



etb

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

QUALITY IMPROVEMENT PROGRESS REPORT AND QIP 2019

Mayo Sligo Leitrim ETB

Part 1: Overview of Quality Improvement Activities in 2018

Key areas of focus in 2018

1. The review and enhancement of governance structures to ensure a robust structure that protects the interests of all stakeholders.
2. The enhancement of current practices relating to monitoring and review of FET programmes and services at centres across MSLETB.
3. The enhancement of current practices relating to the consistency of assessment and timely feedback to learners throughout MSLETB's FET provision.
4. Development of a systematic approach in meeting staff professional development needs.
5. Review of FET programme delivery in order to meet the identified needs of employers and to provide progression routes to employment or additional education/training.
6. Improve communications between the ETB and its FET centres and between centres and their immediate stakeholders.
7. Develop technology-enhanced learning in order to advance independent and collaborative learning opportunities.

Detailed activities associated with each of these key areas are outlined in the 2018 QIP.

Main QA improvement achievements in 2018

MSLETB undertook a review of its FET Governance structures relating to QA. There were a number of outcomes to this review including the documenting of the terms of reference of all FET governance groups and the detailing of programme approval information, in particular the programmes that are validated in each FET centre in MSLETB. QA governance structures were reviewed as per the sector governance framework and as such an existing governance group, the QA Group (currently consisting of the FET Director, AEOs, Area Training Manager, Assistant Training Managers, Training Standards Officers, QMS Team Lead and other QA FET Staff) is under review with the intention of creating two separate groups: the QA Steering Group and the QA Working Group. The Programme Approval Committee currently has the same make-up as the QA Group and the membership of this group is also under review.

A considerable amount of work was carried out in relation to the enhancement of current practices in MSLETB in relation to monitoring and review including the development of a centre-based QA evaluation process and associated tools. This included the development of a pilot project that would entail on-site visits by an external QA evaluator who would undertake interviews and meetings with centre management, staff, learners and employers and provide feedback to the centre with recommendations for quality improvements as well as a final report for submission to the QA Steering Group. Queries were raised by staff representatives that have not as yet been resolved and this has led to a delay in this activity being completed.

The task of reviewing all existing policies and procedure across MSLETB with a view to harmonising and updating these legacy policies and procedures has begun. All existing policies and procedures from the five legacy QA agreements that were in place with QQI have been identified and collated with certain areas being prioritised. Reviews have taken place with regard to policies and procedures relating to the fair and consistent assessment of learners and a lot of work has been

completed in relation to merging and integrating procedures, particularly in the areas of internal verification, external authentication and results approval. The new ETBI Assessment Procedures Handbook was reviewed and a number of policies and procedures contained within this handbook have been identified as possible common assessment procedures which will be rolled out in 2019.

Significant work was carried out in relation to the development of a systematic approach in meeting staff professional development needs including a number of CPD events during 2018 in the areas of TEL, QA, management and leadership training and working with and supporting FET Learners. The development of a dedicated SharePoint page for professional development includes a PD register for staff. QA staff also continued to deliver training and briefings to staff in the areas of assessment and quality assurance.

The review of MSLETB's FET programme delivery resulted in numerous accomplishments in 2018 including a newly validated apprenticeship (National Craft Butcher Apprenticeship), the adoption of a curriculum management system (Academic Module Manager) and a number of MOUs being put in place with higher education institutes in the MSLETB region (GMIT, IT Sligo, St. Angela's College). A significant piece of work that took place throughout 2018 in the area of programme development was the development of programmes in the field of agriculture under the new QQI validation policy with partner ETBs, GRETB and WWETB. This pilot project will inform a QA framework for the design, approval and governance of shared curriculum for the sector.

MSLETB identified that a more effective communication process was required between the Board and its centres and during 2018 a number of SharePoint sites and pages were developed to support services and individual centres to improve communications. The QA team also broadened its communications platforms by moving to one single (previously QA SharePoint sites were maintained in each county) modern SharePoint page, developing a quarterly Quality Assurance Newsletter that is distributed to every centre, and the introduction of a dedicated email address for QA queries and support.

The development of technology-enhanced learning in MSLETB in 2018 included a number of CPD activities relating to TEL and the establishment of a Blended Learning Pilot Working Group tasked with designing a blended learning pilot for Communications Level 5 that will be used across MSLETB full-time programmes.

Barriers or challenges encountered in implementing the 2018 QIP

One of the largest tasks that MSLETB set itself in the 2018 QIP was the development of an integrated QA system containing an overarching set of policies and procedures that would meet all QQI requirements. The complex nature of collating an ETB wide QA system became evident during its development with the result that it has not been completed within the timeframe initially indicated. The QA team is now working through policies and procedures in batches with a view to completing an MSLETB QA System by Q4 2019.

A number of new appointments and personnel changes in MSLETB during 2018 resulted in the realignment of line management and FET programme responsibilities. This included a change in the strategic responsibility for QA and two new members joining the QA team, all of which contributed in some of the activities outlined in the 2018 QIP being delayed.

There were a number of other factors which contributed to the delay in some activities being completed including: the resources required for programme development and the time demands required from QA staff involved; system changes such as the rollout of the new QBS and the withdrawal of support to the CACMS system; and the introduction of new policies and guidelines such as *Policies and criteria for the validation of programmes of education and training* and *Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes*.

Key areas of focus for quality improvement in 2019

The detailed update to the 2018 QIP identified activities which were not complete at 31 December 2018. These activities were carried forward into the new QIP for 2019 and assigned a revised timescale. Feedback and suggestions for the new QIP were sought from a number of groups in MSLETB including the FET Leaders and PLC Principals Group, the QA Steering Group and the QA Working Group. The Head of Corporate Services and the Head of Human Resources were also consulted in relation a number of proposed activities outlined. Following this engagement, a draft QIP for 2019 was circulated to these groups for final consultation and feedback.

Quality areas were chosen which address QQI's Core Statutory QA guidelines and other QA guidelines. The 2019 QIP focuses on 11 different policy areas:

Teaching and Learning

- Incorporate TEL into teaching practice 20-hour workshop for tutors/teachers/instructors in 2019.
- Implement Blended Learning Policy informed by QQI Blended Learning Guidelines (2018)
- Roll out use of Moodle to five centre-based courses and five community-based courses who previously did not use Moodle
- Develop 3 communities of practice each covering one subject area. Initial workshop incorporating a stimulus guest speaker/SME
- Create banks of resources

Public Information and Communication

- Promotion and marketing of courses utilising social media and other media in a streamlined fashion
- Standardise approach to receiving and appraisal of feedback from learners and other stakeholders across FET

Self-Evaluation, Monitoring and Review

- Monitor Second providers with regard to QA adherence
- Implement programme and QA review on a pilot basis in three centres using resources developed in 2018
- Update Self-Evaluation Tool (developed by FESS) currently in use in FE Centres

Assessment of Learners

- Review and update current practice relating to fair and consistent assessment of learners
- Review and update current practice relating to assessment instrument development, preparation and delivery.
- Provide exemplar portfolios, etc. to facilitate common standards across 5 components

- Assessment Handbook for Teaching Staff
- Assessment Handbook for Learners
- Develop a plagiarism and assessment malpractice policy and related procedures.

Information and Data Management

- Review MSLETB Risk register to ensure QA risks and controls are adequately incorporated in to same
- PLSS Training Provided to all relevant FET staff ensuring contingency plans are in place to capture information needed for funders
- Roll out of online GDPR training for all staff in MSLETB

Supports for Learners

- Create a position paper on how RPL is facilitated in MSLETB
- Initial assessment of all learners (level 1-3) on active inclusion programmes to be rolled out as an ETB-wide practice for accredited courses.
- In conjunction with AONTAS hold a Learner Forum event in Mayo region specifically looking at learner supports.
- Disseminate the report from AONTAS on Sligo Learner Forum event held for full time learners in 2018
- Deliver training session to Senior Management Team to develop guidelines and policy for Learners with Disability/Equality and Universal Approach

Documented approach to QA

- Portfolio of QA related forms and templates published and briefings held.
- Review and Update QA Handbook, circulate to relevant parties and review annually
- Consult on and develop the MSLETB QA system – an overarching set of policies and procedures, to meet all QQI Re-engagement requirements
- Review and update current practice relating to the retention of evidence and QA procedure implementation to enable a consistent approach across all FET provision

Programmes of Education and Training

- Map non QQI certification
- Review Terms of Reference of Programme Approval Committee to incorporate a survey of current provision
- Register of licences/SLAs held for various software and programmes

Other parties involved in Education and Training

- Build on relationships and agreements developed with third party awarding bodies

Staff Recruitment Management and Development

- Agree guidelines and format for induction of new teaching and training staff- delivered quarterly
- MSLETB actively promotes and participates in the FET PD Strategy 2017-2019 in the 7 key areas

Governance and Management of Quality

- Hold a workshop covering governance for all management staff within FET and in the wider organisation including key positions such as heads of departments and Organisational Support and Development
- Review Governance structure to ensure compatibility with existing FET programmes and new generation apprenticeships where MSLETB is the lead Body

Part 2: Detailed Update on Activities in 2018 QIP

Quality Improvement Objective/Desired Outcome	Key Tasks/Activities	Responsible Person(s)/Groups	Timeline	Measure/Benchmark <i>[how will you know it was achieved]</i>	Status	Update	Revised Timescale
Governance A robust governance structure that protects the interests of all stakeholders, ensures academic integrity and standards, considers risk and facilitates continuous development and improvement.	<ul style="list-style-type: none"> Finalise outstanding TORs for all FET governance groups and units (4.7.1) Review and amend FET Strategic Framework to reflect the MSLETB Strategic Framework. (4.7.1) 	CE and Directors Group	Q1 2018	<ul style="list-style-type: none"> Publish FET governance structures and Strategic Frameworks on SharePoint and MSLETB website. 	Complete	Terms of reference for all FET governance groups available on SharePoint	N/A
		CE and Directors Group	Q1 2018		Complete	MSLETB Strategy Statement finalised and published	N/A
	<ul style="list-style-type: none"> Update current practice so that FET centres are fully informed on the programmes approved for delivery at centres. (5.10.3) 	Quality Management Systems Lead (QMSL)	Q2 2018	<ul style="list-style-type: none"> Updated programme approval information on SharePoint. 	Complete	'Validated Programmes by Centre' page on SharePoint	N/A
	<ul style="list-style-type: none"> Consult on and develop the MSLETB QA system – an 	QA Group	Q3 2018	<ul style="list-style-type: none"> New MSLEB QA system published and briefings held. 	Delayed	A number of policies and procedures have been revised and updated including Programme Delivery, Development and Validation Policy and Appeals Policy. A	Q4 2019

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	overarching set of policies and procedures, to meet all QQI Re-engagement requirements (5.10.5)					number of assessment related procedures have been revised and harmonised for all services in the ETB including Internal Verification, External Authentication and Result Approval. The remaining policies and procedures that will make up the MSLETB QA system are under development. Resources were a factor in the delay of this activity. The complex nature of collating an ETB wide QA system has proven more cumbersome than originally anticipated.	
	<ul style="list-style-type: none"> Review and update current practice relating to the retention of evidence and QA procedure implementation to enable a consistent approach across all FET provision (5.10.5) 	QA Group	Q3 2018	Portfolio of QA related forms and templates published and briefings held.	Delayed	Updated QA related forms in use in FE centres (e.g. Feedback Sheet, Results Summary Sheets, etc) are available on the QA SharePoint page. New assessment related forms for use in Training Centres have been developed and approved with a central SharePoint page for access by staff. Briefings in relation to these new forms are scheduled for late March/early April. Issues associated with the TQAS contributed to the delay in this activity.	Q1 2019
Monitoring and Review An enhancement of current practices relating to the	<ul style="list-style-type: none"> Review and amend programme monitoring and review 	FET Leaders and PLC Principals Group and QA Group	Q2 2018	<ul style="list-style-type: none"> Pilot updated procedures at selected FET centres. 	Delayed	A QA and programme review process (and associated tools) were designed in mid-2018. Three centres were identified to take part in a review and an external facilitator was appointed as part of pilot	Q4 2019

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monitoring and review of FET programmes and services at centres and across the ETB.	<p>procedures. (5.10.2)</p> <ul style="list-style-type: none"> • Establish a review cycle for all validated programmes (5.10.2) • Establish structures to report on the implementation of outcomes of programme monitoring and review (5.10.2) • Includes monitoring the effectiveness of the Board's QA policies and procedures in the functions of the FET Leaders and PLC Principals group (5.10.2) 			<ul style="list-style-type: none"> • Rollout new procedures across all the Board's FET centres. • Updated TOR published and briefings held. 		<p>project which was due to take place from September – October 2018. The pilot would review a centre's QA procedures in relation to a particular programme, in order to give the process a focus and also to begin a cycle of programmatic review.</p> <p>Queries were raised by staff representatives that have not as yet been resolved and this has led to a delay in this activity being completed.</p>	

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Fair and Consistent Assessment An enhancement on current practices relating to the consistency of assessment and timely feedback to learners throughout the Board's FET provision.	<ul style="list-style-type: none"> Consult on and develop the Board's Assessment Philosophy (5.10.1) Review and update current practice relating to fair and consistent assessment of learners (5.10.1, 6.11.2) Review and update current practice relating to assessment instrument development, preparation and delivery. (5.10.1, 6.11.2) Review and update current practice relating to 	FET Leaders and PLC Principals Group and QA Group	Q4 2018	<ul style="list-style-type: none"> Assessment Philosophy published and briefings held. 	Complete	Assessment Philosophy developed and available on SharePoint	N/A
				<ul style="list-style-type: none"> Rollout updated assessment related procedures to ensure robust FET assessment protocols. 	Delayed	Progress on merging and integrating FET procedures in the policy area of Fair and Consistent Assessment of Learners has taken place, particularly in the areas of internal verification, external authentication and the results approval process. Updating and harmonising legacy policies and procedures within MSLETB is ongoing. Updates to assessment procedures will be informed by ETBI's suite of Assessment Reference Documents for FET that was published in 2018. Resources were a factor in the delay of this activity.	Q4 2019

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	the provision of formal timely and constructive feedback to learners (5.10.1) • Provide exemplar portfolios, etc. to facilitate common standards across programmes and centres (5.10.1) • Establish a common access point for all QA related documentation. (7.8.1 and 7.8.2) • Review current Results Authentication procedures to			• FET wide shared access point for QA documentation launched.	Complete	QA SharePoint site with access for all staff. Features on this new site include news, quick links, forms, resources, access to validated programmes, search function and contact function.	N/A
				• Revised IV, EA and RAP procedures published and briefings held.	Complete	These assessment-related procedures have been revised and harmonised for all services. Resources to support the revised procedures include an updated sampling strategy and updated forms (with some differences between FE and TC) and are available on SharePoint.	N/A

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	ensure consistency of approach across all FET provision (5.10.1) • Develop a plagiarism and assessment malpractice policy and related procedures. (5.10.1) • Consult on the provision of Repeat Assessment for FET learners (5.10.1)			• Plagiarism and assessment malpractice process published and briefings held.	Delayed	The availability of Moodle to ETB centres through SOLAS has provided access to MSLETB to anti-plagiarism software (Urkund). Development of new plagiarism and assessment malpractice policies and procedures will be informed by ETBI's suite of Assessment Reference Documents for FET that was published in 2018. Time was a factor in the delay of this activity.	Q2 2019
				• Position paper on Repeat Assessment published and briefings held.	Complete	Feedback was sought from programme coordinators/centre managers/principals during the June 2018 assessment period in relation to a number of assessment related issues including repeat assessments. This feedback was collated and informed MSLETB's position paper on repeat assessments (available on SharePoint). MSLETB are currently reviewing their repeats policy, taking into consideration a number of practical and operational issues and will be informed by this position paper.	N/A
Teaching and Learning A systematic approach in meeting staff professional	• Engage with the SOLAS CPD Strategy for FET (5.10.7)	AEO with responsibilities for CPD, TEL and Buildings	Q3 2018	• CPD strategy and schedule published. • CPD Register in place.	Delayed	MSLETB is actively promoting and participating in the National SOLAS FET PD Strategy to enhance the skills and knowledge of staff delivering FET, including facilitating access to PD across	Q1 2019

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development needs towards enhancing the teaching and learning experience of programmes.	<ul style="list-style-type: none"> • Support the implementation of the TEL strategy across the FET provision (6.11.5) • Review the physical environment of FET centres and their capacity to deliver their approved FET programmes (6.11.6) 			<ul style="list-style-type: none"> • TEL plan published and briefings held. • Centres report on capacity and any needs arising. 		the identified areas such as TEL, QA, Vocational Up-skilling, Management and Leadership training, Enterprise Engagement, ICT and working with and supporting FET learners. MSLETB continues to enable, within available resources, a model of support that allows for the release of staff to partake of relevant and appropriate CPD opportunities. MSLETB is in the final stages of developing and rolling out its FET Staff PD register which is housed within the MSLETB intranet system.	
Risk Assessment A comprehensive approach to receiving and evaluating feedback from stakeholders on the Board's programmes and services and the integration of findings into programme and centre self-evaluations.	<ul style="list-style-type: none"> • Standardise the approach to receiving and evaluating feedback from stakeholders across the entire FET provision. (5.10.2, 5.10.5) • Agree a set of performance and QA critical indicators to inform formal 	FET Leaders and PLC Principals Group and QA Group	Q3 2018	<ul style="list-style-type: none"> • All FET centres briefed on new procedures and guidelines on programme monitoring and review. 	Delayed	A QA and programme review process (and associated tools) were designed in mid-2018. Three centres were identified to take part in a review and an external facilitator was appointed as part of pilot project which was due to take place from September – October 2018. The pilot would review a centre's QA procedures in relation to a particular programme, in order to give the process a focus and also to begin a cycle of programmatic review.	Q4 2019

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	review of programmes and services, en route to developing a culture of continuous development and improvement across all FET provision. (5.10.2)					Queries were raised by staff representatives that have not as yet been resolved and this has led to a delay in this activity being completed.	
FET Programme Delivery Deliver programmes that meet the identified needs of employers and provide progression opportunities to employment or additional education/training.	<ul style="list-style-type: none"> Build on capacity and experience recently gained in developing new programmes. (8.5.1, 8.5.2 and 5.10.7) 	Area Training Manager and QMS Lead	Q1 2019	<ul style="list-style-type: none"> CPD scheduled new programme processes, MIPLOs and MIMLOs, etc. 	Complete	As part of the sectoral pilot for developing programmes under the new QQI validation policy, teaching and programme staff from MSLETB undertook CPD supported by FESS which addressed the new programme delivery processes.	N/A
	<ul style="list-style-type: none"> Deliver new apprentice programmes (8.5.1 and 8.5.2) 	Area Training Manager	Q3 2018	Newly validated programmes on the Board's portfolio of FET provision.	On Track	The MSLETB National Craft Butcher Apprenticeship was validated by QQI in Q3 and is now included on the SOLAS live list of statutory apprenticeships. The development of new Agriculture programmes and a Sales Associate Apprenticeship are on track for submission to QQI.	N/A
	<ul style="list-style-type: none"> Establish curriculum-sharing MOUs with other 	FET Director	Q3 2018	<ul style="list-style-type: none"> Curriculum management system in place. 	Complete	MSLETB is currently using the Academic Module Manager (supported by ETBI) in the development of new programmes (Sales Associate & Agriculture) and has	N/A

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	ETBs. (8.5.1, 8.5.2 and 7.8.1)					two staff members on the ETBI AMM Working Group.	
	<ul style="list-style-type: none"> Investigate Curriculum Management Systems. (8.5.1, 8.5.2 and 7.8.1) 	QMS Lead and Ass Training Manger	Q2 2018	<ul style="list-style-type: none"> MOUs in place with higher education institutions. 	Complete	MSLETB currently has MOUs in place with GMIT, IT Sligo and St. Angela's College (NUIG).	N/A
	<ul style="list-style-type: none"> Facilitate the development of new programmes to meet future skills needs in collaboration with ETBs and other stakeholders. (8.5.1, 8.5.2, 5.10.6 and 5.10.7) 	Employer Engagement Group and Programme Approval Committee	Q2 2018				
	<ul style="list-style-type: none"> Explore and expand progression opportunities with third level institutions. (6.11.1) 	FET Director	Q2 2018				

Quality Improvement Objective/Desired Outcome	Key Tasks/Activities	Responsible Person(s)/Groups	Timeline	Measure/Benchmark <i>[how will you know it was achieved]</i>	Status	Update	Revised Timescale
Communications More effective two-way communications between the ETB and its FET centres and between centres and its immediate stakeholders.	<ul style="list-style-type: none"> Review and update the learner induction process to ensure a standard approach across all FET provision. (6.11.3, 6.11.4 and 7.8.3) Develop a learner charter that describes the Board's service commitment to FET learners. 	FET Leaders and PLC Principals Group, QA Group, Director of Organisational Support & Development and FET Leadership Teams	Q3 2018	<ul style="list-style-type: none"> Extended role for SharePoint as a communications tool. A structured approach established so that outcomes of meetings are available to relevant stakeholders. 	Complete	New SharePoint pages developed and launched for each service (e.g. VTOS, BTEI, Youthreach, etc), school and college, with sub sites for individual centres. New SharePoint sites also developed and launched for Professional Development, Technology Enhanced Learning, Quality Assurance, FET Leaders, Human Resources and more. MSLETB is using 'modern' SharePoint pages which is easier to use, and allows more advanced filtering and bulk editing. The use of Microsoft Teams is also increasing in MSLETB as a method of communication and collaboration.	N/A

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	(6.11.3, 6.11.4 and 7.8.3) • Agree guidelines for a centre based induction process for new staff. (5.10.4) • Encourage collaboration and the sharing of resources across programmes and centres. (7.8.1)			• Updated Learner Complaints and Appeals procedures published and briefings held.	Complete	The current learner complaints mechanism is the Code of Practice for dealing with Complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by Mayo, Sligo and Leitrim Education and Training Board. This code of practice was nationally agreed on 1 March 2011 & amended 1 July 2013 in line with the provisions of the Education and Training Boards Act, 2013 and as such, cannot be amended locally. A review of this document has identified a	N/A

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	<ul style="list-style-type: none"> • Include QA on the agenda of all FET related meetings. (4.7.2) • Review and amend the current Learner Complaints and Appeals Procedures to support a consistent approach across all FET provision. (6.11.3 and 6.11.4) 					need within MSLETB for an Access Appeals Policy which will be included in the 2019 QIP.	N/A
Technology Enhanced Learning Commitment of TEL to advance independent and collaborative learning opportunities.	<ul style="list-style-type: none"> • Support staff with TEL related workshops, etc. (5.10.7) • Encourage take up of SOLAS e-college programmes. (5.10.7) 	AEO with responsibility for TEL and CPD	Q2 2018	Schedule of related CPD	Complete	MSLETB provides a range of CPD activities aimed at facilitating diverse types of learning around TEL, including: <ul style="list-style-type: none"> • Accredited TEL Programmes, e.g. Technology Enhanced Learning Special Purpose Award, QQI level 7 (An Cosán) • TEL Skills Coaching – including one-to-one coaching and TEL workshops Participation in CPD is relayed to the AEO with responsibility for Professional Development for inclusion in employees'	N/A

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						PD record via a FET PD Register. Delivery of all CPD activities is advertised through SharePoint and line management for open participation on a frequent basis, but can also be requested on demand by specific groups or centres.	

QUALITY IMPROVEMENT PLAN 2019

Mayo, Sligo & Leitrim Education and Training Board

Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Teaching and Learning	Incorporate TEL into teaching practice 20-hour workshop for tutors/teachers/instructors in 2019.	AEO and Assistant Manager/s with responsibility for TEL and CPD	Q4	Register of all staff who have completed the TEL course
	Implement Blended Learning Policy informed by QQI Blended Learning Guidelines (2018)	Assistant Manager with responsibility for TEL/QA Steering Group	Q3	Policy published and disseminated to all centres and placed on SharePoint
	Roll out use of Moodle to five centre-based courses and five community-based courses who previously did not use Moodle	TEL Steering Group	Q3	Moodle in operation supported by TEL Officer
	Initiate the development of 3 communities of practice each covering one subject area. Initial workshop incorporating a stimulus guest speaker/SME	QMS Team Lead QAWG	Q4	Three COP established and two meetings held. MS Teams site created. Feedback gathered from groups to inform planning
	Create banks of resources	QMS Team Lead QAWG	Q4	Three banks of resources developed and available on SharePoint
	MSLETB will continue to strategically focus on physical learning environments throughout its FET building infrastructure	AEO with responsibility for buildings	Q4	Establish a pilot scheme involving three selected centres where there have been significant improvements to the learning environment

Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Public Information and Communication	Promotion and marketing of courses utilising social media and other media in a streamlined fashion	PR and Marketing Lead person	Q1	Analytics from various social media platforms used will enable MSLETB to identify most effective communication and marketing strategies as well as establishing a realistic picture of the audience that MSLETB is targeting A pilot will be initiated whereby collated feedback with reports using online survey templates will inform provision at Senior Management and FET Management level
	Standardise approach to receiving and appraisal of feedback from learners and other stakeholders across FET	Programme Coordinators/PLC Principals/Corporate Services	Q3	
Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Self-Evaluation, Monitoring and Review Enhance the current practices relating to the monitoring and review of FET programmes and services at centres and with second providers.	Monitor Second providers with regard to QA adherence	QA Working Group	Q3	Monitoring is recorded and a synthesised report is submitted to the QA Steering Group. Review report created for each centre with input and response from centre personnel to be submitted to the QA Steering Group
	Implement programme and QA review on a pilot basis in three centres using resources developed in 2018	QMS Team Lead/Assistant Manager (QA)	Q4	
	Update Self-Evaluation Tool (developed by FESS) currently in use in FE Centres	QMS Team Lead	Q2	Complete and available on SharePoint for use by all centres
Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Assessment of Learners Enhance current practices relating to the consistent and impartial assessment of all learners throughout the MSLETB's FET provision.	Review and update current practice relating to fair and consistent assessment of learners	QA Working Group	Q4	Rollout of updated assessment related procedures to ensure robust FET assessment protocols.
	Review and update current practice relating to assessment	QMS Team Lead	Q4	

	<p>instrument development, preparation and delivery.</p> <p>Provide exemplar portfolios, etc. to facilitate common standards across 5 components</p> <p>Assessment Handbook for Teaching Staff</p> <p>Assessment Handbook for Learners</p> <p>Develop a plagiarism and assessment malpractice policy and related procedures.</p>	<p>QMS Team Lead</p> <p>QMS Team Lead</p> <p>QMS Team Lead</p> <p>QMS Team Lead</p>	<p>Q4</p> <p>Q3</p> <p>Q3</p> <p>Q2</p>	<p>Flow charts and guidelines developed to assist teaching staff in the development of assessment instruments</p> <p>Five exemplar portfolios prepared and available on SharePoint</p> <p>Handbook distributed on SharePoint</p> <p>Handbook will be available for distribution in both hard copy and soft copy. There will be two versions of this handbook, one for learners at levels 1-3 and one for learners at levels 4-6.</p> <p>Plagiarism and assessment malpractice process published and briefings held</p>
Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Information and Data Management	<p>Review MSLETB Risk register to ensure QA risks and controls are adequately incorporated in to same</p> <p>PLSS Training Provided to all relevant FET staff ensuring contingency plans are in place to capture information needed for funders</p> <p>Roll out of online GDPR training for all staff in MSLETB</p>	<p>Director of FET</p> <p>FET Programme Coordinator</p> <p>Director of FET/ Corporate Services</p>	<p>Q2</p> <p>Q3</p> <p>Q3</p>	<p>Risk register incorporates QA related risks</p> <p>Register of all those who have attended PLSS training</p> <p>Register of those who completed online GDPR Training – Resources available</p>

Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Supports for Learners	Create a position paper on how RPL is facilitated in MSLETB	QMS Team Lead/QA Steering Group	Q3	RPL Position Paper created and shared
	Commencement of initial assessment of all learners (level 1-3) on active inclusion programmes (Literacy, Numeracy, ESOL) to be rolled out as an ETB-wide practice for accredited courses.	AEO with responsibility for Active inclusion	Q3 Q4	Assessment Tool created by SOLAS utilised and tutors trained in its use Rollout of this assessment tool for use across ETB
	In conjunction with AONTAS hold a Learner Forum event in Mayo region specifically looking at learner supports.	Assistant Manager (QA)/QA Working Group	Q3	Learner Forum event held and report generated and distributed– attendance noted
	Disseminate the report from AONTAS on Sligo Learner Forum event held for full time learners in 2018	Assistant Manager (QA)	Q2	Report shared once agreed by AONTAS and SOLAS (SharePoint & MSLETB website)
	Deliver training session to Senior Management Team to develop guidelines and policy for Learners with Disability/Equality and Universal Approach	AEO with responsibility for Active inclusion	Q4	Meeting with Disability/Equality Expert and Universal Approach SME to plan training to develop guidelines for CEFS, ALOs, Tutors
Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Documented Approach to QA	Portfolio of QA related forms and templates published and briefings held.	QA Working Group	Q1	Updated QA related forms in use in FE centres (e.g. Feedback Sheet, Results Summary Sheets, etc.) are available on the QA SharePoint page. New assessment related forms for use in Training Centres have been developed and approved with a

	<p>Review and Update QA Handbook, circulate to relevant parties and review annually</p> <p>Consult on and develop the MSLETB QA system – an overarching set of policies and procedures, to meet all QQI Re-engagement requirements</p> <p>Review and update current practice relating to the retention of evidence and QA procedure implementation to enable a consistent approach across all FET provision</p>	<p>QA Steering Group</p> <p>QA Steering Group</p> <p>QA Steering Group</p>	<p>Q4</p> <p>Q4</p> <p>Q3</p>	<p>central SharePoint page for access by staff. Briefings in relation to these new forms are scheduled for late March/early April.</p> <p>QA Handbook disseminated QA Handbook reviewed and updated versions made available on SCORE/SharePoint</p> <p>QA System completed following consultation through focus groups, QA Working Group and ratified by QA Steering Group and FET Council.</p> <p>New policy implemented with respect to retention of learner evidence</p>
Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
<p>Programmes of Education and Training</p> <p>Deliver programmes that meet the identified needs of employees and employers and provide progression opportunities to employment or further/higher education and training.</p>	<p>Map non QQI certification</p> <p>Review Terms of Reference of Programme Approval Committee to incorporate a survey of current provision</p> <p>Register of licences/SLAs held for various software and programmes</p>	<p>QA Working Group</p> <p>QA Steering Group</p> <p>Assistant Managers for TEL & QA</p>	<p>Q1</p> <p>Q2</p> <p>Q1</p>	<p>Map document with type, location and frequency of offering within MSLETB</p> <p>Revised terms of reference</p> <p>Register held</p>
Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark

Other Parties involved in Education and Training	Build on relationships and agreements developed with third party awarding bodies	QA Working Group	Q4	Compliance with requirements from third party awarding bodies City & Guilds Supercentre status granted
Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Staff Recruitment Management and Development A systematic approach in meeting staff professional development needs towards enhancing the teaching and learning experience of programmes.	Agree guidelines and format for induction of new teaching and training staff- delivered quarterly MSLETB actively promotes and participates in the FET PD Strategy 2017-2019 in the 7 key areas.	HR /AEO with strategic responsibility for PD/QA Lead AEO with strategic responsibility for PD	Q4 Q1	Guidelines and format agreed. Record retained of those who attend and participate in induction. Input into MSLETB Annual PD Plans for 2019 Identify Professional Development opportunities both at a national and local level to meet QA training needs and advertise through line management and dedicated PD SharePoint page
Quality Area	Key Activities	Person/Group Responsible	Timeline	Measure/Benchmark
Governance and Management of Quality Maintain a robust governance structure that protects the interests of all stakeholders, ensures academic integrity and standards, considers risk and facilitates continuous development and improvement.	Hold a workshop covering governance for all management staff within FET and in the wider organisation including key positions such as heads of departments and Organisational Support and Development Review Governance structure to ensure compatibility with existing FET programmes and new generation apprenticeships where MSLETB is the lead Body	QMS Team Lead/ Assistant Manager with responsibility for QA QA Steering Group	Q3 Q3	Workshop Facilitator to be appointed and attendance noted and feedback sought– existing governance structure reviewed as part of the workshop Revised Governance diagram and organisational charts published on MSLETB website