



EXECUTIVE SELF-EVALUATION REPORT

Executive Self-Evaluation Report for Cavan and Monaghan ETB

JANUARY 9, 2018

Cavan and Monaghan Education and Training Board (CMETB), Administration Centre, Market Street,
Monaghan

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1. Introduction, Purpose and Objectives

1.1 Introduction

This document describes the Executive Self-Evaluation Report (ESER) for Cavan and Monaghan Education and Training Board (CMETB). The process of conducting this Executive Self-Evaluation was in line with QQI Statutory Core Quality Assurance and Sector Specific Quality Assurance Guidelines for the Education and Training Boards, and within nationally agreed Terms of Reference. See Appendix 1.

The Executive Self Evaluation Report has provided CMETB with an opportunity to reflect on quality management and governance at a key juncture in the evolution of the ETB and specifically to review the effectiveness of current legacy quality assurance policies and procedures in line with the aforementioned statutory guidelines.

The specifics of Further Education and Training (FET) are the focus of this report and any areas for improvement or actions identified relate to FET provision only and do not apply to associate corporate pillars of governance with respect to secondary schools or corporate affairs.

1.2 Purpose

The expressed purpose of this process is to evaluate the governance and management of quality assurance, the effectiveness of quality assurance systems within the FET service at CMETB, and to contribute to the development of an ongoing quality improvement plan. This will support the FET service of CMETB in meeting its statutory requirements for the establishment and operation of integrated quality assurance procedures, in line with the QQI Core and Sectoral QA Guidelines.

1.3 Objectives

In undertaking the process of Executive Self Evaluation, CMETB aims to meet the following five key objectives:

Objective 1 – to conduct a review of current quality management and governance and provide a baseline assessment of provision so as to contribute to, and support, continuous improvement planning and governance of quality for FET in CMETB.

Objective 2 – to identify current gaps and priorities for improvement in the context of QQI core and statutory QA guidelines.

Objective 3 – to use findings from this self-evaluation to support continuous improvement across CMETB services.

Objective 4 – to promote the improvement of quality assurance and further embed a culture of quality in CMETB.

Objective 5 – to deliver full integration of policies and procedures and a CMETB Total Quality Management Framework.

Cavan and Monaghan ETB is committed to quality assurance of all its programmes and services. This Executive Self-Evaluation process is enhancement based, and is focused on improvements to policies, structures and processes with the clear focus of advancing the quality of learning opportunities for all learners within CMETB. In addition, its offering has a workforce development focus, in line with National Skills Strategies. It is within these particular contexts that it is a quality objective of Cavan and Monaghan ETB to ensure compliance with QQI Statutory Quality Assurance Guidelines.

2. ETB Profile

2.1 CMETB Geographic Remit

Cavan and Monaghan Education and Training Board (CMETB) is the State Authority for Education & Training in the Cavan and Monaghan Region. It's unique geographical location means it can benefit from its border location but also be impacted on significantly by frontier issues, most recently the potential impacts of Brexit.

Figure 1: County Cavan

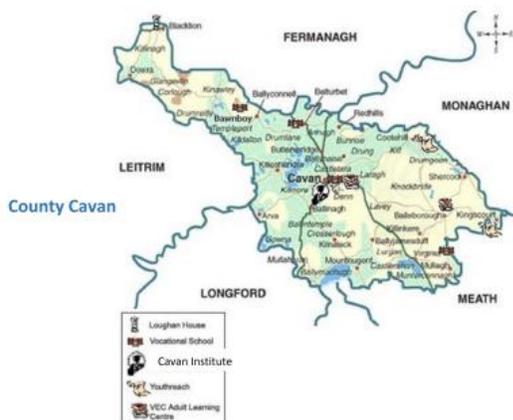


Figure 2: County Monaghan

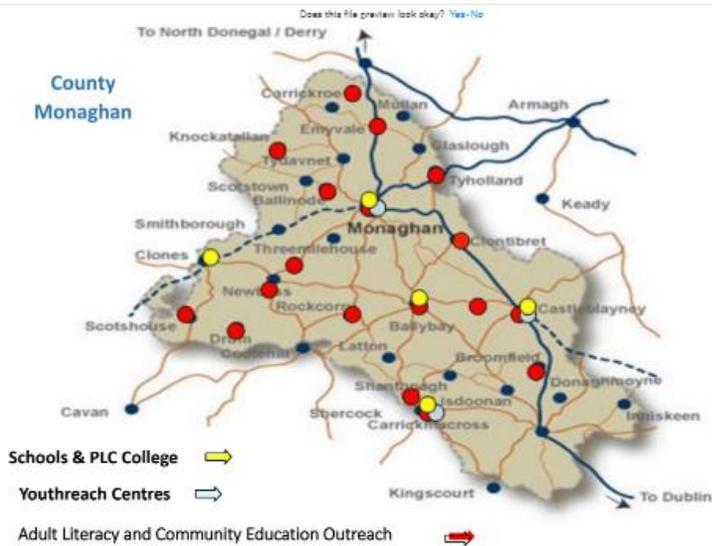
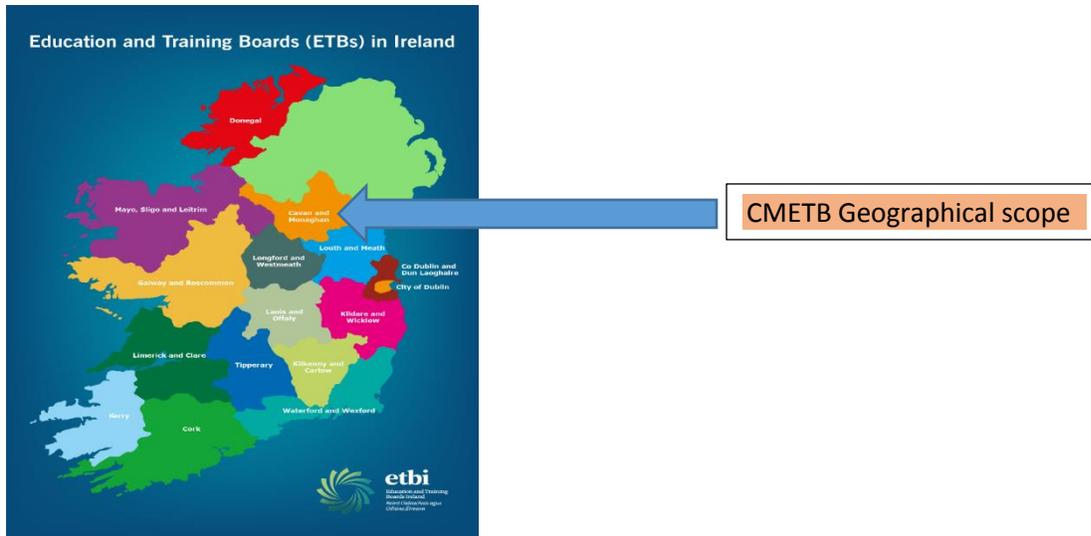


Figure 3: ETBI Map of existing ETBs

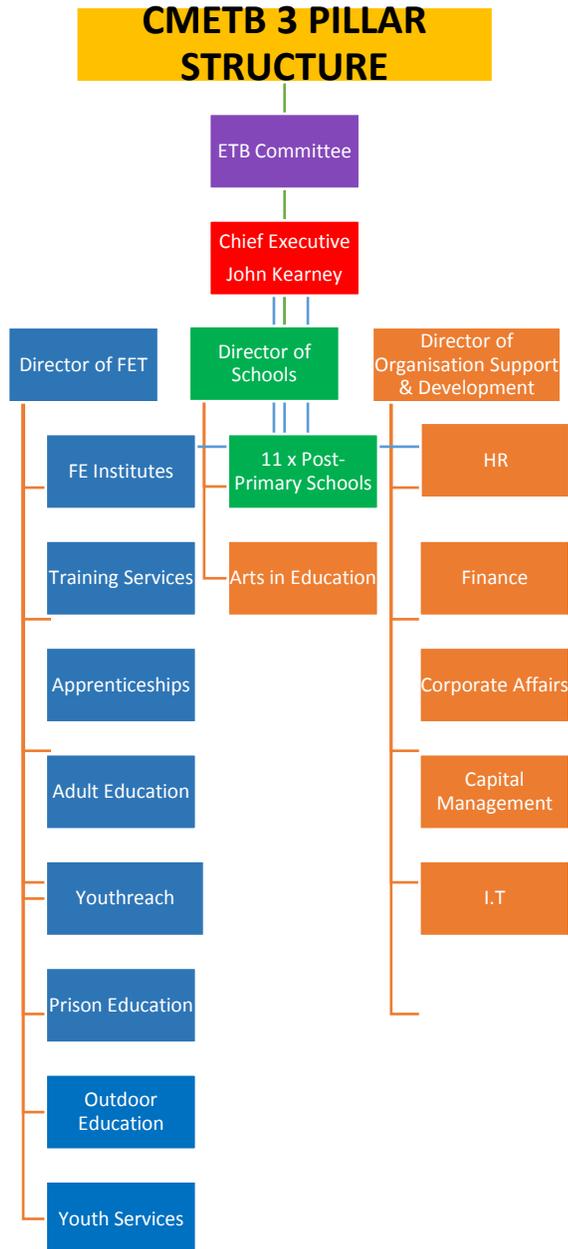


2.2 CMETB Formation and Structure

CMETB was formed in 2013 through the amalgamation of Cavan and Monaghan VECs. Relative to other ETBs, it is considered as a medium-sized ETB serving a population of approximately 133,853, and a staff of 1,300 comprising both full time and part time personnel. The educational services provided by CMETB to 12,000 students include 11 Post-Primary Schools, 2 Further Education Colleges, Adult Education, 6 Youthreach Centres, Prison Education, Arts Education, Youth Services and Outdoor Education.

CMETB has adopted a Three Pillar Structure in the delivery of its services. This is represented diagrammatically in Figure 4.

Figure 4: CMETB Three Pillar Management Structure



The Chief Executive (CE) of CMETB is ultimately responsible for the oversight of Further Education and Training and its quality assurance policies and procedures. The Director of Further Education and Training reports to the CE of CMETB and is responsible for the delivery of high quality and responsive FET provision as well as the governance and management of FET in the Cavan and Monaghan region. As part of this structure, the Director of Schools also reports to the CE of CMETB and is responsible for assisting the CE in the leadership of teaching and learning and the governance and management of 11 secondary schools in Cavan and Monaghan. The Director of Organisation Support and Development reports to the CE of CMETB and is responsible for assisting the CE in the leadership of the organisational administrative function and the governance and management of CMETB services. The CE and three Directors form the Senior Management Team (SMT) of CMETB.

Specifically in the Further Education and Training Sector, as managed by the FET Director, the following services are delivered via the following centres, as detailed below:

Further Education (PLC) Colleges: There are two FE Colleges, Cavan Institute and Monaghan Institute. Awards are delivered at QQI Levels 5 and 6. The Vocational Training Opportunities Scheme (VTOS) operates in dispersed mode from both FE Colleges. Both PLC's have a provision of 40 VTOS vacancies to fill. The VTOS grant is awarded by application, informal interview and shortlisting.

Youthreach Centres: There are six Youthreach centres in CMETB. These centres provide second chance education for early school leavers. Awards are delivered at QQI Level 2 to Level 4.

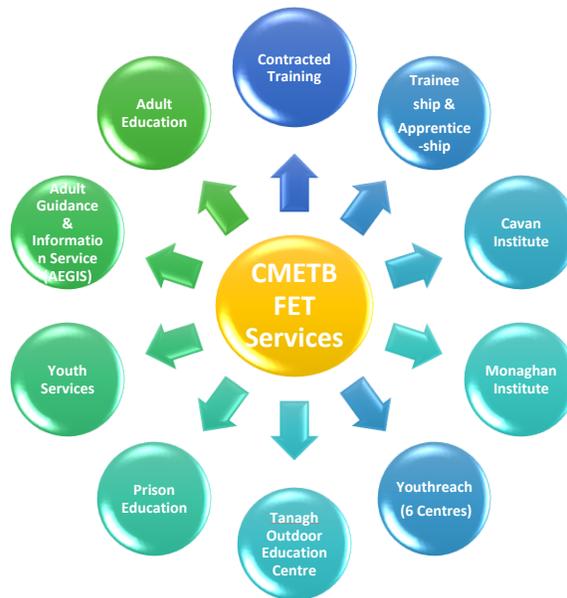
Adult and Community Education Centres: Throughout Cavan and Monaghan a range of programmes are delivered in various centres. Programmes range from Level 1 to 6 and are funded through a variety of schemes, for example:

- Literacy
- Community Education
- Back to Education Initiative (BTEI)
- Skills for Work
- ITABE
- DEIS

Prison Education: Loughan House is an Open Prison located in Blacklion, West Cavan and through the education centre there, learners are offered programmes from Level 1 to Level 4.

All apprenticeship training for the Cavan and Monaghan region was heretofore delivered through the Regional Skills Training Centre in Dundalk (now part of LMETB). The apprenticeship training budget and all associated activity related to apprenticeship training for the CMETB region was transferred from LMETB to CMETB in September 2015.

Figure 5: CMETB FET Provision



As a result of integration, the following legacy QA agreements are in place with QQI since 2006.

1. FETAC QA Agreement – Cavan Institute
2. FETAC QA Agreement – Cavan Adult Education Services including Cavan-Based Youthreach
3. FETAC QA Agreement – Monaghan Institute and Monaghan Adult Education & Monaghan-based Youthreach Services (combined)

Loughan House also falls under agreement 2 above.

Other QA systems/agreements in effect:

- Training Services – Transitional Quality Assurance System transferred from LMETB Regional Skills Training Centre, Dundalk in September 2015
- Youthreach Quality Framework
- QA Systems of the above with non-QQI Awarding Bodies

2.3 Overview of Programme Delivery

The various individual CMETB QA Agreement(s) with QQI provided for 302 validated programmes in 2017 (285 of which lead to major awards and 17 that lead to minor awards). Learner numbers entered for 2017 are 4,194 (which is an increase on the 2016 total of 3,997) 1,161 of which are for major awards and (represents an increase from 1,040 in 2016) and 2,905 for non-majors (2,803 in 2016). This detail has been updated from information shared at IQDM meeting to reflect final 2017 figures.

Over 90% of CMETB's 3,843 certifications in 2016 came from the 3 Adult Education Centres, 2 FE Colleges, and 1 ETB Literacy Service with the remainder coming from the CMETB Training Services, 6 Youthreach Centres and Prison Education Centre.

Table 1 - Certification by Centre Type, 2016 and 2017

Centre	# Centres	# Certs 2016	# Certs 2017
ETB Adult Education Centre	3	1552	1520
ETB Further Education College	2	1448	1422
ETB Literacy Service	1	511	664
ETB Prison Education Centre	1	43	25
ETB Training Centre	1	200	323
ETB Youth Reach Centre	6	89	112
	14	3843	4066

The top 10 compound major awards in 2016 and 2017 were:

Table 2 – Top 10 Compound Awards 2016 and 2017

Award Awarded		2016	2017
● 5M2009	Early Childhood Care and Education	84	57
● 5M4339	Healthcare Support	78	
● 5M4349	Nursing Studies	74	66
● 5M3782	Health Service Skills	66	103
● 6M2007	Early Childhood Care and Education	42	
● 6M5147	Sports, Recreation and Exercise	37	39
● 5M2181	Applied Social Studies	36	
● 5M4468	Community Health Services	33	40
● 5M3471	Beauty Therapy	30	36
● 5M3807	Laboratory Techniques	29	
● P2GLO	General Learning		44
● 4M0855	Information & Communications Technology		37
● 5M2768	Animal Care		35
● 5M2468	Business Administration		34

Note: The number of course instances by career cluster above is taken from QQI print outs.

Notably, four new programmes have made the Top 10 in 2017. These are - Health Service Skills and Community Health Services, responding to the needs of an ageing rural population; Animal Care reflecting the agricultural base of much of the employment in the area and Business and Information Technology Skills which has seen a resurgence as the economy recovers from the economic down turn.

This illustrates CMETB’s ability to react to changing market demands and deliver in line with the requirements of the demographic of the border region.

With respect to completed programmes, grade distribution for Cavan and Monaghan ETB in 2017 is broadly in line with National Averages demonstrating consistent conformance to National Standards.

Table 3 - Grade Distribution Comparison CMETB versus ETB Average Nationally, 2017

Provider	Level	Dist %	Merit %	Pass %	Unsucc %
ETB National	4	58%	27.30%	13.20%	1.50%
CMETB	4	58%	27.20%	12.60%	2.20%
ETB National	5	49.80%	24.10%	16.40%	9.60%
CMETB	5	43.10%	24.90%	16.80%	15.20%
ETB National	6	44.40%	27.90%	18.40%	9.30%
CMETB	6	41.70%	27.30%	20.60%	10.40%

Table 4 - Non QQI Awards by Service 2016 & 2017

Monaghan Institute – Detail of Non QQI Awards

<i>Non QQI Awards offered</i>						
<i>Centre including Centre Code</i>	<i>Award Title</i>	<i>Number of programmes leading to this award</i>	<i>Awarding Body Name</i>	<i>NFQ Level</i>	<i>Student Numbers 15/16</i>	<i>Student Numbers 16/17</i>
Monaghan Institute	<i>Irish Pharmacy Union (IPU) Medicines Counter Assistant (MCA)</i>	1	<i>Irish Pharmacy Union (IPU)</i>		10	7
	<i>CompTIA A+ Certified IT Technician</i>	1			3	2
	<i>ITEC Diploma in Personal Training</i>	1	<i>ITEC</i>	<i>Level 5</i>	2	0
	<i>ITEC Diploma in Fitness Instructing</i>	1	<i>ITEC</i>	<i>Level 4</i>	12	13
	<i>City & Guilds Diploma in Hairdressing</i>	1	<i>City and Guilds</i>	<i>Level 4</i>	14	12
	<i>State Examinations Commission - Senior Trades Hairdressing</i>		<i>State Examinations Commission - Senior Trade</i>	<i>Level 6 (estimate)</i>	12	10
	<i>State Examinations Commission - Junior Trades Hairdressing</i>		<i>State Examinations Commission - Junior Trade</i>	<i>Level 5 (estimate)</i>	18	12
	<i>Ready to Fly - International Academy of Travel (IAOT)</i>		<i>IAOT</i>		8	9
	<i>ITEC Diploma in Beauty Specialists</i>		<i>ITEC</i>	<i>Level 4</i>	22	16
	<i>ITEC Diploma in Body Treatments</i>		<i>ITEC</i>	<i>Level 5</i>	22	16

<i>Centre including Centre Code</i>	<i>Award Title</i>	<i>Number of programmes leading to this award</i>	<i>Awarding Body Name</i>	<i>NFQ Level</i>	<i>Student Numbers 15/16</i>	<i>Student Numbers 16/17</i>
<i>Monaghan Institute contd...</i>	<i>ITEC Diploma in Facial Electrical Treatments & Epilation</i>		<i>ITEC</i>	<i>Level 5</i>	<i>18</i>	<i>14</i>
	<i>City & Guilds Diploma in Engineering</i>		<i>City and Guilds</i>	<i>Level 4</i>	<i>10</i>	<i>16</i>
	<i>Bachelor Business (Hons)</i>	<i>1</i>	<i>Dundalk Institute of Technology</i>	<i>Level 8</i>	<i>16</i>	<i>15</i>
	<i>FAI Kickstart</i>	<i>1</i>	<i>FAI</i>		<i>14</i>	<i>15</i>
	<i>GAA Foundation Level 1</i>	<i>1</i>	<i>GAA</i>		<i>14</i>	<i>15</i>

Cavan Institute – Detail of Non QQI Awards

<i>Centre including Centre Code</i>	<i>Award Title</i>	<i>Number of programmes leading to this award</i>	<i>Awarding Body Name</i>	<i>NFQ Level</i>	<i>Student Numbers 16/17</i>
<i>Cavan Institute - 76087R</i>	<i>Diploma for Accounting Technicians</i>	<i>1</i>	<i>Institute of Accounting Technicians of Ireland</i>	<i>6</i>	<i>12</i>
	<i>City and Guilds Level 3 VRQ Diploma In Women's Hairdressing</i>	<i>1</i>	<i>City and Guilds</i>	<i>5</i>	<i>15</i>
	<i>Department of Education and Skills Senior Trades Certificate</i>	<i>1</i>	<i>Department of Education and Skills</i>	<i>5</i>	<i>0</i>
	<i>Diploma in Anatomy and Physiology</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>0</i>
	<i>Diploma in Aromatherapy</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>0</i>

Centre including Centre Code	Award Title	Number of programmes leading to this award	Awarding Body Name	NFQ Level	Student Numbers 16/17
<i>Cavan Institute contd...</i>	<i>Diploma in Holistic Massage</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>0</i>
	<i>Diploma in Indian Head Massage</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>51</i>
	<i>Diploma in Reflexology</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>51</i>
	<i>Certificate in Fitness Instructing (Gym-based Exercise)</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>4</i>	<i>19</i>
	<i>Diploma for Beauty Specialists (International)</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>4</i>	<i>19</i>
	<i>City and Guilds VRQ 3002 Level 2 in Women's and Men's Hairdressing</i>	<i>2</i>	<i>City and Guilds</i>	<i>5</i>	<i>42</i>
	<i>Department of Education and Skills Junior Trades Certificate</i>	<i>1</i>	<i>Department of Education and Skills</i>	<i>4</i>	<i>42</i>
	<i>Award in Taping and Strapping for Sport and Active Leisure</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>23</i>
	<i>Certificate in Fashion and Photographic Make Up</i>	<i>1</i>	<i>International Therapy Examination Council</i>		<i>11</i>
	<i>Diploma in Beauty Therapy</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>25</i>
	<i>Diploma in Body Treatments (International)</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>11</i>

<i>Centre including Centre Code</i>	<i>Award Title</i>	<i>Number of programmes leading to this award</i>	<i>Awarding Body Name</i>	<i>NFQ Level</i>	<i>Student Numbers 16/17</i>
<i>Cavan Institute contd...</i>	<i>Diploma in Epilation (International)</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>7</i>
	<i>Diploma in Facial Electrical Treatments (International)</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>20</i>
	<i>Diploma in Fashion, Theatre and Media Make-up</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>0</i>
	<i>Diploma in Nail Technology</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>20</i>
	<i>Diploma in Personal Training (Gym-Based Exercise)</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>35</i>
	<i>Diploma in Sports Therapy Equipment</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>20</i>
	<i>Microsoft Technical Associate Networking Fundamentals</i>	<i>1</i>	<i>Microsoft</i>	<i>5</i>	<i>48</i>
	<i>Oracle Java Foundations Certified Junior Associate</i>	<i>1</i>	<i>Oracle</i>	<i>5</i>	<i>48</i>
	<i>BA in Applied Social Studies in Social Care</i>	<i>1</i>	<i>Athlone Institute of Technology</i>	<i>7</i>	<i>48</i>
	<i>Higher Certificate in Business Studies</i>	<i>1</i>	<i>Athlone Institute of Technology</i>	<i>6</i>	<i>40</i>

<i>Centre including Centre Code</i>	<i>Award Title</i>	<i>Number of programmes leading to this award</i>	<i>Awarding Body Name</i>	<i>NFQ Level</i>	<i>Student Numbers 16/17</i>
<i>Cavan Institute contd...</i>	<i>CIDESCO - Comite International d'Esthetique et de Cosmetologie</i>	<i>1</i>	<i>CIDESCO - Comite International d'Esthetique et de Cosmetologie</i>	<i>6</i>	<i>40</i>
	<i>BTEC/Edexcel Higher National Certificate (HNC) in Music Production</i>	<i>1</i>	<i>EDEXCEL</i>	<i>5</i>	<i>11</i>
	<i>BTEC/Edexcel Higher National Diploma (HND) in Animal Care</i>	<i>1</i>	<i>EDEXCEL</i>	<i>6</i>	<i>11</i>
	<i>BTEC/Edexcel Higher National Diploma (HND) in Health and Social Care</i>	<i>1</i>	<i>EDEXCEL</i>	<i>6</i>	<i>40</i>
	<i>BTEC/Edexcel Higher National Diploma (HND) in Music Production</i>	<i>1</i>	<i>EDEXCEL</i>	<i>6</i>	<i>13</i>
	<i>Certificate in Sports Massage Therapy</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>6</i>	<i>11</i>
	<i>Diploma Sports Massage Therapy</i>	<i>1</i>	<i>International Therapy Examination Council</i>	<i>5</i>	<i>16</i>
	<i>BSc in Computing</i>	<i>1</i>	<i>Letterkenny Institute of Technology</i>	<i>7</i>	<i>16</i>
	<i>Certificate for Accounting Technicians</i>	<i>1</i>	<i>Institute of Accounting Technicians of Ireland</i>	<i>6</i>	<i>0</i>
	<i>FAI Kickstart</i>	<i>1</i>	<i>FAI</i>		<i>16</i>
	<i>GAA Foundation course level 1</i>	<i>1</i>	<i>GAA</i>		<i>16</i>
	<i>Diploma in International Travel Industry Studies</i>	<i>1</i>	<i>International Academy of Travel</i>	<i>3</i>	<i>31</i>
	<i>RLSA Pool Lifeguard</i>	<i>1</i>	<i>RLSA</i>		<i>15</i>

Note: It is important to note that some learners may be doing different modules or dual certification. Caution is exercised in not counting learners twice.

CMETB Contracted Training Services – Detail of Non QQI Awards

<i>Centre including Centre Code</i>	<i>Award Title</i>	<i>Number of programmes leading to this award</i>	<i>Awarding Body Name</i>	<i>NFQ Level</i>	<i>Student Numbers 16/17</i>
CMETB Contracted Training Services – 38771Q	<i>C&G Level 3 Engineering (Unit Route)</i>		<i>City & Guilds</i>	<i>5</i>	<i>78</i>
	<i>C&G ITQ Level 1 for IT users</i>	<i>1</i>	<i>City & Guilds</i>	<i>3</i>	<i>32</i>
	<i>C&G Level 3 in ICT Systems and Principles</i>	<i>1</i>	<i>City & Guilds</i>	<i>5</i>	<i>12</i>
	<i>C&G Level 3 Diploma in Social Media for Business</i>	<i>1</i>	<i>City & Guilds</i>	<i>5</i>	<i>12</i>
	<i>C&G Introductory Award in Employability Skills</i>	<i>0</i>	<i>City & Guilds</i>		<i>0</i>

The above table outlines the non QQI Awards approved under CMETB Training Services Quality Assurance.

Contractors tender for a variety of programmes under their own QA such as HGV, Dry Lining, BHSAI (Equestrian), Barista etc.

In addition, Adult Education Services are a registered centre for the delivery of ICS programmes including ECDL and Equalskills

CMETB takes a flexible approach to Education and Training provision reflecting the needs of a broad learner profile. Full time and part time provision are summarized in the tables below:

Table 5 – Part Time Provision - No of Beneficiaries QQI Awards

*(Based on 2017 figures using FARR, only accounts for courses started **after** 1st January 2017. FARR count differs by centre approach as some delivery is module by module based, therefore, learners are accounted for by each module they complete as opposed to each target award they complete.)*

PART TIME PROVISION – COHORT DETAIL	NO. of BENEFICIARIES	
BTEI Groups	832 – Cavan	1661 – Monaghan
Community Education	911 – Cavan	1135 - Monaghan
Adult Literacy	1290 – Cavan	992 - Monaghan
ESOL	272 – Cavan	360 - Monaghan
ITABE	8 – Cavan *	41 - Monaghan
Skills for Work	144 – Cavan	89 - Monaghan
Voluntary Literacy Tuition	8 – Cavan	0 - Monaghan
Refugee Resettlement In Adult Literacy	0 – Cavan	20 - Monaghan
FET Co-operation hours	130 – Cavan	194 - Monaghan

Table 6 – Full Time Provision - No of Beneficiaries QQI Awards

*(Based on 2017 figures using FARR, only accounts for courses started **after** 1st January 2017)*

FULL TIME PROVISION – COHORT DETAILS	NO of BENEFICIARIES	
PLC	1235 – Cavan	362 - Monaghan
Apprenticeships (Phase 2 at Local level)	28 – Cavan	14 - Monaghan
Specific Skills Training (Training Services)	208 – Cavan	104 - Monaghan
Specialist Training Providers (Training Services)	29 – Cavan	22 - Monaghan
Traineeships (Training Services)	37 – Cavan	48 - Monaghan
VTOS (Dispersed in PLC college)	40 – Cavan	40 - Monaghan
Youth Reach	105 – Cavan	80 - Monaghan
Local Training Initiatives (Training Services)	30– Cavan	41 - Monaghan

2.4 Support services underpinning CMETB Delivery

Reinforcing the aforementioned provision are a number of key support services. These include:

FET Planning Integration and Co-ordination

The role of the working group involves inter alia supporting the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement by exchanging ideas, identifying projects and removing duplication of services. FET Planning Integration and Co-ordination takes account of the decline in unemployment and maintains a focus on key areas related to the long-term unemployed, those experiencing

low work intensity or limited working hours resulting in low pay and the barriers to employment experienced by these cohorts. The working group allows CMETB to plan and envisage demand for its services.

Workforce Development Committee

The role of the working group involves supporting the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement by implementing the SOLAS Workforce Development Framework and identifying and prioritising local, regional and national skills needs. The objective of the working group is to develop and strengthen industry linkages in a structured manner. This is achieved by providing and promoting employee upskilling through a variety of training which is suitable to the employer and employee needs alike. It is an effective forum for the exchange of ideas, information and best practice.

Teaching Learning & Assessment

The role of the working group is to support the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement by working to develop policies and enhance practices in teaching, learning and assessment in CMETB and raising awareness of quality FET provision in CMETB.

Quality Assurance, Active Inclusion and Reporting

The role of the working group entails supporting the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement by working to develop policies and enhance practices in QA, active inclusion and reporting.

AEGIS

Adult Education Guidance and Information Services provides a comprehensive, professional quality guidance and information service to the adult learner. This is a free and confidential professional service available locally. It offers Individual support tailored to the needs of the beneficiary.

- One to one sessions with a guidance counsellor by appointment
- Access to local and national information on colleges, further and higher education, training courses and careers
- Advice on funding opportunities
- Access to a network of training, welfare and personal support organisations

FARR

The Funding Allocations Requests and Reporting system (FARR) was used to capture planning data for 2017 and reporting data for 2016, to support the planning and funding process. The FARR system, which is now integrated with the Programme and Learner Support System (PLSS), facilitated the capture of quantitative data by the Education and Training Boards (ETBs) to support their 2017 Funding Allocations Requests. This enhanced data management repository is a very important source of current statistical information to inform decision-making.

PLSS

The Programme Learner Support System, known as the PLSS, is a national joint initiative between SOLAS and ETBI. It is a live database of Cavan and Monaghan ETB courses, which are visible on www.fetchcourses.ie and can be accessed by Department of Social Protection staff, who can then refer individuals to CMETB courses.

This system facilitates the rollout of FET Management Information Systems to support the planning of education and training delivery across CMETB. In addition, it facilitates the analysis of inputs, outputs and outcomes as well as supporting the compilation of learner profiling data for reporting purposes.

2.5 CMETB FET Strategic Framework Background & Legislative Context

Cavan and Monaghan ETB (formerly Co Cavan VEC and Co Monaghan VEC) is a local statutory, education and training authority established under the Education and Training Boards Act 2013. The Board's headquarters are in Monaghan town with a sub-office in Cavan town.

Cavan and Monaghan Education and Training Board is made up of 21 Board Members comprised of elected public representatives, parent representatives, staff representatives and community representatives. Staff and parent representatives are elected in accordance with the Education and Training Boards Act 2013.

The general functions of an Education and Training Board, stated under the **Education and Training Boards Act 2013**, are to:

- a) establish and maintain recognised schools, centres for education and education or training facilities in its functional area,
- b) when directed to do so by the Minister:
 - i. establish and maintain recognised schools in its functional area,
 - ii. establish and maintain centres for education in its functional area, maintain centres for education or recognised schools in its functional area, and
 - iii. establish, maintain or resource education or training facilities in its functional area,
- c) plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in:
 - i. recognised schools or centres for education maintained by it,
 - ii. education or training facilities maintained or resourced by it,
 - iii. children detention schools,
 - iv. prisons, and
 - v. facilities maintained by other public service bodies,
- d) enter into arrangements with, and provide support services to, education or training providers,
- e) establish scholarships,

- f) adopt a strategy statement,
- g) adopt an annual service plan,
- h) cooperate with any body nominated to carry out internal audit functions,
- i) provide education and training at the request of, and on behalf of, any body which funds training out of money provided to that body by the Oireachtas,
- j) support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support, and
- k) assess whether the manner in which it performs its functions is economical, efficient and effective.

2.6 CMETB Mission, Vision, Purpose, Strategic Priorities and Values

The **Mission** of CMETB is to provide quality education and training for young people and adults through a professional, inclusive and innovative approach.

Its **Vision** is to lead and deliver excellence in education and training for all.

The expressed **Purpose** of CMETB is to provide relevant and leading edge further education and training opportunities that address the needs of all stakeholders including learners, employers, community and national policy.

Within FET provision at CMETB, the **Strategic Priorities** of CMETB mirror those of the National FET Strategy:

1. Raise the standing of FET by ensuring the recognition of FET as a valued learning path.
2. Skills for the economy developed to address current and future needs of learners, jobseekers, employers and employees and thereby contribute to national economic development.
3. Integrated planning and funding to ensure that CMETB FET provision is planned and implemented on the basis of objective analysis of need and demand.
4. CMETB FET provision will support the inclusion of people of all abilities, with special reference to literacy and numeracy
5. CMETB services provide high quality education and training programmes that meet national and international quality standards.

The CMETB **Core Values** are represented in the diagram below.

Figure 6.
CMETB Core Values



Progressive - CMETB aims to be progressive in all of our activities, to be at the forefront of education and training provision in Ireland.

Professional - CMETB aims to be professional at all times by adhering to the principles of good corporate governance.

Learner-Centred - CMETB aims to place the learner at the centre of everything we do.

Community - CMETB aims to provide services which enhance the community it serves.

Diversity - CMETB aims to promote equality and diversity by encouraging inclusivity in all services.

Quality - CMETB aims to ensure quality by delivering organisational and service excellence and renewal through a process of continuous improvement.

The Consultation Process entered into in devising the strategy is detailed in Appendix 3

In summary, a FET strategy in line with national strategy, aligned with the overall strategy of the ETB has been developed and published by CMETB.

Extensive internal and external consultation contributed to that strategy.

There has been a deliberate design of the governance system to support the pillars of the strategy, which supports the translation of strategy into action. This provides a framework for ongoing good governance at CMETB.

KEY RESULT AREAS

- Continue to monitor that the CMETB FET strategy is in line with national strategy and reflects the overall strategy of CMETB
- Continue a process of extensive internal and external consultation with regard to the development of ongoing strategy

3. Executive Self-Evaluation Process

The Terms of Reference for the Executive Self-Evaluation (ESE) process was agreed nationally between the FET Directors and QQI. A project lead for the ESE process was assigned within CMETB to co-ordinate the process. Dr. Trish O'Brien was identified to work with the project lead and FET management team in advising and facilitating the process in the area of QA Governance and Management. The feedback and recommendations from this intervention form the basis of much of the ongoing review and realignment of CMETB's governance structures and will be referenced in this report.

The team presenting at the IQDM with QQI on the 7th December 2017 considered the option of employing further assistance from an external consultant but this was discounted as the team felt internal ownership of the process and the resulting actions of the ESER would be key to its success on an ongoing basis.

The process of ESE was outlined to the FET QA team at a meeting on the 7th November 2017. In addition, the level of detail required and preferred approach was outlined to all attendees at the IQDM Meeting held between QQI and CMETB on the 7th December at the Monaghan Institute site. The Project Lead also attended an information session in ETBI on the 9th November 2017 regarding the development of the ESE Report. A small cross functional working group then developed the ESE in line with standardized guidelines.

The completed Executive Self Evaluation Submission now comprises of two documents:

1. CMETB Executive Self Evaluation Report
2. CMETB Quality Improvement

This will form the basis of ongoing Special Purpose Dialogue Meetings with QQI as well as informing the Re-engagement Process.

4. Governance, Planning and Management of Quality

4.1. Further Education and Training (FET) Management Team

In an overall FET context, the FET management team consists of the Director of FET, and two representatives from each of the FE colleges, the Training-Services Manager and Assistant Manager, Adult Education Officer, Youthreach representatives and Director of QA. They meet approx. 3 times per annum to review the implementation of strategy and operational issues including Quality Assurance.

4.2 Service-level Roles and Governance Structures in FET at CMETB

The roles and teams that are responsible for the governance of quality at service-level varies across the services. The heads of each service report directly to the FET Director, and are supported at ETB level in their delivery of FET programmes by individuals with dedicated responsibility for quality within their service and the QA team.

4.2.1 Further Education in the two CMETB FE Colleges

Centre-level responsibility for quality resides with the Director, supported by the deputy Director(s). Further Education Colleges deliver QQI awards, as well as awards from other certification bodies. CMETB level oversight of QQI delivery is managed through a newly introduced system of review of certification rates as reported by the QA team to the QA, Active Inclusion and Reporting Management Group. Currently oversight for non-QQI awards resides at centre level.

4.2.2 Training Centre

The CMETB Training Centre is run by the Training Services Manager, supported by an Assistant Manager. Day-to day responsibility for assessments and monitoring lies with the Quality Assurance Officer supported by the Training Standards Officer (TSO). Training Centres deliver courses leading to QQI certification, as well as delivering courses leading to non-QQI certification. All contracted trainers who deliver courses for the Training Centre do so under the Transitional Quality Assurance System (TQAS), and contracted trainer delivery is monitored on a monthly basis at Training Services meetings. All results are submitted to QQI through the Training Centre, following the process of Internal Verification, External Authentication and Results Approval. Oversight for all certification currently resides at training centre level.

4.2.3 Adult Education

Each of the Adult Education Services (AES) is led by an Adult Education Officer. The AEO is supported by area coordinators. These include Adult Literacy Organisers, and Community Education Facilitators who have responsibility for the day to day management of the scheme. Part-time BTEI provision and Skills for Work programmes are managed by the Adult Literacy Organiser and Community Education Facilitator. Other programmes, e.g. Peace Projects, PEIL and ESOL—are managed by programme coordinators who have responsibility for the day-to-day running of the courses which are delivered by the adult education teaching team. The AES delivers certified courses (mostly leading to QQI awards), as well as uncertified courses. Non-QQI courses such as Equalskills and ECDL are delivered by Adult Education. Currently oversight of programmes resides at service level.

4.2.4 Youthreach

The FET Director has overall responsibility for the 6 Youthreach centres in the CMETB. Each Youthreach Centre is managed by a Youthreach Coordinator who has the day-to-day responsibility for the programme. Youthreach centres currently only deliver courses leading to QQI certification. CMETB level oversight of QQI delivery is managed through a review of certification rates. Currently oversight of programmes resides at centre level.

4.2.5 General

All FET centre/service managers report directly to the FET Director. They are supported in managing the quality of education and training by the CMETB Quality Team. In most centres, a named person will have responsibility for managing assessments (entering learners into QBS, organising IV, EA etc.). The title of this person varies. In Cavan Institute for example it is a Deputy Director. In Training Services it is the TSO.

All centres delivering QQI assessments operate Internal Verification (IV) and External Authentication (EA) processes, and have Results Approval Panels (RAPs) which review the results of the aforementioned processes. Furthermore, these committees address any quality assurance issues which may have arisen in the course of the delivery and assessment process. IV, EA and RAP guidelines currently in use originated from FESS templates but have been localized for use by Further Education, Adult Education and Youthreach services. The relatively new Training Centre at CMETB and their contracted trainers use the documentation developed for the TQAS.

All EA and some RAP reports for QQI certification are sent to the QA Team, who review the findings centrally and use them to inform new or revised processes.

Essentially, Quality Assurance takes place at a number of levels within CMETB. A number of key clarifications are detailed as follows:

Centre Level Quality Management Approach

Quality Assurance of Teaching and Learning is managed at Centre level. This includes communications, teaching, assessment briefs, marking of learner evidence, feedback to learners, portfolio development and submission etc.

Learner recruitment, selection, induction, assessments, QBS entry, Internal Verification, External Authentication, Results Approval Panel, staff development and CPD, self-evaluation takes place at centre level also.

Cross Centre Quality Assurance

Programme Proposal and Approval, Appeals, CPD schedule, Self-evaluation process, monitoring and reporting and continuous improvement are becoming increasingly centralised in CMETB.

KEY RESULT AREAS

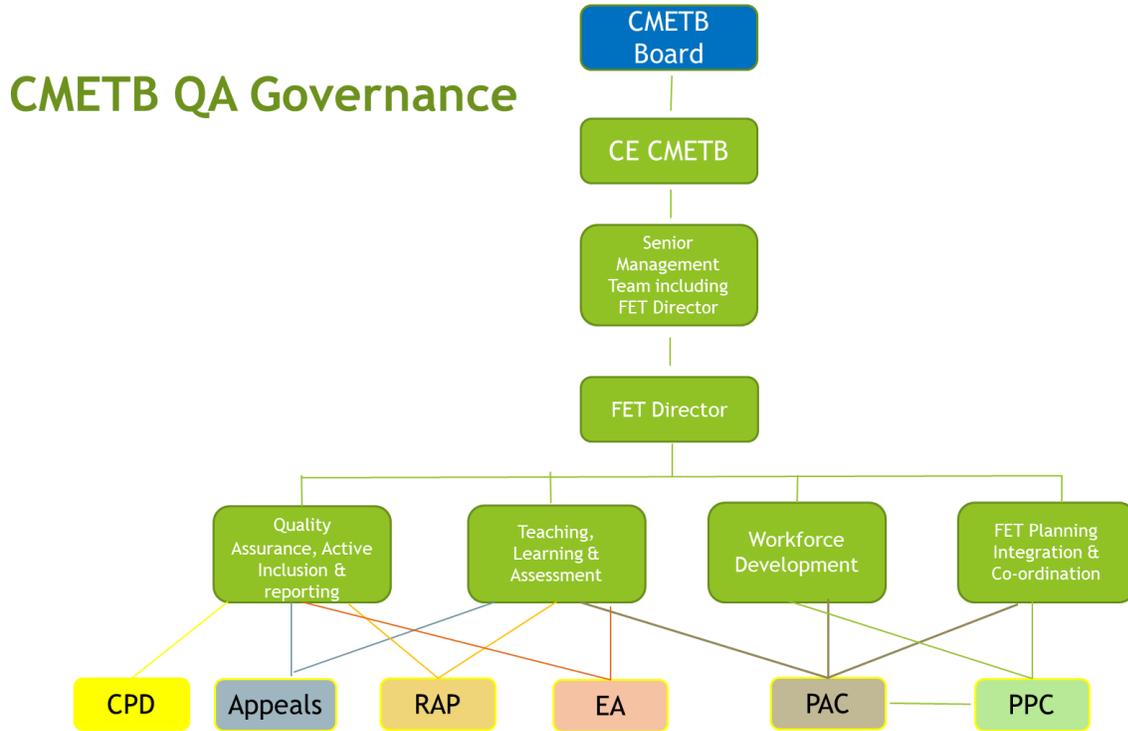
- Streamline the management of Quality Assurance over time
- Commence the integration of policies and procedures on a policy by policy basis across the services
- Ensure all non QQI certification being delivered in FET centres is mapped into the CMETB Total Quality Assurance Framework
- Develop integrated procedures for ETB level oversight, including non QQI certification

4.3 Evaluation of Governance Structures

In CMETB, the governance and oversight structures with respect to the quality assurance of FET programmes have been in operation since the original QA agreements were entered into with FETAC in 2006. Under these agreements, greater governance responsibility for ensuring the implementation of these policies rested at centre level. However, with the publication of the Core and Sectoral QA Guidelines, it has become apparent that while significant progress has been made, more work needs to be done to transition a “multi-layered” FET system of governance so that “quality and its assurance is monitored in a consistent way within and across the various constituent divisions or institutions of an ETB” i.e. a system which links centre-level systems more clearly with ETB-level governance structures, a structure that takes account of the overall corporate responsibility of the Chief Executive, and procedures which ensure that policy development is aligned to the CMETB strategy.

The system of governance currently employed by CMETB is represented by the diagram below:

Figure 6 – CMETB Quality Assurance and Governance Structure



The CE has executive responsibility for CMETB and is accountable to/reports to the Board, details of which have been provided earlier in the document. The CE manages the Three Pillar Structure of which the Director of FET manages the FET offering of the CMETB. The Director of FET reports to the CE as part of the Senior Management team. The Director of FET uses four key committees, (implementation groups) comprising of representatives from across the services to drive an integrated agenda of work for FET at Cavan and Monaghan ETB

These are the

- Teaching, Learning and Assessment
- Workforce Development
- FET Planning Integration and Co-ordination
- Quality Assurance, Active Inclusion and Reporting



Diagram 1

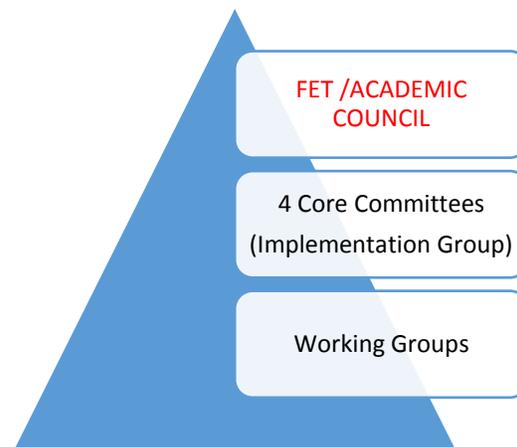


Diagram 2

The Senior Management Team meets weekly. This comprises the CE and the three heads of pillars referred to above – the FET Director, the Director of (Secondary) Schools and Director of Organisation Support and Development.

The next level of management is the core implementation groups who meet on a quarterly basis. Feeding into, and out of these are working groups. The table below shows the interactions of the Implementation and working groups currently.

Table 7 – Summary of CMETB Working Groups

Working Groups	QA, Active Inclusion & Reporting	Teaching, Learning & Assessment	Workforce development	FET Planning, Integration & Co-ordination
Sub Groups				
CPD	X			
Appeals	X	X		
RAP	X	X		
EA	X	X		
PAC		X	X	
PPC				X

The current CMETB QA Management Team evolved from the Training Standards Officer role integrated with a newly developed role of Director of QA with the aim of addressing the requirements of the new Core and Sectoral QA Guidelines over time. The CMETB Strategy already includes as one of its actions “to ensure good governance and financial management across all FET Services and Centres.” An associated action will be the review of governance structures in order to deliver this action in line with Core and Sector guidelines.

Consultation with Dr. Trish O'Brien highlighted the opportunity to ensure clearer demarcation between Steering /Management Groups, Implementation Groups and Working Groups. The current structure could be further reviewed to make this separation of responsibility more pronounced as per diagram 2. This proposed new structure will allow for clearer alignment of management hierarchy, oversight and separation of responsibility as well as clearer lines of reporting and decision-making.

Areas identified for improvement from the QA Governance review are as follows:

- The QA Guidelines (particularly the sector-specific guidelines) set out an expectation that a multi-layered governance structure will be in place with centre and ETB governance interconnecting. To provide an overall view of what is happening across centres, CMETB will consider a governance unit with *oversight* at ETB level which has decision-making authority and recommendation authority on key areas. (This might take the form of an Academic Council or FET Council, to take into consideration the vocational as well as academic nature of the responsibilities of this group.) Currently, the oversight function is being fulfilled largely by the Director of FET. This is appropriate in terms of management roles, but the oversight unit of the governance system is something different. It should be established as a collective holding the executive (staff) to account for the implementation of the agreed QA policies and procedures and in doing so, seeing themes and trends and opportunities for improvement. The oversight unit of governance would keep the CE abreast of developments, through the FET Director, and through the availability of meeting minutes and formal annual reports on activities.
- Whilst an oversight unit of governance requires consideration, the Governance and Quality Management review showed that CMETB “has quite a developed series of governance units that are reporting into the FET Director”. This is considered positive on a number of levels and provides “a very sound building block for further development”.

The review of current governance and quality management also suggests a need for separation of responsibility for developing and approving documentation to be satisfied. These existing sub units of governance in the form of the working groups could be re-orientated and possibly reconfigured to make decisions and to make recommendations to the oversight unit of governance. The introduction of an oversight unit of governance places significant breadth of responsibility on that unit of governance and it is acknowledged by senior management that CMETB will require assistance in fulfilling its remit, particularly at the formative stage.

- The introduction of an oversight unit of governance with linked sub-units of governance is likely going to require the revisiting of responsibilities and associated terms of reference for existing units. There is currently quite a lot of centre governance taking place. In some instances, this is operating to support the running of the centre and doesn't necessarily require a connection with ETB governance. In other areas, a pipeline of information is needed from the centre to CMETB. This type of review of the whole system will help with transparency but also the review of communication in particular how the connections are being made to CMETB.
- Training Services and Apprenticeship currently report to the FET Director. This indicates a difference of oversight between education and training, as there is an AEB with oversight of this function. In considering the current governance system and how it might evolve, there is an opportunity for the governance system to look at *both* education and training in a range of contexts.

- The sector-specific guidelines indicate a clear expectation of comprehensiveness. Essentially, the ETB has one set of resources and current governance arrangements apply to provision regardless of the awarding body. CMETB acknowledge that this is a factor that must be kept under consideration when reviewing and reconstituting parts of the current CMETB governance system.

KEY RESULT AREAS
<ul style="list-style-type: none"> • Review existing FET Governance structures and augment as appropriate • Where changes are made, update Terms of Reference accordingly • Identify clear lines of governance responsibility across all FET services

4.4 Planning of FET Delivery

The Consultation process has already been outlined in section 2. The resultant CMETB planning process involves the following stages:

- Review progress against the FET Strategic Plan.
- Gather key labour market intelligence compiled from OSPs, Regional Skills Data, SOLAS, DEASP Information etc.
- The FET Management Team review provision from the previous year and identify innovations/new initiatives to address key priority areas for the following year.
- At centre level, planning for delivery is informed by the decisions made by the FET Management Team, as well as by learner feedback, staff evaluations, local employment or progression routes, and a review of course effectiveness.
- Qualitative and quantitative data is collated with respect to achievements of the previous year, including QQI Provider Profile Data and planned provision for the coming year.
- This data is reviewed by the FET Director and submitted to SOLAS via the Funding Allocation Request and Reporting (FARR) templates. The priorities set out by SOLAS as well as priorities identified through CMETB's consultation process is integrated into the CMETB Service Plan for the relevant year.

As detailed in the Governance Structure Diagram Figure 7, there are four core committees that inform the planning and delivery of FET delivery at CMETB.

Purpose of Core Committees

The purpose of these four core committees are detailed in their Terms of Reference are summarized as follows:

Table 7 – CMETB Working Groups

<p><u>ROLE OF QA, ACTIVE INCLUSION & REPORTING GROUP</u></p> <p>Supporting the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement.</p> <p>Acting as a forum for the exchange of ideas, information and best practice</p> <p>Identifying potential collaborative projects and working to implement these.</p> <p>Working to develop policies and enhance practices in QA, active inclusion and reporting.</p> <p>Providing a collective response to calls for submissions, applications, etc.</p> <p>Supporting the implementation of the relevant QQI / Solas / DES initiatives / polices/ programmes</p>	<p><u>ROLE OF FET PLANNING, INTEGRATION & CO-ORDINATION WORKING GROUP</u></p> <p>Supporting the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement.</p> <p>Acting as a forum for the exchange of ideas, information and best practice.</p> <p>Identifying potential collaborative projects and working to implement these.</p> <p>Identifying skills / training gaps and shortages and working to address these.</p> <p>Identifying overlap / duplication and working to address this.</p>
<p><u>ROLE OF WORKFORCE DEVELOPMENT WORKING GROUP</u></p> <p>Supporting the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement.</p> <p>Supporting the implementation of the Solas Workforce Development Framework.</p> <p>Identifying and prioritising local, regional and national skills needs</p> <p>Acting as a forum for the exchange of ideas, information and best practice</p> <p>Identifying potential collaborative projects and working to implement these</p> <p>Working to develop policies and procedures regarding workforce development.</p>	<p><u>ROLE OF TEACHING< LEARNING & ASSESSMENT GROUP</u></p> <p>Supporting the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement.</p> <p>Acting as a forum for the exchange of ideas, information and best practice.</p> <p>Identifying potential collaborative projects and working to implement these .</p> <p>Working to develop policies and enhance practices in teaching, learning and assessment.</p> <p>Providing a collective response to calls for submissions, applications, etc .</p> <p>Supporting the implementation of the Technology Enhanced Learning in FET Strategy within CMETB FET services .</p> <p>Promoting teaching, learning and assessment practices in CMETB and raising awareness of quality FET provision in CMETB.</p>

Working Group Structure

The group structure is designed in order to ensure a sufficient balance of strategy and operations - leadership and implementation. Each group is chaired by a senior manager of one of the services and there is no overlap of same. This protects and encourages 'share of voice' and shared responsibility of all of the services.

- The Teaching, Learning and Assessment group is chaired by Cavan Institute.
- The Workforce Development Working Group is chaired by the Training Service.
- The FET Planning, Integration and Co-ordination group is chaired by Monaghan Institute.
- The Quality Assurance, Active Inclusion & Reporting group is chaired by Adult Education.

The Director of FET acts as secretary to the groups. The groups are scheduled to meet 3-4 times per annum.

Membership

Each working group is made up of 2 representatives from each service: • Training • Monaghan Institute • Cavan Institute • Youthreach • Adult Education

- Adult Education Guidance and Quality Assurance are cross cutting services and priorities for all. As a result, these teams are represented on each of the groups.

In this context, Quality Assurance in CMETB is a multilayered process, designed to comply with the QQI Sector Specific Guidelines for the ETB sector. “Given the distributed, diverse and evolving nature of ETBs, it is important that a multilayered system be in place so that quality and its assurance is monitored in a consistent and appropriate way within and across the constituent divisions or institutions of an ETB” (QQI ETB Sector Specific, Statutory Quality Assurance Guidelines, May 2017, p5)

KEY RESULT AREAS
<ul style="list-style-type: none">• Conduct a review of membership of working groups and committees to ensure appropriate separation of roles and responsibilities

4.5 The role of Quality Assurance Management in the context of at CMETB

4.5.1 Quality Assurance Team

CMETB’s current Quality Assurance Team has been in existence since November 2017 as a full complement. The absence of a full team and changes in personnel has meant that the QA function has been somewhat constrained to date. The team now comprises the Director of Quality Assurance, the Quality Assurance Officer, a TSO and QA Supports. The roles are broad and evolving but the team has as its objectives to a) provide Quality Assurance guidance and assistance to all CMETB Services; b) to provide Quality Assurance supports to Training Services; c) to provide development and management support across CMETB centres with a view to integrating Quality Assurance policies and procedures across all services. Prior to November 2017 a reduced team was in place, from August 2015

4.5.2 Quality Assurance Mission and Guiding Principles

CMETB Quality Assurance team has as its mission to “To enable CMETB to provide Learner Centred education and training that consistently conforms to the highest national standards”.

The core Quality Assurance principles guiding the approach to FET planning at CMETB are as follows:

- In line with its mission, CMETB is committed to a learner and employer centred approach to education and training development and delivery
- This is informed by evidenced based programme development and delivery
- Programmes offered are employment focused in line with workforce development plans and are actively inclusive.
- The response to these requirements are innovative, flexible and timely
- All provision is informed through consultative provision both internally and externally
- The function of QA is to enable services to ensure quality provision as opposed to scaffolding teams and maximizing the impact of the subsidiary principle.
- Quality Assurance processes aim to be transparent and accountable across services

In order to achieve this mission, and keeping in line with core principles, the CMETB Quality Assurance team is focused on developing, implementing and monitoring an integrated Quality Assurance system across CMETB that will deliver to the needs of learners and employers.

CMETB are moving towards a centralised CMETB Supports service which will build on the work at cross centre level and deliver supports in monitoring, reviewing and improving quality of service and provision. This is already in process, facilitated as it is, through a QA presence at all four Core FET Committees.

It may also be said that the development of new QA policies within FET has been somewhat constrained over the past couple of years, as the organisation has sought to resource the QA function and deal with the practicalities arising from the amalgamation of a number of separate entities. Furthermore, it is taking time to study and digest the responsibilities stemming from the new core and sectoral QA guidelines.

Examples of integrated Quality Assurance Initiatives undertaken by CMETB’s QA Team to date include:

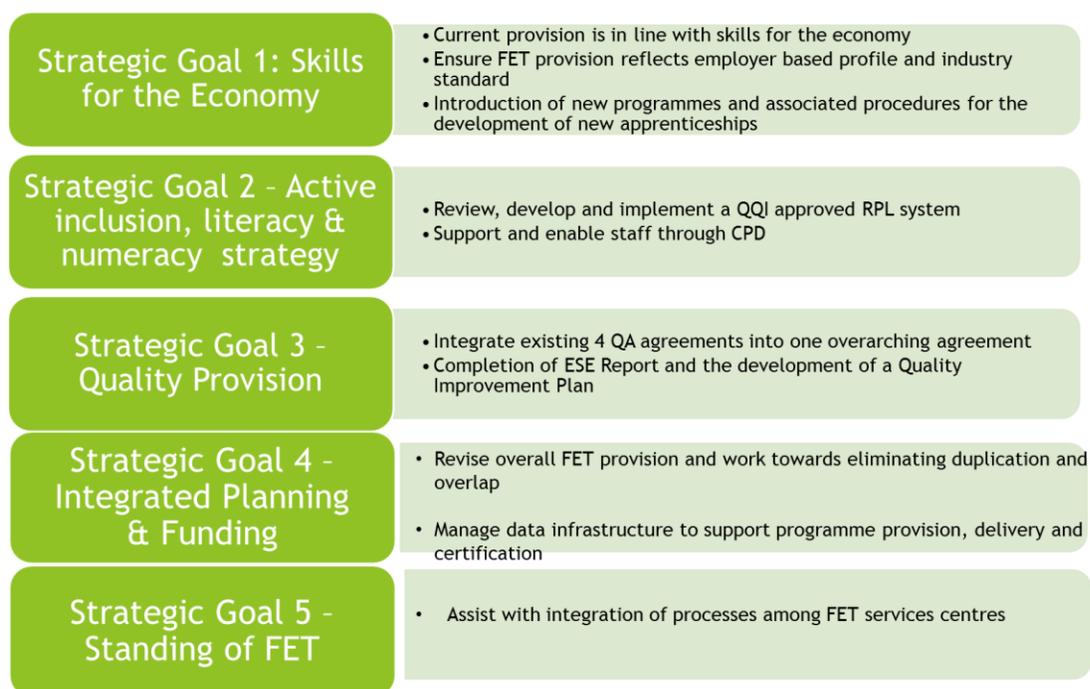
- Building and consolidation of individual RAP processes at services level
- Using RAP findings to inform CPD going forward
- Review of EA reports centrally
- PAC and PPC conducted at CMETB Level
- Appeals process co-ordinated at CMETB level
- QA Active Inclusion and other supporting FET Committees formed with QA as an agenda item
- Assessment procedure working group – QA Officer a member of the ETBI AIS Assessment Procedures working group
- FET Sharepoint site for Quality Assurance

4.6 Context for Reviewing Quality Assurance Procedures

CMETB in reviewing its Quality Assurance Processes and Procedures has considered it in the context of the following:

1. *A system of governance where objectives are aligned with mission and strategy.* The team is looking at how CMETB quality assurance objectives align not only to CMETB strategy but also to the National Strategic Framework of 2014-2019. To this end the team has reviewed the Strategic Goals of CMETB which are in line with FET National Strategic Goals, identified Key Result Indicators and are undergoing a process of devising Key Results Areas specific to Quality Management in their Quality Improvement Plan.

Figure 8 – CMETB Strategic Goals and Key Result Indicators



2. *The quality assurance system is owned by the provider.* Currently CMETB has four legacy Quality Assurance documents, including a Training Services TQAS that need to be integrated under one CMETB Quality Assurance agreement. There is a realisation that it will only be when all agreements are under the one CMETB Total Quality Management Framework that ownership in the new ETB context can be consolidated and that the subsidiary principle can realistically be operating at its most efficient.

3. *A system of governance that protects the integrity of academic processes and standards.* Academic decision-making reflects the interests of learners and the maintenance of standards. CMETB is using this as a guiding principle in the development of its governance structures and recognize that there is an increasing role for learners in this process. At the moment, learner engagement at programme development level is for the most part confined to/being piloted in Apprenticeship programmes. There are however Student Councils in the Further Education Colleges and in Youthreach Centres. In addition, there are student representatives on the BOM of both the FE Colleges. Also learners contribute to the process of programme self-evaluation, through completion of questionnaires/feedback processes.

4. *A system of governance that considers risk.* CMETB has a comprehensive risk register. It is in the interest of continuous improvement that CMETB draw out QA specific risks in order to ensure they receive appropriate consideration and are integrated into the Quality Improvement Process.

5. *A system of governance that considers the results of internal and external evaluation.* Consideration is given by CMETB to the findings of internal and external evaluations and self-monitoring processes. Much information is at centre level and there is real value in formally sharing this detail at ETB level. Appropriate responses will form part of the QIP.

KEY RESULT AREAS

- Develop a process for streamlining and Integrating the four legacy QA Agreements under one CMETB Total Quality Management Agreement/Framework.
- CMETB to move towards procedures which allow for increased learner and employer involvement in programme development and delivery
- Draw out QA specific risks in order to ensure they are considered and integrated into the quality Improvement process.
- Review processes and methods of sharing of external and internal information at CMETB level

5. Delivery of FET

5.1 Programmed design, development and approval

CMETB delivers a wide range of QQI programmes designed to lead to major and minor awards under the Common Awards System (CAS), as well as delivering a variety of non-QQI accredited awards. The process for designing, developing and approving these are as follows:

Programme Proposal Committee

Should a centre wish to run a programme, a formal process of application through the Programme Proposal Committee must be undertaken. The Terms of Reference of Cavan and Monaghan Education and Training Board Programme Approval Committee include: reviewing applications submitted by CMETB centres who wish to run a new course for the first time or those who wish to run a course which has not run in that centre in the last 3 years; to ensure there is a considered rationale for a course and that capacity and resources of centres applying to the committee for course approval are demonstrated effectively to the committee; to make decisions to recommend that programmes continue to development stage, and eventually to CMETB's programme approval committee for validation; to report to Cavan and Monaghan Education and Training Board on course planning and approval and to participate in monitoring activities that may be required of Cavan and Monaghan Education and Training Board based on QA agreements.

Currently qualitative measures are in place to inform the decision making process leading to approvals including an External Assessment by a subject matter expert. The CMETB PPC team consider a level of qualitative metrics will provide useful assistance with this process going forward.

CMETB will move toward a process of review of programmes every 5 years in line with the programme review cycle to ensure that the programme in question is valid up-to-date and adequate to meet the standards of progression to further/higher education or employment.

Programme Approvals Committee

The Programme Approvals Committee at CMETB has as its remit to approve programme proposals for development, ensure the fair and accurate implementation of the process of evaluation of programmes, make decisions to recommend the programme for validation to QQI, report to Cavan and Monaghan Education and Training Board on programme evaluation and approval and to participate in QQI monitoring of Cavan and Monaghan Education and Training Board Programme Approval Agreement as required. This Committee provides a representation across services to ensure comprehensiveness of the CMETB programme offer. The Committee is Chaired by an independent external nominee, appointed by the CE. It is envisaged that increased external representation will be a feature going forward.

Both the PPC and PAC Committees meet approximately 3 times per year, contingent on demand.

Programme Monitoring & Reviews

Programme monitoring takes place at centre level but practices differ considerably across centres. In Training Services, for example, where a programme is delivered by contracted training organisations, TQAS have rigid monitoring systems in place and these procedures are executed on an ongoing basis by the Contracted Training Officers. In Adult Education and in the FE Colleges, end of programme evaluations take place. Youthreach complete an annual programme review through the CEIP Process (formally Quality Framework Initiative). As an additional level of monitoring, but perhaps not officially recognized as such, programmes are continuously monitored by the Course Co-ordinators in order to ensure issues are identified and dealt with in a timely manner. The RAP process which will be described in section 5.3 also provides an official forum for monitoring results and issues arising and a mechanism to make recommendations on future actions. There is currently no centralized system to monitor the outcomes of these recommendations.

5.2 Teaching & Learning

5.2.1 Assessment planning and delivery

In the FE Colleges and Adult Education, teachers are required to develop assessment plans and schedules to facilitate the timely and well informed delivery of focused tuition. The assessment plans/schedules are included in tutor packs and reviewed as part of the internal verification process. These inform the learner packs appropriate to their course of study and level of study on the NFQ.

Assessment delivered in training centres either by the centre or by contracted trainers use the standardized Assessment Instrument Specifications (AIS) for each module which include module briefs, marking schemes etc. which are issued by the TSO.

5.2.2 Security and Integrity of Assessment

The security of assessment materials is ensured in different centres depending on the infrastructure available and their local context. These may be secured in lockable storage solutions or on password protected sites which are accessible to a limited number of authorized staff.

Learners in the colleges are in receipt of learner handbooks which detail their responsibilities in relation to the ownership and originality of assessments. Plagiarism policies and referencing tuition are provided to the learners in order to limit the number of occurrences of assessment malpractice. There is also handbook for Adult Education which contains information on their plagiarism policy and referencing guidelines. These are given out to learners by adult education tutors as part of induction.

ETBI Assessment Procedures Working Group is currently developing a set of common procedures which will be considered for adoption by the ETBs in 2018. The Working Group has to date developed procedural guidelines in the areas of Assessment Event Assessment Security and Storage and Assessment Appeals. CMETB has been active in the development and consultation processes associated with these documents. Furthermore, the Teaching, Learning and assessment Working Group, supports the ongoing work in this area.

5.3 Consistency of assessment

5.3.1 Internal Verification

The Internal Verification process is a checking mechanism which evaluates whether or not assessments have been carried out in line with quality assurance procedures, if the correct assessment instruments have been utilised, whether learner details and results have been entered correctly on to QBS/Walled Garden etc. and this IV report is made available to the External Authenticator. The processes and procedures between the FE colleges and Adult Education are slightly different to those of the Training Centres as the training centres use documentation developed under the TQAS system. Internal Verification is a shared responsibility of the TSO and contractor alike. The sharing of information at ETB level is the missing link in this process. . Adult Education also have a policy and procedure for EA.

5.3.2 External Authentication

CMETB utilises a panel of External Authenticators, selected from the QQI approved panel of EA's or approved for use with training services delivery. Guidelines are in place to assist EA's with understanding and delivering to CMETB standards. The External Authentication system is key to ensuring the integrity and overall quality of the assessment procedures employed. The External Authenticator is tasked with reviewing the aforementioned IV report and to review learner assessments to ensure that they have been carried out in a Fair and Consistent manner. Most importantly they authenticate the grade provided as being in line with national standards. EA reports are reviewed by the Results Approval Committee. All EA reports are reviewed centrally by the CMETB Quality Team but there is not yet a mechanism where the observations from this process is shared centrally.

Currently there is a significant challenge in finding appropriate EA's particularly in the context of not engaging the same EA for more than three consecutive assessment periods.. ETBI is currently developing a new model for External Authentication and this will be adopted by CMETB once agreed by the Directors of Further Education.

The EA is a valuable resource in evaluating learner and programme performance and in providing a national bench mark against which to measure these indicators. CMETB will continue to develop the process of centralised information share at ETB level to maximise benefits of this information repository.

5.3.3 Appeals

Should a learner not be in agreement with the grades associated with their assessments, learners have the right to appeal these judgements. The Quality Assurance team currently manage this appeals process centrally. A timetable for all appeals is developed annually and shared with centres who in turn advise the relevant learner cohort. Once an appeal is received, it is turned around within a 14 day time frame. Should the appeal be upheld, the QA team advises the Appeals Co-Ordinator and Centre Head of the appeal outcome and they in turn inform the learner of this outcome. The Appeals Co-ordinator/Centre also advise QQI of the outcome. Learners may appeal the results of non-QQI awards to the relevant certifying body through a similar process.

CMETB is currently engaged in a consultation process with other ETB's, through ETBI in order to standardize approaches in this area and to establish clear grounds for appeals.

5.3.4 RAP

The Results Approval Panel (RAP) provides the opportunity for relevant management personnel to review the results of a given assessment period, identify issues arising from the IV and EA of assessments and to make recommendations on future actions in line with our philosophy of fair and consistent treatment of learners.

These processes take place at centre level and there is a move to consolidate findings and present them to the QA Active Inclusion and Reporting Committee to inform decision-making at CMETB level.

5.3.5 Certification

Once results have been approved at RAP, results are updated by centres on QBS in line with the annual QBS timetables. In line with standard procedures, Training Services results are first entered onto the RCCRS system by the Contractors before being uploaded to the QBS. From here Certification is generated. Once received at the centre, a mini cert audit is carried out to ensure that the correct award has been issued to the correct learner. Once confirmed, certification is issued to the learner. This continues to be a very important level of cross checking in our QA processes.

5.4 Public Information & Communication

Publically available information on programmes delivered through CMETB's FET services is available through a number of sources including

- Prospectus/course descriptors/information pamphlets
- Website information about courses/policies
- Social Media
- Open Day events/Attendance at careers fairs

All FET courses are scheduled on the National Course Calendar and the development of the internet platform www.fetchcourses.ie has brought about improved standardisation and consistency around the information available to the public, including but not limited to, course modular structure, duration and progression.

5.5 Staff Recruitment & Development

5.5.1 CPD

CMETB is committed to ensuring that all staff have access to continuous professional development (CPD) thereby enabling CMETB to grow as a learning organisation.

Responsibility for identifying CPD rests principally at centre level however, and evolves from consultations between staff and their line management. In order to cater for CPD requirements, the opportunities for CPD offered through the Further Education Support Services are promoted throughout the centres. In addition, teaching staff are encouraged to engage in a range of communities of practice/national fora in order to bring learnings in best practice back into CMETB as well as presenting CMETB best practice to their peers.

In addition, CMETB FET Services participated in the National Professional Development survey conducted by SOLAS with all 16 Education and Training Boards (ETBs) in 2015. The results of this survey informed the development of the National Professional Development Strategy, 2017 – 2019. CMETB recorded a response rate of 77% to this national survey. Furthermore, in 2017, CMETB FET Services conducted its own Professional Development survey, which was aligned to the national survey, and which identified specific local needs. These local needs have informed the development of CMETB's CPD strategy, 2017 – 2019, which is firmly aligned to the national Professional Development Strategy, 2017 and 2019.

5.5.2 Staff Induction & Mentoring

Cavan and Monaghan Education and Training Board (CMETB) Adult Education Services (AES), in identifying a specific gap in its induction programme for tutors delivering QQI accredited programmes for the first time, has developed a new mentoring programme aimed at providing support and guidance. Mentors, who are experienced CMETB Adult Education tutors, are assigned to work with new tutors (mentees) as part of their overall induction into CMETB AES. For existing CMETB tutors (mentees) delivering QQI accredited programmes for the first time, they are allocated 8 hours with their mentor, while tutors newly recruited to the service are allocated 16 hours with their mentor. In addition to fulfilling CMETB AES staff support, Quality Assurance (QA) and risk management obligations, this programme provides new staff with a structures support mechanism, and since its introduction in 2015 has proven to be an effective and worthwhile initiative and has, in turn, enhanced CMETB's AES Quality Assurance processes.

A formal mentorship programme is also in place in Cavan Institute, with a post holder responsible for co-ordinating new tutor induction and providing support around college processes, particularly with respect to QA process throughout the year. In addition, regular meetings and networking opportunities are provided through this model to new staff.

KEY RESULT AREAS

- Quantitative metrics to inform Programme Proposal Committee decisions
- Review of evidence in support of PPC to include more external subject matter experts/employer endorsements
- Consolidation of findings from RAP meetings for review centrally.
- Consolidation of findings of EA's with a process of sharing learnings.
- Review of EA panels
- Develop the process and grounds for appeals
- Development and rollout of CMETB CPD strategy

6 Learner Profile and The Learner Experience

Learners availing of CMETB FET services may be broadly categorized as follows:

1. General Learning - usually unemployed early school leavers with less than upper secondary school educational attainment and or literacy and numeracy difficulties. This group also includes ESOL participants and those on programmes targeted at assisting social inclusion;
2. Progression Learning – typically candidates who have completed less than upper secondary school level but who have sufficient numeracy and literacy skills to transition from level 4 programmes to vocational training at levels 5 and 6;
3. Vocational Learners make up the highest intake of students in CMETB. These students tend to come directly from secondary school and engage with the system to undertake programmes leading directly to employment or which facilitate transfer to Higher Education courses;
4. Specific Skills Learners are those who engage with traineeships or Apprenticeships in a specific skills areas.

6.1 Learner admission

Learner admission may be through a system of referrals via another agency or by self-referral.

For a number of years, self-referral is a significant feature of the Further Education Colleges, Adult Education and Community Education. It has not been a feature of Training Services until recently, but with the gradual movement towards zero unemployment, there is likely to be an increasing opportunity in this area and one which CMETB would like to develop. Applications are accepted to all programmes through FETCH courses, and the colleges use MIT also.

In addition, CMETB have a network of agencies who refer students to their programmes. DEASP, for example, can refer learners to programmes via the PLSS system, but it is then within the remit of the centre to ascertain if the learner meets the programme entry requirements.

Youthreach applicants are primarily self-referrals.

6.1.2 Access Transfer and Progression

CMETB have a number of awards whereby students complete the first year of their award locally and progress to the second year of the award in partner institutions these are:

Athlone IT

- Level 6 – Higher Certificate in Business Studies
- Level 7 – Bachelor of Arts in Applied Social Studies in Social Care

Letterkenny

- Level 7 – Bachelor of Science in Computing

DKIT

- Level 8 Business (Hons), Yr 1 & Yr 2 delivered in Monaghan Institute, with students transferring to DKIT for Yr 3

6.2 Recognition of Prior Learning (RPL)

Recognition of prior certified learning is facilitated where a learner presents with QQI certification or other awarding body certification which is recognized in their own country, or certification which was made by an awarding body operating a quality assured awarding process as per QQI Exemptions. Centres consult with, and can request support, from the CMETB Director of Quality Assurance around this process.

Should a learner be entitled to a QQI exemption, they must present certification achieved within the past 5 years from an award that they have already completed, to their centre. When proof of completion is presented to the centre, the learner is marked as exempt on the QBS system for certification purposes.

In the case of the learner seeking an exemption on the basis of having achieved certification from another awarding body, the learner is required to provide the relevant learning programme and a transcript of results. Learners seeking RPL for foreign qualifications are required to contact NARIC (www.naric.ie) to have their qualifications aligned with the appropriate Irish qualification.

In the case of students looking to assess prior informal experiential learning the system is less developed. In some centres, the student who is seeking the RPL in a particular major or minor award, may be asked to submit the required assessment for that module. This material is then assessed via the normal assessment process of the centre and the student can be entered on QBS for certification.

While some progress has been made in this area, there is significant interest and need to develop and integrate these frameworks within a CMETB context.

6.3 Learner information and guidance

Guidance and Counselling referral services are available in both colleges. There is a significant strain on these resources given the increased pressures felt by students and associated mental health issues.

Learners in all other services are referred, as required, to CMETB AEGIS service who then refer them further if necessary. This service offers educational and career guidance counselling to second chance learners. The service assists learners with making informed decisions around access, transfer and progression into and out of CMETB programmes. In Youthreach Centres or Training Centres this support is primarily provided by the course coordinators or teaching staff.

A national strategy for Guidance is currently under consideration with SOLAS in association with ETBI

6.4 Learner supports

Upon application for admission to CMETB programmes, learners are encouraged to disclose any special needs they may have in order for reasonable accommodation measures to be put in place in the support of that individuals specific learning requirements. The specific needs and supports required are considered in light of these disclosures. Ongoing training and support is also provided to CMETB staff in order to be able to work with learners to provide the most appropriate and relevant service available to their specific needs.

The FE colleges can apply for funding to the Higher Education Authority (HEA) to support SEN learners on full time PLC programmes. Applications are based on needs assessments and submission of reports from qualified practitioners e.g. psychologists, consultants etc. This funding does not extend to Adult Education learners.

6.5 Learner engagement

There is a Student Council and a class representative system is in place in Cavan Institute and Monaghan Institute for all groups. Students are also represented on the Board of Management for each FE college.

In addition, there is an Instructional Leadership programme delivered in CMETB with representatives from each FE college taking part – this programme demonstrates instructional techniques which teachers can use in their classroom to support the intellectual, emotional, physical, behavioural, social and cultural engagement of students.

6.6 Learner feedback

Learner feedback is encouraged both informally through interactions with the teaching staff and formally, through the evaluations undertaken on learner experience throughout their engagement on the programme. The level of engagement and its formality, varies across services. For example, learner feedback is scheduled in Cavan Institute to take place at a number of key points during the programme. Feedback is recorded and students sign in to say that they have received it.

There is an opportunity to consolidate this information, particular across shared curriculum to further enhance our endeavors around consistent conformance to learner expectations.

6.7 Learner complaints procedures

CMETB has a published Customer Service Charter. In it CMETB sets out the terms of reference for accessible, timely and simple to use complaints procedures for both its external and internal customers, including its learners. This is published on the website at <http://cavanmonaghan.etb.ie/wp-content/uploads/sites/7/2014/12/CMETB-Customer-Service-Charter-08.01.2014.pdf>

There is also a CMETB Code of Practice for dealing with Complaints made by Parent/s/Guardian/s of a Student or by a Student (over 18) currently enrolled in a school/centre, against a Staff Member employed by Cavan and Monaghan Education and Training Board (ETB). This is published on the website at www.cmetb.ie

In addition, within each centre there are internal channels to support and deal with complaints by learners and other stakeholders.

6.8 TEL

Cavan and Monaghan Education and Training Board (CMETB) is committed to the full implementation of the SOLAS developed Technology Enhanced Learning (TEL) Strategy, 2017 – 2019. TEL has long been identified as a priority area for staff development within CMETB Further Education and Training (FET) Services. As part of CMETB's local Continuous Professional Development (CPD) survey, conducted in 2017, significant gaps were identified in the area of embedding technology across teaching, learning and assessment processes. As a direct response to these gaps, CMETB has appointed a TEL Co-ordinator with responsibility for the development of a TEL strategy and training action plan to cover all aspects of the wider CMETB FET Services. CMETB participated in the national pilot of the SOLAS developed TEL benchmarking framework, which was submitted to SOLAS for their consideration and approval in November 2017.

KEY RESULT AREAS

- Review of key elements informing the learner experience. Agree and integrate a CMETB approach to key elements of the learner experience.
- Review ETBI RPL strategy with a view to adopting it for implementation with CMETB
- Development and implementation of a TEL strategy

7. Information and Data Management

The amalgamation of Cavan and Monaghan VEC and associated services as well as the integration of the Training Services Unit into the one ETB, has meant that a number of different information management systems were inherited by CMETB. These are still being operated on a legacy basis.

Over time, it is envisaged that some of these will be phased out, as they are replaced by the Programme and Learner Support System (PLSS), an information management system designed to manage course and funding planning, course management, learner data, evaluation and reporting.

The key information and data management systems in use at CMETB are detailed in the summary tables at the end of this section. This table details the systems, who they are owned by, how the system is used and who has access to it/uses it.

A number of key systems warrant particular mention.

7.1 Programme and Learner Support System (PLSS)

PLSS is a national SOLAS/ETBI initiative and data is hosted by SOLAS. The system incorporates the National Programme Database, the National Course Calendar, National Learner Database, and Funding Allocation Requests and Reporting (FARR) system. It is in the third year of its rollout, with a focus on ongoing collaborative development and improvements nationally.

CMETB's rollout of PLSS means that centres plan courses annually on FARR; they schedule courses on the National Course Calendar; they manage applicant referrals and direct applications to their courses, and they record retention, completion, accreditation, and progression rates on those courses. As the Learner Database is rolled out, and learner records are entered, these will remain available for historical purposes. Older records will remain available through legacy databases such as Salespulse and DCS for self-financing hobby and leisure courses. MIT – an online system of enrolment, is also in place in the colleges, as full integration is yet to occur.

7.2 Other Key Data Management and Information Storage Systems.

CMETB uses a range of other data management systems in addition to the ones mentioned above, such as the QBS (QQI Business System) used to enter learners for certification, and the RCCRS (Results Capture and Certification Request System), which is used in Training Services to upload results on to the QBS. Walled Garden is in use for City & Guilds Accredited programmes.

The Training Services also use the AppClient Management System for management of apprenticeship data and SAP for financial administration and reporting purposes.

A range of information storage/document repository systems are in place, both to address current and future as well as legacy needs. At service level, the FET Sharepoint site is used for example by staff in Cavan Institute to host the latest versions of programme and module descriptors, assessment resources and coordinators resources. CMETB share policies pertaining to the four core implementation groups via this platform.

The CAMS (Centralised Assessment Management System) is currently used by the Training Centres for storage of and access to assessment instruments. A decision with respect to the future of AIS' and the CAMS will be made at ETBI level. CACMS is currently being developed as a host platform for AIS. It exists already as a platform for Apprenticeship Practical Examinations.

Moodle is available to ETB centres through SOLAS, and is currently used for the apprenticeship programmes in the Training Centres. Moodle is used extensively by Cavan Institute staff and is also available in Monaghan Institute and used by some staff, but not all.

CMETB is currently developing a TEL action plan for submission, and issues relating to virtual learning environments are among the issues to be considered.

7.3 Data Security

CMETB has data protection policies in place to comply with legislation. Access to databases is by named and authorised personnel only for the purposes of entering data in local centres and for reporting as appropriate at local centres or centrally within CMETB. A list of personnel entitled to access PLSS and their level of access is maintained at CMETB head office, and is periodically reviewed.

7.4 Protection of Learner Details

In line with Data Protection rules, learners are informed of usage and sharing implications before completing forms or sharing details on-line. Thereafter, learners are required to sign a statement giving permission to use their data specifically under the conditions detailed. In addition, CMETB has developed a Freedom of Information Policy, and learners are informed of their right to request any data pertaining to them. CMETB staff are regularly trained in the use of learner details and the protection of learner details. The last such training event took place in December 2017, which gave particular consideration to GDPR.

7.5. Data Analysis

As a result of access to all of the data gathering instruments detailed in Table 8 and the aforementioned analysis, CMETB has access to a considerable range of data. CMETB is therefore data rich, but does not, as yet, maximise the opportunity to extract a range of data which could be used to enhance planning, monitoring and review of programme delivery. For example, the QA team is now sharing QQI Provider Profile reports with all services with a view to consolidating provision across CMETB. These reports are also proving to be excellent sources of benchmarking information.

7.6 Physical Data Management

Whilst much consideration has been given to electronically housed information, in line with a move generally to non-paper based systems of data storage, a review nationally of physical data storage requirements is under way and will be most useful. Across the sector there seems to be some confusion as to the type and duration of learner related assessment information that needs to be stored.

7.7 Evaluation of Information and Data Management

The PLSS is now in its third year of roll-out, and between the National Programme Database, the National Course Calendar, the Learner Database and FARR, it is increasingly addressing the data management needs of CMETB. As a result of the introduction of PLSS, legacy systems are becoming less utilised over time.

PLSS is proving to be a useful recruitment tool, acting as an interface with the DEASP, allowing prospective learners to find courses on the FETCH site, and enroll directly via the Learner Database. In addition, the range of reports produced by the FARR database are powerful tools to facilitate analysis and planning at both centre and ETB level, the outcomes of which have the potential to inform future strategy and policy.

As a next step, in the context of the information available and its currency, CMETB needs to consider what data needs to be gathered, by whom and how it should be reviewed and analysed.

KEY RESULT AREAS

- Conduct a review of how existing data sources may be effectively analysed to inform planning, monitoring, policy development etc.
- Upload common QA policies and documentation to designated CMETB web site as they are developed.
- Review and establish new procedures and guidelines regarding the retention and storage of learner records in line with national policy and funding requirements.

Table 8 – Data Management Systems

General Systems used for Data Input & Reporting

System	Description	Used by
<p>FARR Funding Allocation Request and Reporting System</p> <p>Owned by: SOLAS Expert: Clare Wynne</p>	<p>Broken into various elements to include finance, budgeting, enrolment numbers, certification awarded, progression etc.</p> <p>This reporting determines allocation of the funding from SOLAS to the various ETBs.</p>	<p>Various Services of ETB</p>
<p>PLSS Programme Learner Support System</p> <p>Owned by: ETBI/SOLAS Expert: Fiona Maloney</p>	<p>Used to aid recruitment</p> <ul style="list-style-type: none"> • Learner management (start & finish on courses) • Correspondence – SMS/Email/Letter • Linkage with DSP through BOMI system <p>Used to aid reporting</p> <ul style="list-style-type: none"> • Reports • Planning and Projection of Courses • Feeds into FARR (courses scheduled only) <p>It is envisaged PLSS will phase out the use of FARR in due course.</p>	<p>An array of CMETB staff.</p> <p>Each service manages their own learners</p>

Systems relating to Certification

<p>RCCRS Results Capture and Certification Request System</p> <p>Owned by: SOLAS Expert: Andrea Dodd</p>	<p>Used to capture results of learners in Training Services. Generates learner list from TACs and the contractor/tutor inputs results.</p> <p>After RAP and approval on RCCRS, the file is generated for upload for QBS.</p>	<p>Theresa Duggan Sharon Cosgrove</p> <p>Only used within Training Services.</p>
<p>QBS Qualifications Business System</p> <p>Owned by: QQI Expert: Colette Harrison</p>	<p>Used to generate certification from QQI. A file is uploaded from RCCRS and then provisional results are printed. The Certs are held until the TSO carries out a Cert Audit in which all grades and paperwork is finalised.</p> <p>The paragraph above only refers to Training Services, all other QQI centres also use QBS to generate certification, including Monaghan Institute, Cavan Institute and Adult Education</p>	<p>Dympna McCarron Theresa Duggan Sharon Cosgrove</p> <p>Eileen Roddy, MI</p>
<p>ICS Skills</p> <p>Owned by: ICS Expert: Helpdesk</p>	<p>Used to generate certification from ECDL. Certs are ordered through www.ics-skills.net after being approved at RAP.</p> <p>Training Services, Adult Education, Cavan Institute</p>	<p>Theresa Duggan Sharon Cosgrove</p>
<p>Walled Garden</p> <p>Owned by: City & Guilds Expert: Diane Weatherup</p>	<p>Used to register learners with City and Guilds.</p> <p>Used to generate certification from City and Guilds.</p> <p>Used to view approved qualifications</p> <p>Used to search qualifications C&G have to offer</p>	<p>Theresa Duggan Sharon Cosgrove</p> <p>Eileen Roddy, MI, Cavan Institute</p>

<p>CAMS/ CACMS Curriculum Assessment Management System</p> <p>Owned by: SOLAS Expert: Ciaran Friel / Jenny Conroy</p>	<p>Used to download assessment briefs and exams for Training Services. Currently AIS's are getting updated, by minor/major change in ETBI and will be updated on CACMS system.</p> <p>CMETB never accessed CAMs but contacted Ciaran when in need of a specific AIS. AIS's were kept in security protected folder.</p>	<p>QA Team</p>
<p>Moodle / Questionmark</p> <p>Owned by: SOLAS Expert: Wesley Eccles</p>	<p>Apprentices use both systems to launch their theory exams. Moodle is a record of keeping any theoretical work pieces.</p> <p>Questionmark is the software used to download the theory exams.</p> <p>Cavan Institute has its own Moodle platform Moodle used by some staff in Monaghan Institute, but not all.</p>	<p>Registered Apprentices</p> <p>Instructors (Martin Lynch/Shane Dillon/Vanessa Smith)</p> <p>Theresa Duggan Sharon Cosgrove</p>
<p>ApprenticeshipsCS</p> <p>Owned by: SOLAS Expert: Catherine Banks</p>	<p>Used to generate repeat exams for Apprentices. Used to transfer local apprentices to Phase 3 after RAP</p>	<p>Theresa Duggan Sharon Cosgrove Sinead McKenna</p>

Systems by Training Services used for Payment Purposes

<p>TACs Trainee Apprentice Clock-in System</p> <p>Owned by: SOLAS Expert: David Kirwan</p>	<p>Used to generate payment for learners and apprentices through record of attendance. This is the clock system that contractors etc. record attendance of their class.</p>	<p>Geraldine Ryan Theresa Duggan Sharon Cosgrove Laura Brady</p>
<p>TAPs Trainee Apprentice Payment System</p> <p>Owned by: SOLAS Expert: David Kirwan</p>	<p>Used to generate payment for trainees. Information on trainee attendance is imported from TACs and a disc is generated from this system. Payslips are also printed from this system.</p>	<p>Geraldine Ryan Theresa Duggan Sharon Cosgrove</p>
<p>SAP Systems Applications & Products</p> <p>Owned by: SOLAS Expert:</p>	<p>Used to pay creditors. Before goods are ordered, a PO is raised indicating the final amount. It is then approved by Training Services Manager.</p> <p>There is an element called GIN, I think this is when the PO is approved.</p>	<p>Concepta Murray Laura Brady Sinead McKenna</p>

Systems by CMETB Administration Services used for Payment Purposes

<p>ESI Package</p> <p>Owned by: Private Expert: Maura Smith</p>	<p>Used to generate payment for Staff/Payroll.</p> <p>Used to generate Bank Reconciliations/Creditors.</p> <p>Used to generate Reports for Auditing purposes.</p>	<p>Maura Smith Mary Lennon</p> <p>Carmel McMahon Una Rudden Caroline Berry</p>
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Systems by CMETB Administration Services used for Capital Purposes

<p>e-Tenders</p> <p>Owned by: Private</p> <p>Expert: Lorraine Walsh</p>	<p>Used to publish tenders through OJEU or non OJEU.</p> <p>Mainly used for Building/Capital Projects that relate to large quantities of revenue.</p>	<p>Berni Power</p> <p>Lorraine Walsh</p> <p>Veronica Feeney</p>
<p>OGP (Procurement)</p> <p>Owned by: Dept of Finance</p> <p>Expert: Veronica Feeney</p>	<p>Accessed via www.ogp.gov.ie</p> <p>A panel of frameworks in place for procurement from furnishing equipment to IT, stationery etc.</p>	<p>Veronica Feeney</p> <p>Helen McDonald</p>

Systems by CMETB Second/Third Level Services used for Timetabling Purposes

<p>Facility</p> <p>Owned by: Private</p> <p>Expert:</p>	<p>Used to timetable classes into the day and keep a record of what is scheduled. Partially taken over by PLSS for scheduling.</p> <p>Exam scheduling</p>	<p>Admin Services within the Schools/PLC</p>
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- Salespulse / DCS now replaced by PLSS except where it is used for Contracting and pay claims purposes

8. Collaborations and Stakeholder Relationships

CMETB is involved in a number of collaborations with a variety of stakeholder groups. These include the following:

8.1.1 SOLAS

SOLAS is responsible for the funding of a wide range of FET programmes within the ETB sector and is therefore one of CMETB's key stakeholders. As part of its annual processes, CMETB submits an annual service plan to SOLAS, which includes performance targets, such as inputs, outputs, certification etc., and reports on these targets to SOLAS three times a year through the FARR database. In addition, CMETB reports to SOLAS on all

associated financial matters. This joint planning process will be further integrated through the impending Strategic Dialogue System

8.1.2 QQI

CMETB is a legacy provider for QQI, currently operating under four QA agreements. CMETB is actively working towards re-engagement with QQI and this Executive Self Evaluation forms the first step in this reengagement process. In addition to delivering QQI certification across 14 centres. CMETB has also worked closely with QQI in a number of working groups and pilot projects as well as engaging in a range of sectoral consultation processes.

8.1.3 City & Guilds and other non QQI Awarding Bodies

CMETB has a number of agreements with non QQI Awarding Bodies such as City & Guilds, Edexcel, NEBOSH, Pearsons. In addition, it has a number of industry specific awards including:

- Comité International d'Esthétique et de Cosmétologie (CIDESCO)
- Confederation of International Beauty Therapy and Cosmetology (CIBTAC)
- State Examinations Commission - Department of Education & Skills "Junior and Senior Trades"
- International Therapy Examination Council (ITEC)
- International Academy of Travel (IAOT)
- Institute of Accounting Technicians in Ireland (ATI)
- Institute of Certified Public Accountants in Ireland (CPA)
- Institute of Public Administration (IPA)
- Cisco

These awards further complement the range of programme delivered at the centres under QQI agreements

8.1.4 Department of Employment Affairs and Social Protection (DEASP)

The DEASP works closely at a local level with the colleges, and is the primary referral agency for courses run in the Training Centres. An interagency agreement between CMETB and DEASP is in place to manage this relationship.

8.2 Second Providers

8.2.1 Contracted Training

Contracted training is a procured service to deliver training on behalf of the CMETB Training Services. A new tendering process developed by the Office of Government Procurement and SOLAS has just been completed, and successful contractors who win the tender, may work with CMETB Training Services for up to four years. When delivering training on behalf of a Training Service, they do so under the Training Service's QA agreement (i.e. the TQAS).

The internal verification process is undertaken by both the contracted trainer and the Quality Assurance Team for QQI, while the Training Service organises the EA from the Training Service EA panel. A system of IQA and EQA is undertaken if the programmes are City and Guilds quality assured. Results are uploaded to QQI by the Training Centre via the RCCRS or onto Walled Garden if C& G accredited. Contracted training providers are monitored by the two Contracted Training Officers, and there is a system in place to monitor underperforming contractors.

8.3 Community Training Providers

Community Education refers to adult education and learning, generally outside the formal education sector, with the aim of enhancing learning, empowerment and contributing to civic society. The purpose of this scheme is to assist community and voluntary groups to deliver a range of educational activities for disadvantaged adults within their community. For example:

- Programmes that strengthen and increase the skills and knowledge of groups active in community and voluntary organisations leading to greater community involvement and participation.
- Programmes which support education and learning for women based in the community and men's groups, Travellers and other ethnic minorities, people with disabilities and older people.
- Programmes which help address social problems such as isolation.

There are currently a wide variety of courses running throughout Counties Cavan and Monaghan under Community Education. The vast majority of these are run through local community groups and are created in order to address specific education and training needs. Most courses run through Community Education are non-accredited. Courses to support volunteerism such as First Aid, Community Development, and Youth Work etc. are also provided.

8.3.1 Local Training Initiatives

Local Training Initiatives 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. There are currently 4 LTI's in Cavan.

8.3.2 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.

8.4 Collaborative Relationships

8.4.1 Employers

- The Laboratory Assistant Traineeship at Monaghan Institute was developed in association with Monaghan Mushrooms. In addition, Occupational Skills Profiles were completed across a range of laboratory related businesses locally.
- The OEM Engineering Traineeship at Monaghan Institute was developed in association with Combilift Ltd.
- Management Development Training was delivered in association with local company Abcon.

- In addition, Skills for Work Programmes have been delivered to ABCON, AT&T and Woodies employees in Cavan and in Monaghan KEPAK and Silverhill are participating on this programme.

8.4.2 European FET projects/Peace Projects

Adult Education are currently delivering Peace Programmes in Monaghan (Lego Mindstorm) and Cavan (Fostering Shared Communities). In addition Adult Education are delivering a PEIL Programme to target women returning to work. Some further detail on a number of these programmes is provided below:

Erasmus+

CMETB is involved in a number of Erasmus+ projects. The decision to engage in such a project is made at centre level. Both Cavan Institute and Monaghan Institute have active Erasmus + work placement projects for learners, which allow them to complete their work placement in another European country.

Adult Education is involved in Erasmus + programmes for tutors and staff. These projects facilitate tutors and staff to engage in programmes abroad

Get Ready, Get Steady, Go Project

The Get Ready, Get Steady, Go project is co-funded by the Department of Justice and Equality and the European Social Fund under the Programme for Employability, Inclusion and Learning 2014-2020. It is open to women who are out of the workforce but are not on a jobseeker's payment. It is open to women on no payment, or on payments such as one-parent family, carer's allowance, disability payment etc. Phase one of the project is the delivery of 8 x 13-week part-time courses in Personal Development: this is made up of QQI Level 3 Personal and Interpersonal Skills, as well as non-certified job preparation and careers guidance modules. This phase started in September 2017 and finishes in May 2018. Phase two is the delivery of 2 x 52-week part-time courses in QQI Level 5 Business Administration. This will be a full award running from late May 2018 to April 2019.

Peace by Piece – Lego Mindstorm Project

Peace by Piece – Lego Mindstorm project, is an initiative of Monaghan County Council Peace Partnership and is being supported by the European Union's Peace IV Programme managed by the Special European Union Programmes Body. The objective of this programme is to increase cross border, community co-operation among Primary Schools and Secondary Schools that will transcend barriers and boundaries. By providing a non-threatening, healthy, non-competitive learning environment in which 375 children aged 0- 24 will learn from one another. The project runs from August 2017 to April 2019. This project will take place in 5 Primary Schools and 6 Second Level Schools

This programme is an innovative system of STEM education (science, technology, engineering & maths) and was developed by LEGO- Lego Mindstorm. It is based on robotics technology for real life problem solving. It allows users to create a physical construct using Lego bricks and then develop an IT code to control it, e.g. build a figure and then programme it to move. This encourages learners to engage in STEM through hands-on learning

In addition to the programmes detailed above, CMETB is involved in a range of Youth Projects which are non-accredited. These are summarized in the following in the following table:

Table 9 – Youth Projects

No.	Name of Project	Funder	Host Service	Participants	Objective	Subject	Accredited
1.	FACE OFF	SEUPB	Foroige	13 – 16 year olds	This project challenges the cycle of inherited intolerance and misconceptions among young people. Through its identified 5 Actions, FACE OFF will positively engage young people, primarily 13 – 16 year olds, in informal and formal programmes, initiatives, debates, cross border work and campaigns to directly address emerging divisions and barriers within society by educating our young people about racism, ethnicity, citizenship and its effects and instilling in our young people a new way of thinking. With an enhanced access to new skills and opportunities, our young people will be more sensitive aware and have a more profound sense of self and respect and tolerance for others. The result of educating and positively challenging our young people on divisions, emerging issues will enable them to embrace the world in which they live in a more tolerant and trusting way and aid with the establishment of a more peaceful and stable society for all.	<ol style="list-style-type: none"> 1. Self Esteem 2. Personal Development 3. Conflict Resolution 4. Art & Music 5. Peace Building 6. Prejudice and Discrimination 7. Public Speaking 	Non Accredited
2.	Youth Resilience and Anti Bullying	SEUPB	ISPCC	6 – 24 year olds	Through the implementation of this project, 3 specific targeted evidence-based programmes directly challenge inherited issues such as intimidation and bullying and positively educate our young people so that they are enabled to embrace the world in which they live in, in a more tolerant and trusting way and aid with the establishment of a more peaceful and stable society for all.	<ol style="list-style-type: none"> 1. Youth Resilience 2. Teacher Classroom Management (TCM) Programme 3. An Evidence based Internationally recognised Early Intervention Anti Bullying programme (KiVa) 	Non Accredited

3.	Cavan LGBT Youth Initiative	Healthy Ireland	Killeshandra FRC	0-24 year olds	To develop an increased awareness of LGBTI terminology and provide supports to Community, Schools, Parents, Organisations and Young People in County Cavan	<ol style="list-style-type: none"> 1. LGBTI Information Sessions 2. LGBTI Support Groups 3. LGBTI Parent and Family Supports 4. LGBTI Conference 	Non Accredited
4.	Parenting Cavan	Healthy Ireland	Tullacmongan FRC	17/18 Years +	To provide Parents with Parenting Tools and Skills to Parent their Children positively, improve relationships and communication skills. Support their personal growth and development to enable them to have an improved family environment in which they will live	<ol style="list-style-type: none"> 1. Early Years (parents of 1-6 year olds) 2. Children's programme (parents of 6-11 year olds) 3. Adolescent programme (parents of 11-18 year olds) 4. Parenting When Separated 	Non Accredited
5.	Soccer League	Healthy Ireland	Foroige	10 – 24 years	To provide a Schedule of Late Night Soccer Tournaments for Young People to deter them from Anti-Social Behaviours and support them to develop improved relationships and personal development in their own lives	<ol style="list-style-type: none"> 1. Soccer Skills and Sportsmanship 	Non Accredited
6.	Female Participation In Sport	Healthy Ireland	Foroige	10 - 24 year olds	To promote Sporting Activities and Classes among females in County Cavan	<ol style="list-style-type: none"> 1. Dance 2. Yoga 3. Hip Hop 	Non Accredited
7.	Be Healthy Be Happy	Healthy Ireland	Foroige Healthy Schools, Cavan Healthy Schools, Monaghan	10 – 18 year olds 10 years +	Week Long Programme that works with young people in promoting positive development, self Esteem, resilience, Anti Bullying Programme, Active Citizenship in their own communities Both projects are in line with Healthy Ireland Strategy and focusing on Smoking Cessation, LGBTI Supports, Minority Sports, Healthy Eating and Obesity Programmes.	<ol style="list-style-type: none"> 1. Be Healthy Be Happy 	Non Accredited
8.	Multisport and Physical Activity	Healthy Ireland	Youth Work Ireland	10 – 24 year olds	Roll of on a Multi and Minority Sport Programme to introduce new sporting classes to young people as Taster Sessions	<ol style="list-style-type: none"> 1. Multi and Minority Sporting 	Non Accredited
9.	Bounce Back South East Cavan	DCYA	ISPC	10 – 24 year olds. Hardiker	This service engages with the most marginalised young people who are experiencing difficulties in	<ol style="list-style-type: none"> 1. Detached Youth Work 2. Childhood support Work 	Non Accredited

				Level 1, 2 & 3	their lives contributed by factors such as Social Isolation and the overall lack of Positive Mental Health & Well Being Initiatives and Supports available locally;	3. Shield My Flag 4. Thematic/Issue Based Youth Programmes	
10.	Youth Information Centre Type 2 Capital Grant	DCYA	Youth Work Ireland	10 – 24 year olds	The development of a sensory Garden and an outdoor amphitheatre to allow outdoor concerts/shows/festivals to take place	1. Sensory Space and Water Feature 2. Amphitheatre/Stage	Non Accredited
11.	Early School Leavers Type 2 Capital Grant	DCYA	Youth Work Ireland	10 – 24 year olds	To upgrade and develop outdoor recreational facility and paint external walls of Youth Centre	1. Recreational Play Area 2. Re-painting of Youth Facility	Non Accredited
12.	Youth Information Type 1 Equipment Grant	DCYA	Youth Work Ireland	10 -24 years	To purchase one off equipment for the delivery and roll out of Youth Service Provision	1. Purchase of Equipment for Programme Provision	Non Accredited
13.	Early School Leavers Project	DCYA	Youth Work Ireland	10 – 24 years	To purchase one off equipment and provide funding for small scale internal works for the delivery and roll out of Youth Service Provision	1. Purchase of Equipment for Programme Provision 2. Small Scale internal Works	Non Accredited
14.	VFM Capital Works	DCYA	ISPC/Youth Work Ireland	10 – 24 years	To purchase one off start off furniture, equipment, resources and provide funding for small scale internal works/ horticultural garden for the delivery and roll out of Youth Service Provision	1. Start Up furniture and equipment 2. Small Scale internal Works 3. Development of a Horticulture Space	Non Accredited
15.	Youth Employability Initiative	DCYA	Youth work Ireland	16 – 24 year olds	The Initiative aims to increase young people's employability, enhance their acquisition of employability skills and aid their preparedness and progression to employment, education or training through engagement with youth work programmes provided by the voluntary youth work sector.	1. Personal Development and Self Esteem 2. Employability Courses, C.v. Preparation 3. Interview skills 4. Life skills 5. Sporting and Coaching	QQ1 3
16.	Local Youth Club Equipment Grants	DCYA	66 volunteer led Youth Groups throughout Cavan and Monaghan	10 – 21 year olds	The primary focus of the Scheme is to assist local volunteer-led youth clubs/groups that provide a programme of youth work activities for young people. In addition, other clubs/groups that work with young people, but are not specifically providing youth work, are also entitled to apply for funding under the Scheme.	1. Local Youth Club Grant	
17.	National Quality	DCYA	All Volunteer Led Youth	10 – 21 year olds	These are national quality standards developed to	1:Safety and well-being – Programmes, practices and	Non Accredited

	Standards for Volunteer Led Youth Groups		Groups registered with CMETB		support and enhance voluntary work with young people.	people ensure and promote the safety, support and well-being of young people. 2:Young person-centred – Programmes, practices and people ensure and promote the voluntary participation, inclusion and voice of young people. 3:Developmental and educational – Programmes, practices and people ensure and promote the development, achievement and progression of young people.	
18.	National Quality Standards for Staff Led Projects	DCYA	Staff Led Projects funded by the DCYA	10 – 24 year olds	<ul style="list-style-type: none"> • Provide a support and development tool to organisations and projects • Establish standards in the practice and provision of youth work • Provide an enhanced evidence base for youth work • Ensure resources are used effectively in the youth work sector • Provide a basis for whole-organisational assessment 	<ol style="list-style-type: none"> 1. Internal Self-Assessment 2. External Assessment incorporating Evidence, Review of practices, programme sessions 3. Continuous implementation Plan and Roll Out 	Non Accredited
19.	Local youth Club equipment Grant	DCYA	147 Volunteer Led Youth equipment Grants across Cavan and Monaghan	10 – 21 year olds	The scheme is focusing on the provision of small scale equipment grants to local youth clubs/groups. Grants may cover equipment such as: Storage, IT equipment, electrical equipment, sporting equipment, arts and drama equipment etc.	<ol style="list-style-type: none"> 1. 147 Grants made available 	Non Accredited
20.	ISPCC Monaghan Project	DCYA	ISPCC	10 – 18 year olds	The Childhood Support Service provide one to one therapeutic support to young people and families in Co. Monaghan. The CSW will provide a tailor made, strengths based and outcomes focused support service to their clients. Each intervention will consist of app. 20 sessions and is child centred in its approach.	<ol style="list-style-type: none"> 1. One to One therapeutic support 2. Shield My Flag 	Non Accredited
21.	Early School Leavers Project	DCYA	Youth Work Ireland	10 – 24 year olds. Hardiker Level 1, 2 & 3	Provides Youth Programmes and Support to those most marginalised and suffering from an array of issues such as poverty, low education, unemployment, substance abuse etc. in Ballybay, Clones, Castleblayney	<ol style="list-style-type: none"> 1. One to One and Group Sessions 2. Detached Youth Work 	Non Accredited

22.	Bounce Back West Cavan	DCYA	ISPC	10 – 24 year Olds. Hardiker Level 1, 2 & 3	This service engage with the most marginalised and rurally isolated young people who are experiencing difficulties in their lives contributed by factors such as Social Isolation, no sense of belonging and the overall lack of Positive Mental Health & Well Being Initiatives and Supports available locally.	<ol style="list-style-type: none"> 1. Rural Outreach Youth Service Provision 2. Detached Youth work 3. Childhood Support and Youth Resilience 	Non Accredited
NOTE: All monies for the above projects are administered through CMETB							

8.4.3 Sectoral QA projects

CMETB is involved in a range of sectoral QA groups, projects and fora, including the CE Forum, the FET Directors Forum, the Apprenticeship and Traineeship Strategy Group, the QA Forum, the ETBI Assessment Procedures Working Group, the Work Experience Review Group and the PLSS Advisory Group, National Traineeship Steering Committee, Workforce Development Committee.

8.5 Evaluation of Stakeholder and Collaborative Relationships

8.5.1 Stakeholder Relationships

CMETB’s relationship with SOLAS is well-defined, and well-supported by SOLAS. Developments such as the PLSS and the National Learner Database support CMETB not only in planning processes, but also in the quality assured delivery of learning, e.g. in uploading learner details to the QBS, and in maintaining historical records once it is fully operational.

It is understood that there is a plan for strategic dialogue between SOLAS and the ETBs. This will provide an opportunity to engage even more closely with SOLAS, and it is anticipated that even more developmental initiatives and opportunities will arise out of that dialogue.

CMETB has undertaken to engage more closely with QQI and other validation providers. This collaborative relationship is a valuable one which facilitates CMETB and its staff to improve its offering in line with best practice in the quality assured delivery of certified learning.

8.5.2 Collaborative Relationships

The collaborative relationships that the Training Service have with second providers and community training providers is relatively new. The processes and procedures for this division merit particular attention in order to bring them in line with the rest of CMETB.

ETBI driven QA projects are exploring ways of developing a common, national approach to quality assurance. To date it has looked at policies in Appeals, Assessment and Security of Assessments. By engaging at a development level in these projects, CMETB is ensuring that it remains at the forefront of QA developments at this time of considerable change within the sector.

In addition, CMETB's involvement in EU and other sectoral QA projects provides a valuable opportunity for informing on-going efforts to improve practice, learn from national and international examples of best practice and to share CMETB good practice with others.

KEY RESULT AREAS

- Review QA procedures and protocols with respect to delivery of training services.
- Dissemination of learnings and best practice garnered from engagement with stake holders and collaborating partners at CMETB Level

9. Apprenticeships/Traineeships & Work Based Learning

9.1 Local Apprenticeship

As of 2015, Cavan & Monaghan ETB has conducted two classes of Phase 2 of the *Version 4* Electrical Apprenticeships in the CMETB FET Campus, Dublin Road, Cavan. Prior to Version 4 there was an initial course intake of Version 2.2 Electrical Apprenticeship which did not entail the portfolio element of the assessment.

To date there have been 3 classes of 14 Electrical apprentices, 42 in total with 2 of those being referrals.

Once the assessment is marked, IV'd, EA'd and approved, all apprentices are transferred to Phase 3 which is on-the-job and continue to alternate phases between IoT's and employment for the remainder of their 7-phase apprenticeship.

As of December 2017, a second Phase 2 Version 4 Electrical Apprenticeship has been established operating from Monaghan Institute. Apprentices receive both theoretical and practical directed learning for a total of 22 weeks.

It is envisaged there will be a second Electrical Phase 2 apprenticeships based in CMETB FET Campus, Dublin Rd, Cavan in the near future.

9.2 National Apprentices

At each Results Approval Meeting, the Training Advisor and SOLAS Authorised Officer brings forward a list of Apprentices nationally that have completed their 208 week apprenticeship. These apprentices have started their trade with an employer from the Cavan or Monaghan region and have alternated between employment and education throughout their 7-phase apprenticeship. The trades vary from Carpentry, Plumbing and Heavy Vehicle Mechanics etc.

The Training Advisor liaises with employer/mentor and apprentice alike in order to support the process. Once their timeframe of 208 weeks is reached and F12B (with no issues) is approved, the Certification is requested from QQI who contact SOLAS to generate associated Trade Card to indicate qualification. The CMETB statistics in relation to same are as follows:

2015 National apprentices submitted via QBS - 3

2016 National apprentices submitted via QBS – 46

2017 National apprentices submitted via QBS – 44

Table 10 – Apprenticeship Figures Generated from RAP 2017

Jan Certification 2017	38772S 5 2 x Electrician 1 x Metal Fabricator 1 x Wood Manufacturing 1 x Motor Mechanic 5	38771Q 102		0	0
April Certification 2017	National Apprentices (QQI) 38772S 4 1 x Toolmaker 1 x Agri Mechanics 1 x Plumbing 1 x Wood Manufacturing 4	Total QQI Certification 38771Q 13	C&G (CMETB WG) 22	ICS 0	Certification outside CMETB QA 18
June Certification 2017	National Apprentices (QQI) 38772S 3 1 x Motor Mechanic 1 x MAMF 1 x Refrigeration 3	Total QQI Certification 38771Q 58	C&G (CMETB WG) 0	ICS ECDL Only 2	Certification outside CMETB QA 17
Aug Certification 2017	National Apprentices (QQI) 38772S 5 2 x MAMF 2 x Electrician 1 x Motor Mechanic 5	Total QQI Certification 38771Q 19	C&G (CMETB WG) 0	ICS ECDL Only 3	Certification outside CMETB QA 64
Oct Certification 2017	National Apprentices (QQI) 38772S 15 5 x Electrician 2 x Plumbing 1 x Metal Fabrication 1 x Toolmaker 3 x Motor Mechanic 1 x MAMF 1 x Carpenter/Joiner 1 x Agri Mechanic 15	Total QQI Certification 38771Q 70	C&G (CMETB WG) 12	ICS ECDL Only 0	Certification outside CMETB QA 12 16 13 16 57
Dec Certification 2017	National Apprentices (QQI) 38772S 12 6 x Electrician 2 x Heavy Vehicle Mechanic 1 x Motor Mechanic 1 x Agri Mechanic 2 x Plumbing 12	Total QQI Certification 38771Q 29	C&G (CMETB WG) 18	ICS ECDL Only 3	Certification outside CMETB QA 23
	44	291	30	8	179

9.3 New Apprenticeships

Locally Devised Apprenticeships – Devised by CMETB

Locally Devised Apprenticeships are currently in development in two sectors.

OEM Engineering

A group attached to the IDA – known as the Mid-tier Engineering Group for Ireland developed and submitted a proposal to the Apprenticeship Council for the development of an apprenticeship in the Original Equipment Manufacturing sector. This was approved in January 2016, and CMETB was subsequently selected by the group as the co-ordinating provider of this programme. The programme will be delivered over 7 stages, similar in structure to traditional apprenticeship programmes. Stage 1, 3, 5 and 7 will be on the job while Stage 2, 4 and 6 will be off the job. The programme contains awards at Level 5 and Level 6 on the National Framework of Qualifications

HGV Apprenticeship:

In association with the Irish Road Hauliers Association, CMETB is seeking a QQI award stem in Heavy Vehicle Goods (HGV) Driver Certificate Craft Level 5. The level sought is considered by the consortium as the most appropriate level for young entrants who wish to develop a pathway within the HGV driver and transport sector.

It is envisaged that these apprenticeships will be forwarded for QQI Validation in 2018

9.4 New Collaborative Apprenticeships

Commis Chef

Kerry ETB has developed the Commis Chef Apprenticeship which will roll out in Cavan Institute in 2018. On successful completion of the Commis Chef apprenticeship, the apprentice is awarded a Level 6 Advanced Certificate in Culinary Arts. The lead industry partner for this apprenticeship is the Irish Hotels Federation. The apprenticeship is a 2-year programme which involves 3 or 4 days per week on-the-job training, and 1 or 2 days per week off-the-job, depending on the time of year.

ATI

Since Sept 2017, CMETB in collaboration with Accounting Technicians Ireland (ATI), is delivering the new Accounting Technician Apprenticeship in Monaghan Institute. This is a two year programme, with learners attending college one day per week (8 hours training) while working the other four days in an Accounting practice or the accounts department of a business. The Accounting Technician Apprenticeship programme provides nationally and internationally recognised qualification, work experience, and the opportunity to become a fully qualified Chartered Accountant.

9.5 Traineeships

A Traineeship is a programme of structured training which combines learning in an education and training setting and in the workplace aiming to improve recruitment and employment outcomes for participants and increase retention and productivity within industry.

CMETB currently deliver three career traineeships, the Hospitality Traineeship in Cavan Institute and the Laboratory Assistant and OEM Engineering Traineeship operating out of Monaghan Institute.

The Outdoor Activity Instructor traineeship runs at Tanagh Outdoor Education Centre. Training comprises experience in work-based learning and also tutor supported direction in the classroom. This format of learning supports a fluid progression into the workplace.

9.6 Work-based learning initiatives

FET Management currently conduct Workforce Development Meetings which focus on implementing and introducing upskilling to Businesses in the Cavan and Monaghan region. This aligns with the FET Professional Development Strategy 2017-2019. The Workforce Development committee consists of a number of CMETB representatives ranging from Skills for Work to Training Services and FE Colleges. The initiative is to accommodate business with the various skills CMETB can offer.

Examples include:

Excel training (Beginner, Improver & Advanced) was provided for staff from Lacpatrick Creamery in Monaghan Institute last year.

Microsoft Office was delivered to a local electrical company - Kieran O Callaghan Electrical

SkillVec – an initiative where employees of the HSE were put through the Health Service Skills Programme at Level 5 and Level 6 Health Service Supervisory Skills Part time programme.

Skills for Work – is a national programme aimed at providing training opportunities to help employed deal with the basic skill demands of the workplace. Its aims are to promote lifel-ong learning and to contribute to a highly skilled and flexible workforce.

In addition to all of these individual work-based learning initiatives, the Director of FET is the CMETB representative at the National Employee Development Framework Working Group, ensuring CMETB is sufficiently networked in this space.

KEY RESULT AREAS
<ul style="list-style-type: none">• Integration of learnings from Apprenticeship programme and feedback from other work based learning initiatives into general programme development practices• Development of new apprenticeships for validation and the development of their associated QA procedures – OEM and HGV

10. Conclusions and Planned Actions

The purpose of this Executive Self Evaluation as defined in the Terms of Reference is to review current governance and management of quality assurance within the CMETB FET service, with a view to identifying current gaps and priorities for improvement in the context of the QQI statutory Core and Sectoral QA Guidelines. In undertaking a thorough review of all quality assurance processes underpinning FET delivery within CMETB, a number of strengths, as well as opportunities for improvement have emerged. In this context, this evaluation process has proven to be a valuable learning process, particularly for the embryonic QA team.

Cavan and Monaghan ETB's vision and approach to developing capacity that meets with the needs of learners and employees is evidenced in the establishment of this new quality support team including a Director of Quality Assurance and a Quality Assurance Officer. In addition the range of provision and qualifications highlights CMETBs commitment to delivering to national skill agenda and workforce development. In this way CMETB is ensuring that it is living to learner centered and employer centric principles.

It is also acknowledged however that there are gaps in our FET quality assurance policies and procedures. The main gaps emerging were the opportunity to consolidate our governance structures to ensure that we have sufficient oversight and accountability at all levels within the management structure and that specifically in relation to QA that by embedding a quality culture, through the implementation of these structures, that the assignment of specific quality assurance principles based on the subsidiary principle will be more attainable.

Because CMETB is currently operating under 4 Quality Assurance structures there is a lack of coherent information, monitoring and consistent documentation feeding in at FET organisational level. That makes it difficult to identify and analyse trends and risks and make fully informed, evidence-based decisions. Therefore, in order to improve decision making at ETB and centre level, a number of thematic areas have emerged as priorities for improvement which will need to be addressed over the coming year. These have informed five priority goals for development which are:

1. Review and enhancement of the FET QA governance structures
2. Improved use of management information tools
3. Development of integrated policies and procedures with a view to integrating all policies and procedures under a CMETB framework.
4. Integrated planning and management of CMETB programme related activities
5. Staff and Stakeholder consultation and communication to deliver quality, relevant curriculum.

Based on these priority areas, the CMETB FET service has now prepared a Quality Improvement Plan which is considered in their own individual context. It incorporates both operational procedures and a system of review to monitor the effectiveness of these procedures, as required by Core Guidelines. In developing this plan, CMETB also took into account constraints and resource implications in order to determine realistic timescales for achieving these highlighted actions.

The criteria in selecting and prioritising these actions therefore, involved identifying ones which would facilitate the long-term changes needed, while maintaining and improving on current good practice. This should enable Quality Assurance improvements in a structured and incremental way allowing for the firm embedding of a strong and shared quality culture within CMETB as the process evolves.



In order that this development work is undertaken in a coherent and systematic manner, and to ensure that everyone in CMETB who is involved in the provision of FET has a sense of ownership of the developing QA structures policies and procedures, it has been decided that the priority in this first year of the improvement process is to undertake a thorough and considered planning and consultation process with respect to these five themes, with a view to implementing them incrementally. A benchmarking exercise will also be undertaken in order to provide a measure of progress against our baseline. Once the structures, within which all future developments can be embedded, are in place, CMETB will be in a position to engage in an on-going cycle of improvement, and work towards our aspiration of the delivery of excellence in learner and employer experience of education and training at CMETB.

In conclusion, this has been a very useful and thought provoking exercise. It has resulted in a detailed review of CMETB Governance, Systems, Policies and Procedures and the resultant Quality Improvement Plan will provide strategic direction and operational focus to guide quality enhancement initiatives for the period 2018-2019.