

# QA Review Follow-Up Report

Mayo, Sligo and Leitrim Education and Training Board

Date: March - 2023



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



## PREFACE

Following publication of the review report, and one year after submission of its QA review action plan, each ETB submits a **follow-up report** to QQI on progress against the plan, and how it is addressing the outcomes of the review. The report should identify the range of strategic and logistical developments and decisions that have occurred within the ETB since the publication of the review report and address each of the key findings and recommendations that the reviewers presented. Significant milestones should also be included, as well as any reflections and learnings from the inaugural review process.

Each follow-up report is **published in full on QQI's website**, providing transparency on the ETBs' assurance and enhancement of quality to external stakeholders.

The follow-up report is part of the inaugural review process. Subsequent reporting will be through QQI's annual reporting and dialogue processes.

This is the follow-up report for Mayo, Sligo and Leitrim ETB

It is to be submitted by 13/03/2022

The follow-up report has been approved by MSLETB FET Quality Council and is submitted by David Crowley on behalf of Peter Egan DFET

## CONTENTS

PREFACE .....	2
GUIDELINES ON COMPLETING THE REPORT .....	4
1.0 Follow-up Report Post-Review .....	5
2.0 Teaching, Learning & Assessment .....	21
3.0 Self-Evaluation, Monitoring & Review .....	25
4.0 Update on other additional QA Objectives/actions arising from internal QA planning and monitoring .....	28
5.0 Additional Themes and Case Studies (optional) .....	31
Literacy and Writing Skills Supports in New Generation Apprenticeships.....	33

# GUIDELINES ON COMPLETING THE REPORT

The **Follow-up Report** provides a detailed update on developments since the inaugural review, incorporating the **Action Plan** previously submitted. It will include links to any policies that have been amended or introduced since the **Self-Evaluation and Review Report**. It is the responsibility of each ETB to ensure before submission that all links within the report are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available.

The **Follow-up Report** identifies **key developments, plans and/or decisions arising from the Review Report findings** that have occurred in the year since publication. The report should include progress in relation to specific recommendations, if any, on each topic. To assist you in responding, the template provides tables aligned with the review report's themes and topics. Where no recommendation has been received, **please delete the table. Please note** any changes to policies and procedures during the reporting period and, if applicable, include links to updated policies. QA developments/enhancements undertaken, not directly addressing the review report recommendations, may also be included.

Particular attention is asked to be given to noting any impact arising from the actions, this includes:

- the key areas of focus prioritised for action and any specific changes arising as well as links to any associated outputs (e.g., procedures, reports etc.)
- reflections on the **Inaugural Review** and **Follow-Up Report** process, barriers or challenges arising in implementation of the review recommendations and actions identified within the **Action Plan**.

The ETB is recommended to include some **reflections and learnings** from the review process in commentary.

# 1.0 Follow-up Report Post-Review

Include links to policies and procedures that have **not been already included or have been amended** since the ETB's Self-Evaluation Report as part of the review process.

**Please add or delete rows in the tables below, as required.**

## 1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that MSLETB use the experience gained through developing the SER to strengthen further its engagement with external stakeholders. This will further enhance its capacity to identify emerging needs and to develop services to address them</p>	<p>Initiate clusters to allow centres to network locally, thus providing a platform for the planning and rollout of programmes and services to the communities in which they operate.</p>	<p>In line with Future FET: Transforming Learning MSLETB have created Mayo College of Further Education and Training which encompasses 3 locations of PLC provision and VTOS centres across Mayo. This has enabled planning of provision, rollout of programmes and providing needed services across the region. The aim is to review this model and examine its use in Sligo and Leitrim (ongoing to Q4 2024)</p>
<p>Click here to enter text.</p>	<p>Develop and implement FET Strategic Framework and associated actions.</p>	<p>MSLETB- SOLAS Strategic Performance Agreement 2022-2024 published, and this will now aid development of key goals of provision within MSLETB</p>

		MSLETB Strategy Statement to be published Q2 2023. This has been fed into by FET provision and takes into account the MSLETB-SOLAS SPA 2022-2024
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Current strategy / documents</b> <a href="https://www.solas.ie/f/70398/x/6f00836a21/msletb-agreement.pdf">https://www.solas.ie/f/70398/x/6f00836a21/msletb-agreement.pdf</a>		

## 1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB complete development of the QA Manual including integrated QA policies and procedures across its services. This should become the primary resource for staff members on all QA requirements.	An in-depth consultation with stakeholders, on the evolving Quality Assurance Manual will take place.	Consultation events were held relating to Programme Evaluation Policy and Procedure, Reasonable Accommodations, Appeals in May 2022, and more are planned for Q3/4 of 2023. These consultations have led to a review of policies and procedures.

<p>Efforts to harmonise the ETB's structure, strategy and planning are well underway, especially relating to QA systems and TEL. Other areas are still in an early stage of development. The review team recommends that MSLETB continue the development of integrated QA practices across all services.</p>	<p>A formal review cycle for the Board's updated Quality Assurance Manual will be agreed as part of the rollout process</p>	<p>Once completed the MSLETB FET Policy on QA Policy Writing will outline a review timeline for all policies agreed upon the MSLETB FET Quality Council.</p>
<p><a href="#">Click here to enter text.</a></p>	<p>Development of MSLETB Module Management System for the preparation &amp; management of programme documentation.</p>	<p>The development of a MSLETB Module Management System has led to MSLETB QA examining other ETB's solution and looking for existing products or partnering with other ETBs in the development process. Q4 2024</p>
<p><a href="#">Click here to enter text.</a></p>	<p>Review of membership of all QA Governance groups to ensure broad-based representation is in place, including learner representation.</p>	<p>Review completed in on QA Governance Groups in parallel to review of ToR of these groups during Q3/Q4 2022. MSLETB FET Quality Council has added two learner representatives (one current learner and one graduate). The membership and ToR of each group will be reviewed on a yearly basis.</p>
	<p>Develop a learner representative structure based on the above review and define the required operational and governance</p>	<p>This review is ongoing during Q1 2023 and includes the operational review of recruitment of learners to QA Governance</p>

	arrangements needed to support the structure.	structures and within which structures to require learner representatives.
	Develop a mechanism to continuously evaluate the effectiveness of the learner representative structure.	Q1 2024
	Develop an induction programme for learner representatives on governance groups.	Completed in Q4 2022 for FET Quality Council – this covers the ToR of the QC and the QA Governance structures of MSLETB. To be reviewed in 2024.
	Explore the feasibility of publishing minutes of meetings internally and publicly on the ETB's website.	Now Q3 2023
	Review the induction programme for staff members involved in governance groups and action any recommendations.	To take place in Q2 2023
	Membership and Terms of Reference of QA Working Group will be reviewed to ensure representation from all centre/programme areas.	QA Working Group ToR and membership to be updated in Q2/Q3 2023



	A procedure around policy development will be developed based on learning from recent experiences.	Now Q3 2023
<p><b>Commentary and Reflections</b></p> <p>The consultation process and development of the QA Manual is still ongoing within MSLETB. Due to staffing changes and input from consultations – a review and update of current procedures and policies is underway, and these will form the core of the QA Manual. This review will be completed over 2023 and 2024.</p> <ul style="list-style-type: none"> <li>• Policy on QA Policy Writing</li> <li>• Assessment Malpractice</li> <li>• Examinations</li> <li>• Reasonable Accommodations</li> <li>• Assessment Deadlines</li> <li>• Assessment Process Appeals</li> <li>• Assessment Results Appeals</li> <li>• Secure Storage</li> <li>• Assessment Repeats</li> <li>• Recognition of Prior Learning</li> <li>• Self-Evaluation, Monitoring and Review policy</li> </ul>		
<p><b>Link to Updated Policy &amp; Procedures</b></p> <p>Click here to enter text.</p>		

### 1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
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<p>The review team recommends that the ETB continually reviews and develops its QA documentation systems to ensure that QA policies, procedures and associated materials are readily available and accessible to all staff requiring such information.</p>	<p>Staff QA Handbook (digital) provided to all personnel delivering MSLETB programmes.</p>	<p>Q3 2024</p>
<p><a href="#">Click here to enter text.</a></p>	<p>Accessible portal for document storage and retrieval to be developed and rolled out.</p>	<p>MSLETB website provider is changing Q2 2023 and possible use of website as main source of information being examined. Internal SharePoint will be used for Appendix document storage (Brief forms, IV checklists for example)</p>
	<p>Development of Teaching and Learning Framework</p>	<p>Q3 2023</p>
	<p>Consultation with stakeholders in relation to specific areas of assessment procedures</p>	<p>Consultation events were held relating to Programme Evaluation Policy and Procedure, Reasonable Accommodations, Appeals in May 2022, and more are planned for Q3/4 of 2023.</p>
<p><b>Commentary and Reflections</b>  <a href="#">Click here to enter text.</a></p>		
<p><b>Link to Updated Policy &amp; Procedures</b>  <a href="#">Click here to enter text.</a></p>		

## 1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends setting up additional Communities of Practice (COPs) to support staff and promote peer learning.	MSLETB is committed to establishing and maintaining five new CoP annually and providing coaching for emerging CoP leaders.	This action was delayed as PD Coordinator was not in place till Q3 2022. MSLETB is on target for 5 new CoPs in 2023 with a UDL CoP in place and a QA CoP.
The review team recommends that MSLETB streamline its human resources approaches by defining the skills and knowledge required to realise its strategy and QA objectives and by establishing a training needs analysis system to ensure that access to PD activities is based on identified needs and that PD can be linked with staff progression.	ETB-wide policy around staff release and remuneration in order ensure equity of opportunity. This will be developed in conjunction with HR.	From discussions held within the QA Network and PD Coordinators group this is now seen as a national issue and the aim is to use these forums and other forums to push this forward. Ongoing
Click here to enter text.	Introduction of a formalised training needs analysis process, following a FET wide survey, to ensure that future PD is targeted to specific identified needs.	This action was split into multiple actions. FET PD Survey was completed Q4 2022 which also included a separate survey for Line Managers. Data analysis is currently underway to find common areas and develop PD Plans for 2023/4. The formalised TNA process is being discussed at the Professional Development Advisory Group and to be examined in Q2 2023

	MSLETB will commit to targeted professional development funding for RPL programmes and engagement with national RPL networks to build capacity and subject matter expertise.	MSLETB have supported staff members to complete courses with CIT and UCC in RPL during 2022/2023. Currently one staff member is undertaking training through LCETB in RPL Assessment.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.		

### 1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends development of a systematic programme review process incorporating scheduled review of existing programmes to ensure continued relevance.	A schedule for programme reviews will be established. There is an opportunity to link this schedule of programme review with the schedule for centre-based evaluation.	Q2 2024
Click here to enter text.	Explore opportunities to expand the current apprenticeship provision in line with the new Government's action plan for apprenticeships.	MSLETB is committed to expanding the national apprenticeship provision as they recognise that it offers opportunities for apprentices to upskill and reskill in niche areas as well as developing talent pipelines

		<p>within organisations. To explore opportunities to expand apprenticeship programmes, MSLETB will consider the industries that are in need of skilled workers, as well as the current workforce development initiatives and trends. Seeking input from current apprentices, employers, and stakeholders can provide valuable insight into where the skills gaps lie and how MSLETB can achieve their goal in line with the government action plan for apprenticeships.</p> <p>MSLETB has been appointed as the academic partner by 2 Consortium Steering Groups in the development of 2 proposed new apprenticeship programmes.</p> <ul style="list-style-type: none"><li>• Level 6 Apprenticeship in Digital Marketing and Media (target completion date Q4 2023)</li><li>• Level 6 Apprenticeship in Immersive Technology (target completion date Q4 2023)</li></ul>
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		<p>In addition, MSLETB is in the initial stages of submitting an initial proposal to the National Apprenticeship Alliance for the development of a new Level 6 apprenticeship in Cloud Computing.</p>
<p><b>Commentary and Reflections</b>  On a national level, ETBs working with QQI are examining ways to update the Common Awards System, an approach has been put forward through the ETBI structures and once this is complete then a sector wide review and updating process of programmes will commence.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b>  Click here to enter text.</p>		

## 1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that MSLETB develop a standard initial assessment system to identify learner needs and the supports required. This system could be developed and piloted in partnership with other providers.</p>	<p>Development, review and roll out of a common assessment tool for entry to FET programmes, where a learner's suitability cannot be determined on the basis of past achievement. This will ensure that a learner is placed on a programme that best meets their needs and that appropriate supports are put in place, as required.</p>	<p>Meeting arranged with other ETBs in Q2 2023 to progress this action.</p>

<p>The review team recommends that MSLETB build on existing agreements with higher education providers and continue to develop clearer progression pathways. In doing so, the review team recommends that the ETB further develop its Transition Programme for learners exiting school and progressing to FET programmes</p>	<p>Undertake review the application of exemptions across the service to ensure its consistent implementation for learners.</p>	<p>Training carried out with centres across 2022/23 regarding usage of QBS/Exemptions and how to apply Exemptions.</p>
<p>The review team recommends that MSLETB take an active role in developing systems for Recognition of Prior Learning in consultation with QQI and other certification bodies.</p>	<p>MSLETB will establish an RPL Working Group who will work towards to developing a policy and procedures for MSLETB and also develop more formal RPL arrangements through collaboration with other providers.</p>	<p>Q4 2023</p>
	<p>MSLETB will review existing agreements with higher education providers and continue to develop clearer progression pathways</p>	<p>With the publication of the Unified Tertiary Education Policy links between MSLETB and ATU have led to the offering of 4 programmes to learners in September 2023. There are also ongoing discussions regarding local level agreements between individual centres and campuses of ATU (for example Castlebar and Achill Outdoor Education)</p>
	<p>MSLETB will further review transition opportunities for learners exiting 2nd level to progress to FET.</p>	<p>This review has been replaced by the Unified Tertiary Education roll out with</p>

		MSLETB/ATU offering 4 new programmes to learners in September 2023
	MSLETB will link in with Employers and the Atlantic Technical University to build connections to facilitate ideas for research and prototyping.	Linkage created with ATU through Unified Tertiary Education and next steps is to examine common area of research interest.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> <a href="https://www.gov.ie/en/consultation/982e2-unified-tertiary-education-sector/">https://www.gov.ie/en/consultation/982e2-unified-tertiary-education-sector/</a>		

## 1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that the work of integrating and harmonising assessment-related policies and procedures across its services and locations be completed and resulting policies and procedures included in the proposed Quality Manual.	A review of appeals fees and application processes, from a learner perspective, in order to standardise the learner appeals process across MSLETB.	A consultation event was held in May 2022 re Appeals process and the procedure was reviewed and agreed upon (no change to procedure).



<p>The review team recommends sharing the insights and recommendations of EA reports across centres to enhance QA-related learning. This would enable heads of centres and teachers/tutors/instructors to benefit from the good practice and areas for improvement identified in other locations and contribute to harmonising practice.</p>	<p>Review of RAP Terms of Reference in relation to membership, procedures and reporting mechanisms.</p>	<p>This review has taken place and has led to additional staff being invited to take part in RAP meetings (for example people with posts of responsibility relating to QA) – information was gathered regarding this during Q2 2022, and this changed the attendees of the December 2022 RAP. A pre-RAP questionnaire is now used to gather both learner statistics/assessment period but also feedback on the RAP process (introduced in Q4 2022).</p>
	<p>MSLETB will establish a process for centre-level quality improvement based on recommendations emerging from RAP meetings to be led by the QA Working Group.</p>	<p>QA Working Group ToR and membership to be updated in Q2/Q3 2023 and develop process for centre-level quality improvement Q4 2023/Q1 2024</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>		

## 1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends the establishment of meaningful KPIs for all services and using the qualitative and quantitative data available to effectively measure and analyse performance	PLSS Enhancement through national partners and forums	Ongoing
The review team recommends that MSLETB continue to review and update its management information systems to streamline data collection and processing across the organisation.	Engagement in consultative process with QQI around certification outcomes and data formats.	Ongoing
The review team recommends that MSLETB develop an overarching policy and procedures on the collection and use of data as part of a new, harmonised QA system and describe these in the Quality Manual.	Harmonise learner feedback gathering instruments to allow improved data analysis.	In progress v1 to be completed in Q3 2023
The review team recommends that MSLETB explore effective ways of using data to inform FET provision, monitoring and evaluation.	Develop system for use by centres to present data.	Q4 2023 release of v1
In conjunction with the Quality Manual, the review team recommends that the ETB develops and implements a set of indicators for each service to measure the effectiveness of these policies and procedures, in particular their impact on learner achievement and progression.	Through a process of consultative design, create data analytics systems to support data driven decision making.	Q4 2024

	Amalgamate current procedures on collection and use of data in order to develop overarching policy in this area.	Q2 2023
	Development and design of graduate survey to measure learner achievement and progression.	Survey instruments collected from centres and are currently (Q1 2023) being reviewed for creation of one graduate survey across all centres. This will include a consultation process as to how to gather/use data at a centre level and ETB level (to be completed Q1 2024)
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>		

## 1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB carry out its intended review of all linked websites to consider their	Appointment of Communications Officer.	Communications Officer appointed in Q2 2022

viability and redesign and appoint a Communications Officer to streamline current communication activities.		
Click here to enter text.	MSLETB to engage in review of all websites and social media usage.	Digital audit of websites and social media channels conducted, and information disseminated - completed Q2 2022  This action was expanded to include a feasibility study of appointing a communications monitoring agency and this agency will be appointed by April 2023.
	MSLETB Style Guide and enhanced branding guidelines will be developed and published.	Appointment of new website agency in December 2022 to work on these areas. To be completed by Q2 2023
	Media training will be provided for MSLETB spokespersons.	Currently reviewing company submissions with the view of completing this by April. 6 members of senior management will undergo media training
	Development and implementation of annual communications plan/strategy.	Inaugural communications plan completed to be disseminated in Q2 2023
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.		

## 2.0 Teaching, Learning & Assessment

### 2.01 The Learning Environment

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that MSLETB develop an integrated strategy and action plan for service delivery post-Covid. The strategy should define the future role centre-based, online and blended learning methodologies, taking account of learner needs and circumstances.</p>	<p>Development of a blended learning strategy framework based on good practice and national developments and application for QA Approval from QQI of same.</p>	<p>Framework partially developed and has been reviewed by two external experts. Feedback to be reviewed and document and process/review cycle to be created around the adaption/creation of Blended Learning Courses (Q4 2023)</p>
<p>Click here to enter text.</p>	<p>Develop, test and rollout of Learner App.</p>	<p>Demonstration given to Adult Literacy and Guidance services and feedback noted in Q4 2022 and updating Learner App based on feedback (Q3 2022 next version)</p>
<p><b>Commentary and Reflections</b>            Within MSLETB delivery has returned to centre based except in specific blended learning approved courses. MSLETB will seek QQI QA approval for Blended Learning and awaits QQI's new updated guidelines on Blended and Online Learning that will influence MSLETB's service delivery going forward.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b>            Click here to enter text.</p>		

## 2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that a structure be established to integrate assessment methods across programmes and centres, to promote efficiency and uniformity across services. Assessment requirements should be incorporated into the proposed Quality Manual.</p>	<p>Update and standardise training and briefings for assessors.</p>	<p>Work ongoing and training completed, and feedback received re training – to be completed in Q2 2023</p>
<p>Click here to enter text.</p>	<p>A formal review cycle of MSLETB's approach to the fair and consistent assessment of learners will be established to ensure the consistency of approach across all provision.</p>	<p>Q1 2024</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>		

## 2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends development of a Learner Support Unit as a “one stop shop” for learners requiring assistance, based on UDL principles. Such a unit would contribute to integrating and streamlining the inputs of existing support services.	MSLETB will appoint a Learning Supports Coordinator.	Learning Supports Coordinator was interviewed and offered role in Q2 2022 but due to inability to backfill employee’s current role the coordinator is not yet in place. Q2 2023
Click here to enter text.	Following the agreement on an integrated Quality Assurance Manual, an MSLETB Learner Handbook will be developed and included in an updated learner induction process.	This will now be developed after review of policies and procedures outlined above and when Learning Supports Coordinator is in post. Q4 2023
	The establishment of a Learner Support Unit to support learners and centres across all ETB provision.	Learning Support Coordinator not in role new date for completion Q4 2023
	Review and enhance the Terms of Reference and membership of Learner Supports Steering Group and associated working groups.	Learning Support Coordinator not in role new date for completion Q3 2023

	Provision of increased support and counselling to meet the wellbeing needs of learners.	MSLETB have applied for additional funding/staffing in this area but were not successful. Currently MSLETB are examining other routes/modes of funding Q4 2023
	Development and adoption of a Learner Charter for the ETB's FET provision.	Learning Support Coordinator not in role new date for completion Q3 2023
	QA Working Group in conjunction with Learner Supports Steering Group will work in tandem to ensure crosscutting items are actioned.	Ongoing
<p><b>Commentary and Reflections</b>  The difficulty in getting the Learner Supports Coordinator in post has delayed actions tied to that role. Once in place, it is envisaged that with the support of QA/PD/TEL etc. these actions will be prioritised.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b>  Click here to enter text.</p>		



## 3.0 Self-Evaluation, Monitoring & Review

### 3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB continues to develop its monitoring and review processes, in the context of its strategic plans and goals.	Inclusion of a Self-Evaluation, Monitoring and Review policy in the new QA Manual.	Q4 2023
Click here to enter text.	Pilot centre-based evaluation process in selected centres. Evaluate process and report findings to FET Quality Council.	Q1 2024
	Implement a process to allow centres to feed into annual quality improvement planning following a centre-based evaluation process.	Q3 2024
<p><b>Commentary and Reflections</b>            Due to staff changes and delay in developing/reviewing other procedures this area has been delayed but remains a core part of MSLETB QA vision and will be implemented and trialed over the next 12 months.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b>            Click here to enter text.</p>		

### 3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends rollout of the proposed centre-based evaluation process, initially on a pilot basis. This process should include a self-evaluation instrument to be completed by each centre manager in consultation with learners and staff. The process should result in a centre QIP, feeding into the organisation QIP.</p>	<p>Briefings with EAs in similar subject areas will be carried out in order to capture feedback at a programmatic level.</p>	<p>Feedback gathered in Q4 2022 fed back to centres in RAP reports to initiate this process. This work will continue in Q2/Q3 2023 and a review process to develop learning from the approach.</p>
<p>Click here to enter text.</p>	<p>Development of a programme revalidation process as part of the new QA Manual.</p>	<p>This process is currently being developed from experience gained in revalidation of two Apprenticeships (one currently in process) and will be completed and piloted in the next revalidation (ongoing through 2023/24)</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>		

### 3.03 Oversight, monitoring & review of relationships with external parties.

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB develop meaningful KPIs in consultation with second providers and use these as the basis for future monitoring and review of service provision by these providers.	MSLETB will conduct annual reviews of the quality of provision of its external/third parties.	The National Contracted Training framework is procured in consultation between ETBI and the OGP. The current framework commenced in March 2022 and MSLETB are working with the contractors on formulating KPIs on an ongoing basis.
The review team recommends that MSLETB strengthen its engagement with employers by formalising its existing engagement activities carried out by its Employer Engagement Team. The proposed CRM system being developed under the SEED project is likely to facilitate this process in the future.	Completion and rollout of SEED CRM project to strengthen engagement with employers	MSLETB have successfully launched SEED and rolled it out to 40 Staff in MSLETB
	Staff Training – Employer Engagement Teams and other employer facing personnel PD in Training Needs Analysis, Relationship Management, Pitching and Data Capture (SEED CRM).	Training in areas such as Data Entry, GDPR completed. Due to turnover of EE staff – full training will be completed in Q2 2023 once all staff are in place.
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		

**Link to Updated Policy & Procedures**

Click here to enter text.

## 4.0 Update on other additional QA Objectives/actions arising from internal QA planning and monitoring

**Guide:**

An update should be provided on any objectives/planned actions for the year **not already addressed in the follow-up report**.

The table is designed to assist in this process and should include headline information only.

<b>No.</b>	<b>QA Objectives</b> These should relate to objectives not already discussed in the progress report.	<b>Update on Status</b> Provide brief update on status, whether completed or in progress.	<b>Link to updated/new Policy</b>
1	Staff Recruitment, Management & Development	MSLETB received Adult Education and VET accreditation. Erasmus accreditation is a tool for education and training organisations in adult education, vocational education and training	Click here to enter text.

		<p>(VET), and school education that want to open up to cross-border exchange and cooperation.</p> <p>Accreditations are open to all organisations that want to organise mobility activities on a regular basis. Award of the Erasmus accreditation confirms that the applicant has set up an Erasmus Plan to implement high quality mobility activities as part of a wider effort to develop their organisation. Erasmus accreditation gives organisations simplified access to Key Action 1 funding every year to implement their planned mobility activities and achieve the Erasmus Plan objectives.</p>	
2	Teaching and Learning - The Learning Environment	<p>Mayo, Sligo, and Leitrim Education, and Training Board have been approved to develop a College of The Future (COTF) for the recently formed Mayo College of Further Education</p>	<p><a href="#">Click here to enter text.</a></p>

		<p>and Training. The project proposed is for a state-of-the-art further education campus built in Castlebar. It will assist in delivering a FET campus in Castlebar to expand Further Education and Training (FET) capacity and provide a whole range of full-time and part-time education. The College of the Future Major Projects Fund will support the implementation of the vision set out in the Further Education Strategy. This Fund and the proposed development in Mayo have the potential to deliver on a range of strategic objectives. Mayo College of Further Education and Training will be a vibrant, diverse, and inclusive college hosting a wide range of Further Education and Training opportunities. This announcement is a significant milestone in the</p>	
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		development of Further Education within Mayo Sligo and Leitrim ETB.	
3	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click or tap here to enter text.	Click here to enter text.	Click here to enter text.

## 5.0 Additional Themes and Case Studies (optional)

### Guide:

You are invited to provide up to 3 x **short case studies**, 1-2 pages, as part of your ETB's Follow-up Report demonstrating QA enhancements and impacts arising from the review process and implementation of the review report recommendations. **You are encouraged to reflect on and highlight areas that may be of interest to other providers and would benefit from wider dissemination.** Note: Submission of case studies are not mandatory to the follow-up report. However, please know that any submitted case studies will be published on QQI's website in full unabridged format.

### Guideline for Case Study

QQI recommends that written case studies should:

- ⇒ Be between half a page and two pages in length
- ⇒ Limited to 2-2500 words

- ⇒ Relate to a specific time- and subject-bound issue
- ⇒ Include an introduction that sets out a brief overview of contextual matters
- ⇒ Include any relevant supporting data and data analysis
- ⇒ Include links to any sources cited
- ⇒ Include a clear concluding paragraph with overview of key outcomes/learning



## Case Study Title: Literacy and Writing Skills Supports in New Generation Apprenticeships

### Introduction

With the development of the New Generation Apprenticeships there was and still is a need to support learners that have had an educational gap, a bad experience in their education or have a need for additional support. It is in this light that MSLETB decided it was important to introduce Literacy Support as an integral part of the apprenticeship programme. The specific rationale from the programme descriptor (edited) is:

- It might be the case that many of the apprentices will be commencing the Sales Apprenticeship after having been away from education for a period of time. Study skills will need to be updated - even a year or two away from the discipline of study can mean that some apprentices will need help reconnecting with how to study and learn.
- Apprentices coming straight from school are used to a particular style of learning and teaching; there is more of an emphasis on absorption and regurgitation of information in a second level setting. This sales apprenticeship programme demands more independent learning from apprentices, and many may need help and guidance in how to follow this new style of learning.
- The world of work and business is very different to second level education. Apprentices may have written extensively in studying for the leaving cert but are likely to be unfamiliar with the specific type of writing involved in working in a sales environment – for example formal and semi-formal emails, report writing.
- Literacy will be delivered as a formal learning session and will commence in induction, followed by asynchronous activities, which apprentices can do in their own time.

### Description of issue

During the development of the Advanced Certificate in Sales a need for directed learner supports was envisaged in the areas of literacy and writing skills. It was foreseen that some learners would be returning to education after a period of time or that entry would be gained due to experience in the field but not education achievement. The development team created a parallel (non-accredited) support for the learners in this area.

### Action

Each learner once enrolled on the Sales Apprenticeship gets a questionnaire regarding their education experiences and undertake a literacy assessment, which assesses areas around punctuation, reading comprehension, accuracy of writing, etc.

In addition to this each apprentice gets a one-to-one meeting with the literacy tutor where the tutor and learner can discuss any needs or issues the learner raises.

Literacy and Writing class occur once a month for one hour with the group split in half so the apprentice can attend the time that suits them there is also an optional class one hour class once per month. In addition to this, if the need arises learners can receive one-to-one tuition.

### Key Outcomes/Impacts

**With these supports in place, learner completion rates have been high, and learners have commented and responded in post review surveys that without the supports they would have struggled to complete individual modules or the programme as a whole.**

The key outcome of this is that MSLETB have been approved to develop two new apprenticeships and this concept will be part of them too.

However, it is foreseen that the effort from the learner will now be accredited at an appropriate level (5 or 6) in the area of Writing/Learning to Learn/Digital Literacy while also maintaining the optional class time and one-to-one tuition when needed. So, while the effort is accredited it is also foreseen that the gains in learner success will be maintained.

### Key Learnings

MSLETB will build on the knowledge and experience of the Sales Apprenticeship development and revalidation by incorporating this model into any New Generation Apprenticeship developed and will examine the feasibility of this model for any other award being validated.