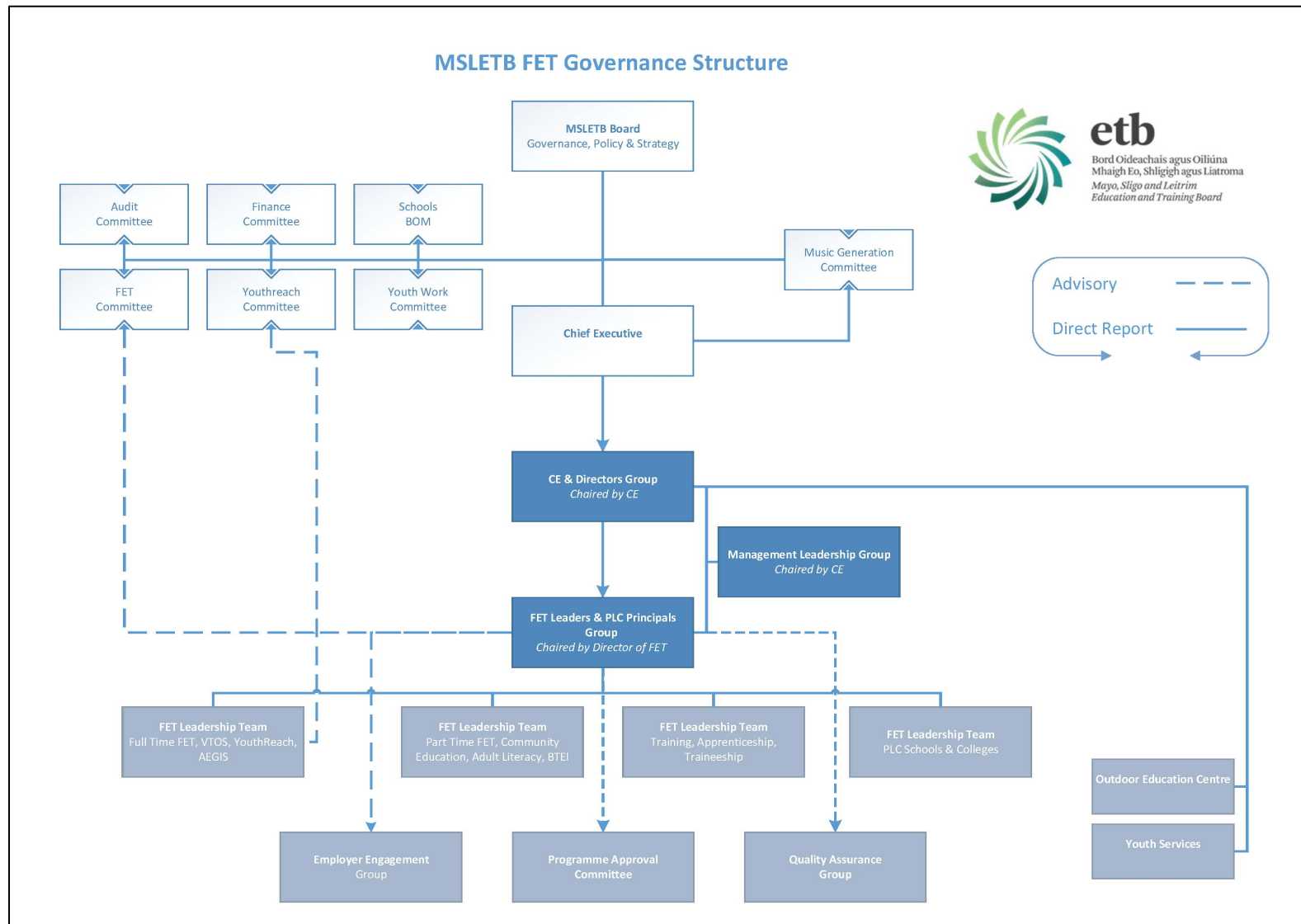
MSLETB is governed by a Board comprised of 21 members. This includes 12 representatives from the three local county councils, two staff members, two parent representatives from the post primary sector, and five members with a special knowledge of education and training including a learner representative and a business representative. The reserved functions of the MSLETB Board are stated in the Education and Training Boards Act 2013. Local Boards of Management report to the ETB. The Chief Executive (CE) and the Director of FET are ultimately responsible for the oversight of FET and its quality assurance policies and procedures.

The following committees are in place to support the Board in its functions:

- Audit Committee
- Finance Committee
- Schools Boards of Management
- FET Committee
- Youthreach Committee
- Youthwork Committee

Terms of reference, including reporting arrangements, have been documented for each of the above.

The executive governance and oversight structure of MSLETB FET is illustrated in the diagram over.



Executive Governance and Oversight

4.4.2 Executive Level Governance

MSLETB FET Committee

This Committee reports directly to MSLETB Board and has an advisory capacity to the FET Leaders and PLC Principal Group. Its full Terms of Reference is in Appendix 3.

MSLETB Youthreach Committee.

This Committee reports directly to MSLETB Board and has an advisory capacity to the Youthreach FET Leadership group and Youthreach Centre Coordinators. Its full Terms of Reference is in Appendix 4.

MSLETB CE and Directors Group

This group compiles the senior management (CE and three directors) of MSLETB. It is responsible for the strategic management and direction of the organisation. It is representative of the three pillars of the organisation; Schools, FET and Organisation Support and Development.

Through the CE it holds specific executive powers, as outlined in legislation, e.g. recruitment of staff. It reports to the Board through the CE. Members of this Leadership Management group represent MSLETB on senior national and regional strategic stakeholders committees and fora, e.g. CE Forum, FET Directors Fora, etc.

Management Leadership Group

The purpose of this group, which meets monthly is to discuss and make decisions on cross-departmental developments and activities. The CE chairs this group and its membership includes the three directors, two AEOs, Area Training Manager and three APOs (Finance, HR and Corporate Services). It acts as an advisory group for the MSLETB CE and Directors Group and the FET Leaders and PLC Principals Group.

FET Leaders and PLC Principals Group

The purpose of this group is to have a shared collaborative space in which FET provision is planned and managed. Common areas of management and operations of FET are discussed and decisions are made within the group for progression to other relevant groups, e.g. engagement with external stakeholders, QA, etc.

Functions:

- Planning of FET provision and the best use of all MSLETB resources to achieve the MSLETB's FET Strategic Goals as well as relevant national strategic goals.
- Organising resources (staff, finances, premises etc.) to achieve the MSLETB's FET Strategic Goals. Explore the potential for achievement of synergies across FET provision.
- Leading the development of FET within MSLETB and ensuring that all staff and learner are motivated within their roles and responsibilities.
- Within this group, control and governance is a key function, including compliance.
- This group reports to the MSLETB CE and Directors Group through the FET Director. As all programmatic leaders are within this group, they communicate relevant outcomes and decisions to their areas of control.

FET Leadership Teams

There are four FET Leadership Teams which are led by a designated FET Leader, with specific FET programmatic responsibility, e.g. Full-time FE, Part-time FE, Training and PLC.

Each teams membership includes the specific programme principal, coordinator or centre head. Its function is to ensure that the specific programmes are operated in line with the National

Operational Guidelines, National and MSLETB policies and procedures, deliver appropriate and relevant FET courses for the specific programme and operate within the funding parameters. Each team and FET programme is supported nationally by programmatic associations, e.g. CEFA, BTEIA, ALOA, VTOS Coordinators Association, Youthreach Coordinators Association, Area Training Managers Forum, Principals of FET Colleges Network, etc.

Quality Assurance Group

The mission and purpose of this group as agreed is:

“To integrate, harmonise and develop the Quality Assurance and Quality Management Systems approach across MSLETB; our mission is to continually improve our further education and training quality assurance and quality management services to meet all of our learners and other stakeholder needs”.

Programme Approval Committee

This group was set up to provide management oversight of MSLETB FET centre submissions for programme delivery, development, evaluation and submissions for validation. It also provides oversight for the delivery and inclusion of new programmes and/or additional modules relating to existing validated programmes. All new programmes must be approved by PAC.

Employer Engagement Group

MSLETB has an established Employer Engagement Group whose membership comprises of the Area Training Manager, Assistant Training Manager and Services to Business, Skills for Work and PLC Principals. Its purpose is to develop strategies to enhance, support and capitalise on MSLETB’s current and future employer engagement opportunities and to promote a continuous improvement and change agenda.

This group works closely with a number of external stakeholders including employers, RSFs, IDA, IBEC, etc. The aim is that MSLETB becomes the natural first choice of employers within the region. This group is an advisory group to the FET Leaders and PLC Principals Group through its chair the Area Training Manager. Through this mechanism, it also informs the FET Leadership Teams.

Music Generation and Outdoor Education Centre Groups

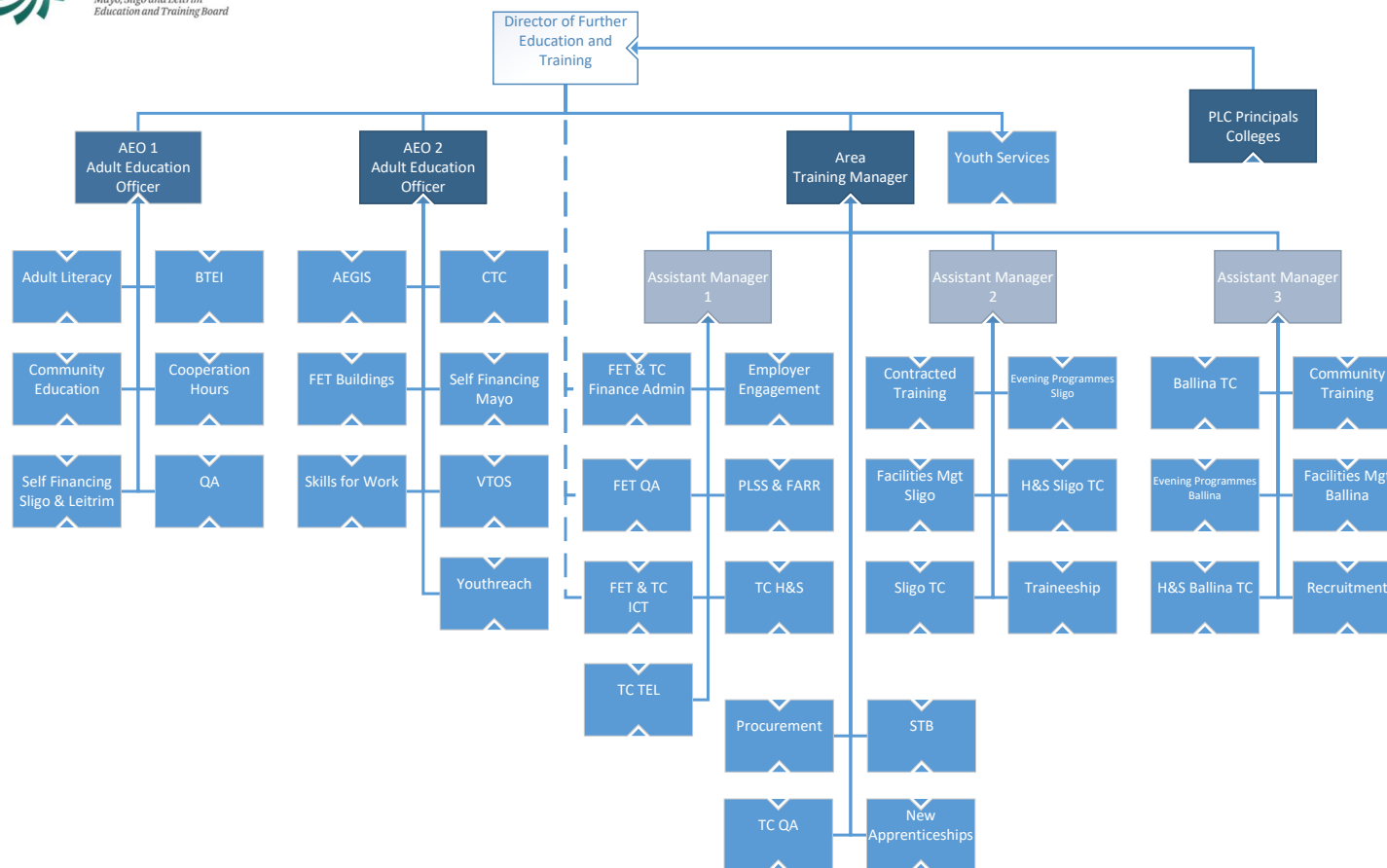
These are specific programmatic groups that directly report to the CE and Directors Group. These programmes have specific national guidelines and are located under the structure of MSLETB.

4.4.3 FET Provision Governance

MSLETB is committed to ensuring corporate oversight and the separation of duties through best practice in governance policy, and to the delivery of high quality FET programmes that are inclusive, relevant and support skills for the economy.

Structures are in place to exercise the governance and oversight of FET programmes from initial proposal, development, approval pre-submission to QQI for validation, delivery, assessment, review and update. FET programme management, governance and oversight is outlined over.

MSLETB Further Education & Training



FET Management, Governance and Oversight

Executive responsibility for the management of the Board's FET provision lies with the FET Leaders and PLC Principals Group, which has oversight of all MSLETB FET provision. The table below outlines membership of related governance and oversight groups.

CE&Directors Group	Mgmt Leadership Group	FET Leaders & PLC Principals Group	QA Group	Programme Approval Committee
<ul style="list-style-type: none"> • Chief Executive • Director of FET • Director of OSD • Director of Schools 	<ul style="list-style-type: none"> • Chief Executive • Director of FET • Director of OSD • Director of Schools • APO Finance • APO HR • APO Corporate Services • AEO Part-time Services • AEO Full-time Services • Area Training Manager 	<ul style="list-style-type: none"> • FET Director • AEO Part-time Services • AEO Full-time Services • Area Training Manager • 9 PLC Principals 	<ul style="list-style-type: none"> • FET Director • AEO Part-time Services • AEO Full-time Services • Area Training Manager • Quality Management System Team Lead • QA FE Staff MSL • TSOs 	<ul style="list-style-type: none"> • FET Director • AEO Part-time Services • AEO Full-time Services • Area Training Manager • Quality Management System Team Lead • QA FE Staff MSL • TSOs

Governance and Oversight Group Membership

4.5 Risk

MSLETB has addressed the issue of risk management and has put in place an FET Risk Register, through a process of consultation with FET managers and coordinators. The register is reviewed by the FET Leaders and PLC Principals Group, and findings are presented to the Audit Committee of the Board. Currently, risks identified at centre level are raised with the relevant FET Leader and, if necessary, brought for consideration to the FET Leaders and PLC Principals Group.

4.6 Transparency

In the interests of transparency all documentation, minutes, agendas, etc. of all groups and committees are made available to the Board.

4.7 Areas for Improvement/s

- MSLETB will review TORs of all groups to ensure they reflect the Board's Strategic Statements and its FET Strategic Framework.
- MSLETB will ensure that QA is a standard agenda item on all FET group meetings.

5 FET Delivery Planning

MSLETB is committed to providing quality assured programmes for learners at its various FET centres. The Board is responsible for ensuring that an effective and efficient quality assurance management process is in place to oversee requests from its centres for programme delivery, development and validation. MSLETB has structures in place to exercise governance and oversight in this regard. The Board, through the FET Directors, operates an annual business planning cycle with quarterly reviews. This coincides with the Funding Allocation Request Reporting (FARR) requirements to SOLAS.

QQI certifies the largest proportion of FET programmes in the Board's region. A small number of programmes are certified by City and Guilds, ITEC, CIBTAC, CIDESCO, etc. The Board also offers a number of uncertified programmes.

5.1 Programme Approval

A robust quality management structure and process is in place to govern a programme approval process in the region, with the aim of supporting efficient programme planning and safeguarding against unnecessary duplication of provision.

An FET centre must make a formal request to the MSLETB *Programme Approval Committee* where it plans to:

- access and deliver existing validated programmes/modules/awards for the first time
- access and deliver existing validated programmes/awards 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

The proposal must contain a '*Needs Identification*' which outlines a rationale for the programme such as:

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

All applications must include reference to local/national data in support of the proposal. Centres must demonstrate that they have or can access the resources, facilities and staff expertise to deliver the programme. To avoid unintentional oversupply or duplication of provision in MSLETB, when making applications, centres are also advised to consider whether programmes are already available to their target group within the immediate catchment area.

An appeal mechanism exists where a centre is not given approval to proceed with their request. It is the responsibility of centre management to ensure that only programmes that have prior approval for that centre are actually delivered.

All MSLETB validated programmes are available on the MSLETB SharePoint. A single version control system is in place to ensure that only the latest version of documentation is available.

5.2 Development of New Programmes and Modules (QQI)

Where approval is received and the related programme is not available, a Programme Development Evaluation Plan is drawn up by the PAC, in line with the guidelines and requirements of the proposed programmes certifying body. A Programme Development Group is convened, of suitably qualified and experienced SMEs to develop the programme. Once the new programme has been finalised it is presented to the PAC for approval pre-submission to the certifying body for validation. Once validation is received the PAC will communicate this decision to the local centre.

A programme developed, as described, may be validated for the sole use of a centre within MSLETB or for use by a group of named centres. It is also noted that a programme may be developed jointly by a number of ETBs in which the programmes curriculum is identified as a 'shared curriculum'. One ETB takes the lead in having the programme validated with the partner/s requesting 'differential validation' by QQI on the basis of the shared curriculum.

A variation of the above programme development process will apply for programmes certified by bodies other than QQI.

5.3 Programme Review

All programmes offered by MSLETB centres are reviewed on completion. Feedback is sought from learners and staff on assessment loads, assessment methods, programme resources and programme delivery. End of programme review also provides the opportunity to evaluate the continued relevance of programme module options. Recommendations that emerge are twofold:

- recommendations that are the responsibility of the centre to action e.g., extra resources required for delivery.
- recommendations that are the responsibility of the FET Leaders and PLC Principals Group e.g. making amendments to programme descriptors.

5.4 Policy Development

The QA Group is responsible of the development and review of existing and new QA Policies and Procedures. With the recent appointment of a Quality Management Systems Team Lead it is planned that this process will accelerate in line with QQI's re-engagement agenda.

Examples of policies and procedures recently developed for implementation across the FET provision include:

- MSLETB's Interim Programme Delivery, Development & Validation Policy
- MSLETB's Appeals Policy and Procedures

5.5 Policy and Procedure Review

There is currently no formalised mechanism for reviewing QA policies on a systematic basis; where policies are reviewed, it tends to occur in response to a particular need, and any changes arising are brought by the FET QA Group to the FET Leaders and PLC Principals group for approval.

As MSLETB starts to move towards one common set of QA policies and procedures through re-engagement with QQI, it will be necessary to review the existing sets of procedures to identify the extent to which they are still fit for purpose and have regard to the Core and Sector-Specific QA Guidelines and QQI Validation Policy. Once those new, common policies and procedures are in place, it will be important to build in a formal review schedule to ensure that they remain fit for purpose over time. In late 2017, MSLETB has appointed a Quality Assurance Team Lead with specific responsibility to develop policies and procedures in this regard.

5.6 Assessment

MSLETB is committed to the fair and consistent assessment of learners in line with the four existing legacy QA agreement, post amalgamation. Robust assessment procedures are in place in all FET centres, though a consistent approach to process may not be evident; a consequence of the legacy QA agreements. Protocols are in place to ensure the integrity of the assessment process in line with award standards; the preparation and distribution of assessment instruments, the provision of assessment related information to learners, the conduct of assessment, the consistency of assessment, assessment appeals and record keeping.

5.7 Internal Verification and External Authentication

Internal Verifiers are appointed to confirm the completeness and accuracy of the assessment process in line with existing QQI Guidelines. Appointees are from within the centre but independent of the target programme. A consistent approach to the implementation of this process does not currently exist across the Board's FET provision. Training Centres have an approach consistent with the TQAS, while other centres' approach is in line with the relevant legacy QA agreement.

External Authenticators (EA) are appointed to provide independent authoritative confirmation of fair and consistent assessment of learners and to ensure assessment is valid and reliable. EAs are appointed from the National QQI hosted panel. A consistent approach to the implementation of this process does not currently exist across the Board's FET provision. Training Centres have an approach consistent with the TQAS, while other centres' approach is in line with the relevant legacy QA agreement.

Acknowledging its commitment to assuring standards across all its FET provision the Board, commencing June 2018, will centrally appoint External Authenticators to all its FE centres. This is a new departure and seen as an initiative that will inform the Board on the consistency of standards across the region and on areas for development and improvement.

MSLETB is committed to developing a single integrated set of assessment related policies and procedures and awaits the outcome of ETBI sponsored initiatives around assessment practices and the external authentication process.

5.8 Results Approval Panel and Assessment Appeals

The MSLETB Results Approval Panel (RAP) confirms the fairness and consistency of the assessment process and ensures the validity of assessment results. It confirms that the assessment of learner evidence and authentication of assessment results have been carried out in line with the Board's commitments to quality.

A RAP is convened prior to each request to QQI for certification, membership of which must include a minimum of three of the following:

- Director of FET
- Adult Education Officer/s
- Area Training Manager
- Assistant Training Manager/s
- QA Leads/TSOs
- Programmatic Leaders

The RAP considers the Internal Verification (IV) and External Authentication (EA) reports. The RAP has a responsibility to recommend provisional results for approval, request certification from QQI and propose an agenda for development and improvement, as the need arises. Corrective and preventative measures that emerge are actioned by the centre manager to mitigate risk in the future in line with the centre's commitment to continuous development and improvement.

In addition to the IV and EA reports, the Training Centres include and consider information and recommendations gathered from the following:

- Assessment Supervisor and Assessor Reports
- Internal Verification Report of the Conduct of the Assessment Process
- Peer Review of Assessment Results
- Certification Audit Checklist

A consolidated RAP report is submitted to the QA Group for consideration after each RAP meeting. This report outlines the agreed areas of good practice, non-compliance and concern to inform and progress the Board's quality improvement agenda.

As learners receive their final assessment results they are informed of the opportunity to appeal those results if not satisfied with their assessment outcome. Independent subject matter experts complete assessment reviews. If an appeal is upheld the learner and the certifying body is duly informed. Details of the centre's appeals process is outlined at learner induction and documented in the centre's learner handbook.

A consistent approach to the implementation of the RAP and Assessment Appeals processes does not currently exist across the Board's FET provision. Training Centres have an approach consistent with the TQAS, while other centres' approach is in line with the relevant legacy QA agreement.

5.9 Staff Continuous Professional Development

MSLETB has a Staff CPD Policy that provides opportunity for staff to apply for part funding to assist them in related professional development programmes. One of the Adult Education Officers takes the lead in CPD rollout for FET.

Currently, there is no formal approach to identifying the CPD needs of staff other than self-declaration and recommendation by the centre manager. The approach to the briefing of new staff and the re-informing of existing staff, on quality assurance procedures and expectations is not consistent throughout the Board's FET provision.

MSLETB has recently rolled out MS Office 365 to all staff and a number of training sessions have been provided to support its use. All full-time Learners have access to the Office 365 platform with part-time learners having access on a needs basis. The Board is in the process of further developing a staff Intranet portal that will act as a hub for information for all staff, using the MS Office 365 platform.

In addition, recent CPD initiatives across the FET provision include:

- Governance for budget holders
- Technology Enhanced Learning (NFQ Level 7)
- Leadership Training
- Literacy and Specific Learning Difficulties (NFQ Level 6)
- Intensive Irish Language
- Health and Safety

5.10 Areas for Improvement/s

1. MSLETB will review current practices related to all aspects of learner assessments across all its FET provision.
2. MSLETB will review current procedures as they relate to programme review, to ensure a single, rigorous and formal approach. Guidelines will be provided for identifying risk, receiving feedback, reporting outcomes and engaging with recommendations that may emerge from the process. As a result the function of the FET Leaders and PLC Principals group will be reviewed.
3. MSLETB will review current practice to ensure clarity on the portfolio of programmes that are approved for delivery at individual centres.
4. MSLETB will review and update current practice on the rigour and effectiveness of its briefing to all FET staff, at centre level, on the Board's quality commitments and the implementation of related policy and procedures.
5. MSLETB will commence the development of harmonised and integrated QA Policies and Procedures in preparation for re-engagement with QQI.
6. MSLETB will undertake a county based profiling exercise to gather data on local demographics and labour market profiles. This will inform the effective planning of FET provision aligned to local, social and labour market needs.
7. MSLETB will review current policy on staff CPD to ensure structures are in place to adequately support FET staff in their professional development.

6 The Learning Experience

6.1 Introduction

The stated vision for MSLETB is to provide innovative high-quality Education and Further Education and Training services and programmes that provides students and learners with transformative opportunities for life and living in the west of Ireland. This is achieved by the provision of a wide range of education and training services to its learners.

6.2 Learner Referrals

MSLETB programmes are offered at locations throughout the three counties. In the main, learners engage with MSLETB services on a self-referral basis or by being referred by other agencies.

Referrals from the Department of Employment Affairs and Social Protection (DEASP) are made at local level in all three counties, in accordance with approved protocols. In conjunction with the DEASP, a number of ‘information’ events take place in key locations where a specific cohort of jobseekers are invited to attend. Representatives of the various ETB services in that area are present to provide information to jobseekers on programmes that they provide. Guidance counsellors from second level schools provide a number of referrals to FET programmes. Referrals within MSLETB are usually made by the adult guidance service or information officers. Other services also refer learners to MSLETB including:

- The HSE
- Probation Services/IASIO’s Linkage Service
- Community Development Groups
- Local Employment Services (LES)
- JobPath

An opportunity exists to review and update the role of MSLETB’s adult guidance and information service to include liaising with second level schools in the region in order to inform them of FET programmes available to school leavers as well as employment opportunities and progression routes to higher education.

6.3 Learner Admission

MSLETB is currently developing a common admission policy for use across all of its FET services to ensure that “admission procedures and criteria are established and implemented consistently and in a transparent manner and in accordance with national policies and procedures for Access, Transfer and Progression (ATP)”.

Programme descriptors detail the required knowledge, skills and competencies at different levels of the NFQ that are required for entry into programmes and it is expected that learners would meet this requirement prior to entry on a particular course.

A learner’s suitability is generally assessed at interview stage with additional assessments required for entry to certain programmes (such as the Ishihara Colour Vision Test for particular craft apprenticeships). There is a need for a common assessment tool for entry into programmes where a learner’s suitability cannot be determined and while it is acknowledged that a variety of assessment tools are used at centre level, there is an opportunity to develop and roll out a common assessment tool to ensure that learners are at the correct level or if they need supports.

MSLETB is engaging with the standard application approach procedure that has resulted from the introduction of the PLSS and online learner application system.

6.4 Access, Transfer and Progression

Programme descriptors outline the access criteria to each programme. It is expected that the development of common assessment tool as detailed in section 6.3 will take into account any specific criteria required for entry into each programme.

Learners may transfer from/to other QQI programmes, at the same level, subject to entry requirements and terms and conditions of the programme. Learners may progress to QQI programmes, at a level above the level of the programme they have completed, subject to the entry requirements of the programme. Examples of progression routes undertaken by previous learners of MSLETB's learners are detailed in course brochures and prospectus of centres.

In preparation for the CAO application process, the AEGIS gives CAO mature student information sessions and workshops on completing the CAO form. MSLETB is committed to providing learners with opportunities to progress to Higher Education. MSLETB have developed strong links with GMT, IT Sligo and St. Angela's College/NUIG for this purpose and a number of progression agreements with these institutes have been formalised, including:

- Pathways Project – a MOU is signed and in place that formalises MSLETB's commitment to work together with IT Sligo to improve progression pathways for learners and to work collaboratively for the region.
- St. Angela's Access to Post Primary Teaching (ATP) Programme – this pilot programme offers places on Home Economics Post Primary Teaching Programmes for QQI Level 5 Graduates on specific programmes in Sligo CFE and Castlebar CFE.

6.4.1 Recognition of Prior Learning (RPL)

When a learner has previously achieved a 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. There is an opportunity to review the application of exemptions across the service to ensure its consistent implementation for learners.

There is a formal agreement in place to recognise prior learning for the purpose of access to apprenticeships and also for exemption purposes. Currently there is no process by which RPL is available for certification purposes. MSLETB recognises the increasing demand for RPL by its learners and is committed to working towards a formal process through sectoral engagement at a national level.

6.5 Learner Information and Guidance

Induction sessions/days are held for learners when they start a course in MSLETB. Here learners receive information in relation to the centre, their course, calendars, timetables, assessment procedures and deadlines, available supports, codes of conduct, complaints procedures and other information relevant to them and the course. A learner handbook detailing this information is also provided to the learner. Documentation around induction differs between centres and there is an opportunity to develop and integrated and standard approach to induction procedures.

Upon receiving notification of final results, learners are informed of their right to appeal their grade in accordance with the MSLETB Appeals Policy.

6.6 Supports for Learners

Learners in full-time training programmes 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).

Financial supports are available to some FET learners, depending on the type of programme they are pursuing and their personal circumstances.

MSLETB makes every effort to accommodate learners with disabilities or specific needs and have identified this as an area requiring additional attention and support. New guidelines around reasonable accommodations are being developed by the ETBI Assessment Procedures Working Group, and these will inform the development of the common MSLETB policy on reasonable accommodations.

The Guidance, Counselling and Psychological Support Service is available to students in Youthreach centres and aspects of this service are available to others sectors of further education provision within MSLETB. The Adult Guidance and Information Service (AEGIS) will refer all other learners to appropriate services as required.

The Adult Guidance and Information Service offers free, impartial and confidential information, guidance and counselling on the educational and training opportunities that are available within MSLETB. The service helps learners to make informed educational, career and life choices and supports adult learners on their journey. A national strategy for FET guidance is currently being developed by SOLAS, ETBI and the National Centre for Guidance in Education.

6.7 The Learning Experience and Environment

MSLETB are currently investing significantly in the refurbishment of buildings in order to ensure that learners within MSLETB will have the opportunity to experience learning in a suitable environment and are provided with the resources and equipment, which are required for their learning. MSLETB is committed to creating a learning environment that allows learners to have a positive and holistic learning experience.

MSLETB is committed to equality for all its learners and aims to provide an environment free from discrimination and harassment. Learners are encouraged to participate in the diverse range of activities on offer across FET centres which aim to promote a positive social and cultural learning environment, including guest speakers, field trips, and health and wellbeing events. Many FET centres across MSLETB participate in various extra-curricular activities such as fundraising, drama, music and sports all aimed at demonstrating the wider benefits of learning.

6.7.1 Oversight of Work Placement

MSLETB is committed to the safeguarding of learners who undertake work placements as part of their programme of learning. MSLETB make every effort to ensure that the work-based learning environment of the learner is appropriate, safe and productive. Learners going on work placement will generally be overseen by a named person within each programme, usually the work experience teacher/instructor or course coordinator, and this named person is responsible

for all communications with workplace supervisors in relation to the completion of the supervisor's report.

MSLETB recognises the opportunity to reflect on its current approach to the quality assurance of the work placement elements of all its programmes and to develop a policy in order ensure commonality across all services and also to provide clear instructions to workplace supervisors in the area of assessment. In an ongoing engagement process with employers, MSLETB aims to correctly support workplace supervisors with the production of clear written guidelines and information sessions.

Following a review by ETBI, changes have been implemented nationally to the means by which work experience modules are assessed. In-service training will be provided, as part of MSLETB's CPD provision, in order to assist teachers to become more familiar with these changes. The ongoing review of programmes also gives MSLETB the opportunity to review current practices and to streamline processes in order to reach a standard approach in assessment across all services.

6.8 Feedback from Learners

In accordance with the provisions of the Education and Training Board Act (2013), a learner representative is a member of the MSLETB board. MSLETB is a member of AONTAS and have participated in learner forums and events, which improve the learning experience for all of its learners.

FET learners provide feedback at centre level through midterm and end-of-term reviews. The information gathered from this feedback highlights any concerns that the learners may have and is also used to inform the content of programmes and to make any necessary improvements. The process of learner feedback varies from centre to centre and is an area that needs to be reviewed to arrive at a consistent approach across all FET provision.

MSLETB's Code of Practice outlines the mechanisms through which learners may raise concerns through its complaints procedure. A nationally agreed Third Party Complaints Procedure is in place in MSLETB and is published on the MSLETB website.

6.9 Tracking Learner Outcomes

MSLETB reports annually on learner outcomes using the FARR system. However, there are difficulties in tracking learner progression when a learner has left an FET course. The tracking of learner outcomes will be a requirement under the new outcomes-based model for funding. This will be achieved through additional functionality within the PLSS.

6.10 Technology Enhanced Learning (TEL)

MSLETB is currently rolling out its TEL Action Plan in response to the SOLAS Technology Enhanced Learning Strategy for FET 2016-2019. Actions include significant investment in devices in order to help teaching staff to change the manner in which programmes are delivered.

All FET staff will receive training in order to support the TEL Strategy and all TEL infrastructure in FET centres is currently undergoing modernisation to include moving from local servers to cloud-based storage and connection to the best possible broadband service available in that area. An ePortal is currently being developed which will offer short online courses and assessment to

FET staff and MSLETB is currently offering a Level 7 Technology Enhanced Learning programme to teaching staff on a pilot basis.

6.11 Areas for Improvement/s

1. MSLETB will establish a group to explore enhanced progression opportunities for the Board's learners.
2. MSLETB will review and update the delivery of Work Experience programmes to ensure a common approach across the Board's FET provision and the optimum experience for learners. Consideration will be given to the development of support materials for all related stakeholders including comprehensive guidelines on assuring the quality of workplace assessment.
3. MSLETB will review and update existing Learner Handbooks for full-time and part-time services. This will ensure a consistent and common approach across all the Board's FET provision.
4. MSLETB will review and update the learner induction process. This will ensure a consistent and common approach across all the Board's FET provision.
5. MSLETB will continue the rollout of its TEL action plan across FET provision
6. MSLETB will continue to review and enhance the physical environment of its FET centres and their capacity to deliver their approved FET programmes.

7 Information and Data Management

7.1 Introduction

MSLETB acknowledges its Management Information System as a mission critical corporate asset and an area of high risk for the Board. Following the amalgamation of three former VECs and the two training centres, the Board is still operating a number of inherited legacy management information systems. The Board's FET Strategic Framework; Goal 4, documents a commitment to 'develop and install a 'fit-for-purpose' data infrastructure to support FET policy and provision. Systems that are currently in place include the PLSS, The National Course Calendar and the National Programme Database.

7.2 Programme Learner and Support System (PLSS)

The PLSS is a joint national initiative between SOLAS and ETBI to provide a suite of systems that provide an integrated approach to the collection of key data on FET programmes. This system assists MSLETB achieve Strategic Goal 4 of its FET Strategy. The PLSS provides a comprehensive overview of FET programmes nationally, key data on FET programme outputs, performance, and also provides a mechanism for the collection, sharing and utilisation of FET data in a secure manner. The system provides access to the National Course Calendar, the Learner Database, the National Programme Database and a gateway for centres to access FARR.

7.3 National Course Calendar and the National Programme Database

The National Course Calendar allows individual centres across the country to schedule their FET programme offerings. This schedule feeds into the Further Education and Training Course Hub (FETCH) website, which allows learners to apply online for courses. Applications submitted via this website are linked to the learner database of each ETB.

The National Programme Database provides comprehensive FET programme information, which can be accessed by centres to assist and inform in the scheduling of courses on the National Course Calendar.

7.4 PLSS and FARR

The PLSS provides an integrated approach to the collection of key data on FET Programme outputs, outcomes and performance that facilitates the timely analysis of a range of indicators in the Board's FET provision such as:

- Certification
- Conversion analytics from FETCH
- Courses/programmes/awards
- Learner data
- Rates of applications
- Resources
- Retention

The FARR section of the PLSS facilitates the planning and reporting of MSLETB programme activities.

7.5 Additional Data Management and Information Systems

MSLETB uses a range of other data management systems in addition to the ones mentioned above. The QBS (QQI Business System) is used by centres to register learners and enter final assessment

results. Training Centres use the RCCRS (Results Capture and Certification Request System) to register learners and upload assessment results to the QBS.

In addition, the following data capture and processing systems are in place to address the day to day operational needs of the Board:

- SAP – used by training centres for reporting and administration purposes
- CAMS (Centralised Access Management System) – also used by training centres for the storage and access to assessment instruments
- Manser – a payroll system used by MSLETB
- MIT ENROL – a system used by PLCs prior to the introduction of PLSS to facilitate online applications. This system also allows for payment of fees and has a facility for the transfer of data of registered students to VSWare
- VSWare – used by PLCs to manage learner data
- Salespulse – a system used by Adult Literacy, Community Education, ESOL, BTEI and VTOS to manage learner information
- Time & Attendance Clocking System
- Trainee Apprentice Payroll System

7.6 Data Security

MSLETB is subject to the provisions of the Freedom of Information Act 2014. In accordance with Section 8 of this act, the Board commits to publish as much information as possible to assist members of the public in understanding the functions of the ETB. The Board's website (www.msletb.ie) is the main source of information in this regard and includes information on the following:

- General information on MSLETB services
- Board membership
- Publications
- Freedom of Information requests
- Tenders
- Human Resources and Vacancies

MSLETB is also subject to the provisions of the Data Protection Acts 1998 & 2003 and as such is registered with the Office of the Data Protection Commissioner. A designated Data Protection Officer deals with queries relating to data protection. The Board is currently undertaking a review of all current data protection policies and procedures to ensure compliance ahead of the enforcement of the General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679) in May 2018.

Principals, heads of centre and key administrative staff have received training on data protection topics. Additional training will be provided as the need arises.

Data protection policies, in line with legislation, are in place across MSLETB. Only named and authorised personnel have access to data and only for the purposes of entering data or reporting at local centre level or centrally within MSLETB. A record of authorised personnel is retained at ETB Head Office and is reviewed and updated periodically. Other initiatives to ensure the security of learner data include:

- Sensitive Data Policy and Procedure – currently being rolled out in order to ensure the consistent treatment of personal sensitive data across all provisions in MSLETB.

- Child and Vulnerable Adults Training – training was undertaken by key staff in order to develop skills necessary for to ensure the safeguarding of children, young people and vulnerable adults accessing MSLETB services.

Learner assessment evidence, IV, EA and RAP report are retained in line with MSLETB's Record Retention Schedule.

MSLETB has data impact statement in place for PLSS, which learners are required to sign as part of the learner induction process. This statement informs the learners on how personal data is used by the Board and with whom it may be shared.

7.7 Data Analysis

FARR, QBS, etc. provide MSLETB with a significant supply of data from which to process information to inform operational decision-making. The potential of these data sources is not currently fully exploited to support and inform planning, monitoring and review of FET provision.

MSLETB continues its work towards achieving a single integrated MIS that provides comprehensive, reliable and timely information for planning, operational decision-making, ongoing monitoring and review and the provision of reports to SOLAS, the DES and other agencies.

7.8 Areas for Improvement/s

1. MSLETB will continue its work towards achieving a streamlined, integrated approach to data management and FET resource sharing across its FET provision.
2. MSLETB is currently reviewing how it hosts and communicates policies and procedures to its stakeholders.
3. MSLETB will review the manner and means used to communicate information to learners on personal data use and sharing of same.

8 Collaborations and Stakeholder Relationships

8.1 Relationships with Key Stakeholders

MSLETB is involved in an extensive network of stakeholders both nationally, regionally and locally. They include SOLAS, QQI, DEASP, employers, skills fora and second providers.

8.1.1 SOLAS

SOLAS, as the Further Education and Training Authority, is responsible for the funding of a wide range of FET programmes nationally, the majority of which are delivered through the sixteen ETBs. As part of this funding, MSLETB has to submit annual funding allocation requests to SOLAS, which includes performance targets such as inputs, outputs, certification, budget requests and qualitative data on specific programmatic areas such as engagement with employers, active inclusion, continued improvements, etc. MSLETB reports on these targets to SOLAS three times a year through the FARR database and submission of financial reports. The ETB provides administrative support staff, as well as the support of the PLSS/FARR QA Support person, to aid centres reporting to SOLAS through FARR.

SOLAS has statutory responsibility for craft apprenticeships (as coordinating provider). Currently MSLETB run three craft apprenticeships and have two Senior Training Advisors who are authorised officers acting on behalf of SOLAS to approve the companies based in Mayo, Sligo and Leitrim in which apprentices shall be employed.

8.1.2 QQI

MSLETB is a legacy provider for QQI, currently operating under four QA agreements, and working towards re-engagement with QQI, and this executive self-evaluation report is part of this process. In addition to delivering QQI certification across its centres, in which learners achieved 8,310 awards in 2017 (Major Awards 1,555, Special Purpose Awards 880 and Minor Awards 5,875). MSLETB engages closely with QQI in a number of working groups and pilot projects, such as the National Validation Working Group.

8.1.3 Department of Employment Affairs and Social Protection (DEASP)

The Department of DEASP and its Intreo offices are strategic partners for MSLETB in its efforts to provide appropriate education and training opportunities for the individuals who are out of the labour market, and is the primary referral agency for training programmes. An interagency agreement between MSLETB and the DEASP is in place since October 2016 to manage this relationship.

8.1.4 Employer Engagement

MSLETB recognises that employer engagement is central to the Board's role as educators and trainers in supporting enterprise and employment in Mayo, Sligo and Leitrim. MSLETB, in line with the Board's Strategic Goal 1 has established an Employer Engagement Group and an employer database. The Board continue to network and collaborate throughout MSLETB with employers, employer groups (IBEC, ACBI, CIF, IHF RAI, etc.), Regional Skills Fora (RSF), education providers, state agencies (SOLAS, IDA, Enterprise Ireland, LEOs, etc.) and other stakeholders. The Board recognises that this approach promotes a continuous improvement and change agenda.

MSLETB recently collaborated with the RSF Border (North), and the IOTs Sligo & Letterkenny

to conduct an ICT Skills Audit with 28 ICT Companies in the area. The findings from the final report will inform the Board on skills deficits and requirements from industry and it will also inform industry about the Board's services and how to access them.

Employer Engagement enhances the quality and relevance of the Board's education and training provision, including teaching and learning practices facilitating participation in work place learning thereby enabling the smooth transition of learners into employment.

MSLETB is actively involved in new generation apprenticeships (Butchery & Sales Apprenticeships) and traineeships (Hospitality, for example). These types of experiential work-based learning models require in depth occupational skills profiling in collaboration with industry partners and industry representative groups.

An employer services brochure, information video and a full directory of services is available on www.msletb.ie, sligotrainingcentre.ie and on other individual Training and FET Centre websites. MSLETB is currently developing structures that can provide an organised, managed two-way communications/ interactive system between employers and the Board.

8.1.5 Regional Skills Forum

MSLETB is represented on two Regional Skills Fora; Western Regional Skills Forum and the North West Regional Skills Forum. These fora provide an opportunity for MSLETB, with other bodies and agencies, including Sligo Institute of Technology, Letterkenny Institute of Technology, Galway Mayo Institute of Technology, St. Angela's College (NUIG), Skillnets, Enterprise Ireland, IDA Ireland, County Councils, local LEOs, Intreo (DEASP), Fáilte Ireland and IBEC to engage in structured dialogue between enterprise sectors and education and training providers focused on identifying skills requirements and building customised solutions responsive to regional business needs.

8.2 Second Providers

8.2.1 Contracted Training

Contracted training is a procured service to deliver training within Mayo, Sligo and Leitrim. A new tendering process developed by the Office of Government Procurement and SOLAS has been completed, and successful contractors who win the tender may work with MSLETB training services for up to four years. When delivering training on behalf of MSLETB, they do so under MSLETB's QA agreement for training services (i.e. the TQAS). The Contracted Training Officer monitors contracted training providers on a monthly basis. In this regard, a traffic light system is in place to monitor contracted training performance.

8.2.2 Community Training Centres (CTCs)

CTCs provide second-chance education and training for early school leavers, aged 16–21 years. These centres are managed by the Boards of independent companies and funded by MSLETB through a service level agreement. CTCs are required to adhere to MSLETB Quality Assurance policies and procedures and are monitored on a regular basis by training services staff.

8.2.3 Local Training Initiatives (LTIs)

LTIs provide vocational training opportunities, learning supports and project-based learning to marginalised learners, aged 16-35 years with low-level education, who have been referred by the DEASP. The proposal for an LTI comes from a sponsoring group in response to a need identified at

local level. Through a service contract with MSLETB, LTI sponsors are provided with the funding to deliver a response to the specific identified training needs. LTIs are required to adhere to MSLETB Quality Assurance policies and procedures and are monitored on a regular basis by training services staff.

8.2.4 Specialist Training Providers

Specialist Training Providers, such as the National Learning Network, address the identified training needs of people with disabilities who are experiencing exclusion and labour market disadvantage.

8.2.5 Other Community Education Providers

The Community Education strand of the MSLETB FET service maintains a large network of relationships with community development groups and other community providers, through which the service delivers a wide range of courses, predominately uncertified. Responsibility for these programmes lies with the Community Education Facilitator, who reports to the Adult Education Officer. Certified courses, under Community Education programmes adhere to MSLETB Quality Assurance policies and procedures.

8.3 Third Level Progression

Progression to further studies is a targeted outcome for many MSLETB programmes and participants. MSLETB has a number of formal and informal arrangements and agreements in place to provide additional progression opportunities for learners into a large number of third level institutions, including IT Sligo and GMIT.

8.4 Further Education and Training Cooperation Hours

The Department of Education and Skills has, for a significant period of time, allocated additional teaching resources to MSLETB under what is commonly termed the 'Cooperation Hours' scheme, to provide teaching services to other institutions and bodies as part of the remit of the ETB to provide for continuing education in their areas. Cooperation hours are allocated to a variety of services and bodies by MSLETB including:

- Community Training Centres
- Cheshire Homes
- HSE Disability Services

The rationale and criteria for awarding these hours are largely based on historical decisions. Activity under these arrangements varies from supporting learner with Literacy and Numeracy needs to uncertified programmes within the FE services.

8.5 Areas for Improvement/s

1. MSLETB will build on current collaborations with stakeholders to facilitate the research and development of new FET programmes to meet identified needs.
2. MSLETB will develop a comprehensive list of staff that represents its interest on the various national, regional and local bodies with which it networks and collaborate.

9 Apprenticeships/Traineeships & Work Based Learning

9.1 Apprenticeships

Apprenticeship is an exciting and proven way for employers to develop talent for their company and industry. They are designed by industry-led groups, supporting growth and competitiveness. An apprentice earns while they learn and builds valuable work-ready skills in a chosen occupation. Apprenticeships open up exciting and rewarding careers, with learning grounded in the practical experience of undertaking a real job.

SOLAS has the overall responsibility for managing apprenticeship nationally. MSLETB has a Service Level Agreement (SLA) in place with SOLAS to provide for the administration, management and delivery of apprenticeship programmes in Mayo, Sligo and Leitrim through its training services, based in MSLETB Training Centres - Sligo and Ballina. Apprenticeships currently active across the region are listed in the table below.

Construction

Brick and Stonelaying
Carpentry and Joinery
Painting and Decorating
Plastering
Plumbing
Stonecutting and Stonemasonry
Wood Manufacturing and Finishing

Engineering

Farriery
Industrial Electrical Engineering
Industrial Insulation
Manufacturing Engineering
Manufacturing Technology
Mechanical Automation and Maintenance Fitting
Metal Fabrication
Pipefitting
Polymer Processing Technology
Sheet Metalworking
Toolmaking

Hospitality

Commis Chef

Apprenticeships currently active in MSLETB

Electrical

Aircraft Mechanics
Electrical
Electrical Instrumentation
Electronic Security Systems
Instrumentation
Refrigeration and Air Conditioning

Finance

Accounting Technician
IFS Associate
IFS Specialist
Insurance Practice

Motor

Agricultural Mechanics
Construction Plant Fitting
Heavy Vehicle Mechanics
Motor Mechanics
Vehicle Body Repairs

9.2 New Apprenticeships

Apprenticeship has long been an accelerator for individual and corporate development in Ireland. Generation Apprenticeship is a major expansion project, launched through the Action Plan to Expand Apprenticeship and Traineeship 2016–2020, which aims to more than double the number of learners, of all ages and backgrounds, taking the apprenticeship route (see the table below). MSLETB is committed to contributing significantly to this initiative.

	2016	2017	2018	2019	2020
Craft Based Apprenticeships					
Number of Apprenticeship Programmes	27	27	27	27	27
Forecast new registrations per annum	3390	4147	4697	5087	5587
New Apprenticeships					
Planned number of apprenticeships Programmes	2	15	25	35	40
Planned number of registrations per annum	82	800	1500	2297	3413
Total target apprentice registrations per annum	3472	4947	6197	7384	9000

Target Apprentice Registrations 2016 – 2020

In addition to the increased targets for the traditional craft apprenticeships, new opportunities have opened up in areas such as insurance, accounting, manufacturing, engineering, and software development.

MSLETB is currently leading and developing, as the coordinating provider, new generation apprenticeships; a Butchery Apprenticeship at NFQ Level 5 and the Associate Sales Professional Apprenticeship at NFQ Level 6. MSLETB is also partnering and collaborating with other education and training Providers supporting a whole range of new and existing apprenticeship.

9.3 Traineeships

The Action Plan to Expand Apprenticeship and Traineeship 2016–2020 requires 19,000 cumulative enrolments on traineeship programmes between 2016 and 2020. The table below details the breakdown of expected traineeship enrolments over the lifetime of the plan. The national target will be achieved through a combination of 14,800 trainee enrolments on existing programmes and an additional 4,200 enrolments on programmes to be developed between now and 2020. Target traineeship provision and enrolments for 2016-2020 are outlined below.

Existing Traineeship Provision	2016	2017	2018	2019	2020
Number of Live Traineeship Programmes	24	24	24	24	24
Target for New Enrolments per Annum	2400	2400	3000	3500	3500
New Traineeship Programmes					
Number of Traineeships (Cumulative)	2	4	10	20	30
Target New Enrolments per Annum	100	200	900	1500	1500

Target traineeship provision and enrolments 2016-2020

MSLETB is playing a leading role in the provision and roll out of new traineeships, with the introduction of the Career Traineeship in Hospitality. Working closely with industry, MSLETB developed a programme collaboratively with employers to ensure programme content and, specifically, work-based learning modules, reflect sectoral needs and facilitated maximum experiential learning for participants. MSLETB has representatives on the Traineeship National Steering Committee and on various other traineeship working groups.

9.4 Building Capacity

Building on existing good practice, MSLETB will continue to work and collaborate with education and training providers, including other ETBs, directly and through conduits such as the Regional Skills Fora in the West and Border (North) and with its funders DES/SOLAS.

Through its employment engagement strategy, the Board will also collaborate directly with local employers and through employer representative groups, state agencies and stakeholders to strategically build capacity and promote work-based learning in areas that include education and training needs identification with industry, curriculum design, integrated delivery of on and off-the-job training, quality assurance and enterprise engagement and mechanisms to underpin expansion with robust ongoing monitoring and evaluation.

The advent of, and MSLETB's engagement with, the New Generation Apprenticeships and the QQI Topic Specific Guidelines is promoting internal capacity building; staff are empowered to engage in programme development and consideration of appropriate ways to achieve outcomes to continuously improve content.

10 Conclusions and Planned Actions

MSLETB is a provider of a diverse range of FET programmes across Mayo, Sligo and Leitrim. The Board is committed to fostering a culture of continuous development and improvement in all its centres and acknowledges the benefits of the self-evaluation process in highlighting areas that need attention in meeting its quality agenda. The self-evaluation process has provided the Board's senior management the opportunity to focus on quality and to critically reflect on progress, post amalgamation.

The Board currently operates under four legacy quality assurance agreements with QQI, reflecting two distinctly different cultures and operational practices. While each systematically addressed the quality guidelines at the time of registration, there is diversity in approach and detail in how quality procedures are documented. This leads to inconsistency in practice across FET centres. The ETB has succeeded in merging the different systems, but much remains to be achieved in arriving at a single integrated quality assurance system that provides for common practices and procedures across the Board's range of FET provisions.

The importance of embedding a culture of continuous improvement across the organisation, through a well-defined approach to ongoing monitoring, regular review and periodic self-evaluation of the effectiveness programmes and services, informed by feedback from stakeholders and an analysis of performance indicators, has been reinforced by the self-evaluation process. The QIP notes work to be completed in this area.

Fair and consistent assessment of learners continues to be a priority for MSLETB and is a core commitment of its quality assurance system. The development of an integrated quality system, further to re-engagement with QQI, and a formal approach to staff professional development, at all levels, will significantly contribute in achieving this goal in the future.

The role of an effective communications infrastructure and clear, well-structured reporting lines has been identified and cannot be overestimated.

Work remains to be done in achieving and embedding a culture of local ownership of the Board's FET quality assurance system. The Board's aim is 'ownership not compliance'. The role of staff professional development will also be a key component in the Board achieving this goal.

In conclusion, this self-evaluation has been a very useful exercise for MSLETB. It has been a reflective, thought provoking and learning experience. The resulting Quality Improvement Plan will provide focus and direction for the Board's quality improvement agenda up to March 2019.

Appendix 1 - ESE Terms of Reference

ETB EXECUTIVE SELF-EVALUATION [2017]

TERMS OF REFERENCE [Version 0.1]

1. Background and Context

The 16 Education and Training Boards (ETBs) were established in 2013 following the amalgamation of former Vocational Education and Training Committees (VECs) and the transfer of 13 former FÁS training centres.

The 2012 Qualifications and Quality Assurance Act 2012 sets out detailed responsibilities that apply to the ETBs for quality assuring their programmes of education and training and related services. Quality and Qualifications Ireland (QQI) published Core Statutory Quality Assurance (QA) Guidelines in April 2016 and Sector Specific Quality Assurance Guidelines for the Education and Training Boards in May 2017.¹ Since establishment in 2013 ETBs have been operating legacy quality assurance arrangements which transitioned to QQI under section 84 of the Act.

The FET Strategy 2014-2019 provides a clear policy context for quality in further education and training (FET). One of the five goals within the strategy is 'Quality Provision - *that FET will provide high quality education and training programmes and will meet national and international quality standards.*'² ETBs are moving now to new phase of quality assurance and establishing the foundations for the development of a sectoral QA Framework that will assure quality across the sector and enable the sector to deliver on both its statutory and policy objectives for quality. This is a transformational change and developmental process; several sectoral development projects are progressing and will impact in this regard.

2. Executive Self-Evaluation

It is the responsibility of each provider, i.e. ETB, to devise procedures for quality assurance and to have its own systematic processes for evaluating its own activity and for formulating plans and recommendations for its own improvement. The self-evaluation process needs to be flexible and appropriate to the provider and its stage of development. ETBs are relatively new statutory entities, within a significant transformational change process, including for structures and governance. In the context of the requirements of QQI Core and Sector Specific QA Guidelines, there is need to evaluate the effectiveness of legacy QA procedures which may no longer fit for purpose. Within the current developmental context of ETBs, this self-evaluation process is designed to:

- assist in building capacity and identify gaps within ETBs to ensure compliance with QQI statutory core and sector specific QA Guidelines
- enhance ownership of quality and quality enhancement processes
- demonstrate leadership within the ETB
- result in recommendations for improvement and priority actions for each ETB
- recognise the environment, contexts and emerging structures of the ETBs

This is an ETB executive management level self-evaluation which will be undertaken in the context of QA sectoral development projects and in accordance with these Terms of Reference.

¹ <http://www.qqi.ie/Publications/Publications/Sector%20specific%20QA%20Guidelines%20for%20ETBs.pdf>

² <https://www.education.ie/en/Publications/Policy-Reports/Further-Education-and-Training-Strategy-2014-2019.pdf>

2.1 Purpose

The purpose of the ETB executive self-evaluation process is 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.

3. Objectives

The objectives of the ETB Executive Self-Evaluation are:

- I. To contribute to and support the ETB quality improvement planning and ETB ownership and governance of quality and quality enhancement.
- II. To promote the improvement of quality assurance and further embedding of a quality culture in the ETB.
- III. To support sectoral level improvement by ensuring there is a consistency in the approach to the executive self-evaluation process, thematic focus and criteria applied self-evaluation report format and improvement plan.
- IV. To identify current gaps and priorities for improvement in the context of QQI statutory QA guidelines.

4. Process and Methodology

The executive self-evaluation will be conducted with an external advisor/facilitator(s). A project lead for the executive self-evaluation process will be identified in the ETB.

The FET management team in the ETB, in collaboration with the external facilitator(s) will identify the evidence basis for the self-evaluation, and will produce the ETB executive self-evaluation report addressing the agreed objectives, criteria and terms of reference.

The final report will be agreed and signed off through the ETB Chief Executive and will form the basis of the ETB Improvement Plan.

Appendix 2 – National ETB Map

Education and Training Boards (ETBs) in Ireland



etbi
Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

Appendix 3 – FET Committee Terms of Reference

Bord Oideachais & Oiliúna Mhaigh Eo, Shligigh & Liatroma

Mayo, Sligo & Leitrim ETB

Further Education & Training (FET) Committee

Terms of Reference

1. The MSLETB Further Education & Training Committee has been established in accordance with Section 44 of the Education & Training Boards Act, 2013.
2. The members of the MSLETB FET Committee shall serve a term contemporaneous with the term of the ETB.
3. The composition of the MSLETB FET Committee shall be as follows:
ETB Members (6)
Training Representative (1)
4. The MSLETB FET Committee is a Subcommittee of MSLETB and shall act as an advisory committee to the Senior FET Management personnel in relation to Further Education and Training Provision within the MSLETB area.
5. All reports, minutes of meetings and recommendations of the MSLETB FET Committee shall be placed before MSLETB for confirmation.
6. The Committee will seek to carry out the following functions:
 - (i) assess the Further Education and Training needs within the MSLETB area.
 - (ii) consider the annual programme of activities and estimates of expenditure.
 - (iii) advise on the administration of the programmes within the limits of the resources made available to it by MSLETB/SOLAS.
 - (iv) consider and recommend proposals in relation to Community Education Grants and/or Tuition hours for confirmation by MSLETB.
- (v) consider reports from the following:
 - Further Education Provision (PLCs)
 - External Training Provision
 - VTOS Centres
 - Training Centres
 - Back to Education Initiative [BTEI]
 - Adult Literacy Services
 - Community Education
 - Skills for Work
 - Adult Guidance Services
 and make recommendations in relation to same for confirmation by MSLETB.
- (vi) consider reports from programmes being delivered in partnership with other agencies organisations.
- (vii) consider a programme of Evening Classes for MSLETB.
- (viii) consider the Annual Report for Further Education and Training provision and activities for confirmation by MSLETB.
7. The Committee shall meet on **four** occasions during each academic year.
8. Secretarial services to the Committee shall be carried out by the Adult Education Section, MSLETB and the Adult Education Officer shall act as Secretary to the Committee.

Appendix 4 – Youthreach Committee Terms of Reference

Bord Oideachais & Oiliúna Mhaigh Eo, Shligigh & Liatroma

Mayo, Sligo & Leitrim ETB

Further Education & Training (FET) Committee

Terms of Reference

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- (v) consider reports from the following:
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 - Adult Literacy Services
 - Community Education
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 - Adult Guidance Services
 and make recommendations in relation to same for confirmation by MSLETB.
- (vi) consider reports from programmes being delivered in partnership with other agencies organisations.
- (vii) consider a programme of Evening Classes for MSLETB.
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