	Quallity Area	Summary	Timeframe	Priority	Status	Update	Revised Timescale
	Effective, managed, monitored, documented and resourced Quality Assurance Governance and Management system and structure appropriate to the scale and breadth of provision in the LCETB FET service.						
1	Updated Terms of Reference documentation for FET Steering Group, QA Implementation Group, QA Working Groups.	In compliance with Core Statutory QA Guidelines, Sector Sepcific Guidelines and new validation policy, structure of QA governance within LCETB to be reviewed, developed and aligned with national policy requirements and local LCETB context. ETBI led Sector QA Governance project framework document to be implemented.	January 2018	B	Complete	Quality Assurance Governance structures reviewed and updated as per sector governance framework. Quality Council and associated subgroups of Quality Assurance and Programme Governance established.	
2	Develop processes and procedures related to LCETB City & Guilds SuperCentre Provider registration, aligned to existing QA Governance and Management system.	Development of LCETB City & Guilds Suercentre structure approved by FET Steering Group. This structure aligns existing providers under common structure and QA governance. Supercentre QAP approved in principle by C&G, requirement to explicitly develop roles and responsibilities.	January 2018	A	Complete	City and Guilds Supercentre established, single provider structure and QA governance approved by City & Guilds, pilot programme between sub-centre and new satellite centre is underway.	
	Procedures for the assessment of learners to ensure fairness, consistency and fitness-for-purpose and monitoring of this at centre level and ETB level.						
3	Development of Marking Seminars and LCETB exemplars of assessment materials in programme thematic areas.	Consistency of marking and distribution of assessment grades across LCETB centres is recognised as critical and requiring focus. Potential influences and actions have been identified. Development of control measures, competency development and explicit assessment resources required.	December 2018	A	Delayed	QA marking seminar developed and implemented, 250 learning practitioners attending. Exemplar bank in development, four Level 5 module examinations developed.	December 2019
4	Develop process for analysis of QA critical indicators.	From QQI Core Statutory QA Guidelines "Indicators are developed and data is collected which can be used to measure the effectiveness of policies and procedures." Development of Early warning, monitoring and self-evaluation indicators of quality required - how is quality measured, how can we assess performance?	December 2018	B	Delayed	Planned linkage to development of Dynamics 365 CRM/Quality monitoring dashboard, project not developed. Have explored similar options with other providers. Continue to manually manipulate and interpret data.	December 2019
5	Implement Assessment Procedures as developed by National Assessment Working Group.	National Assessment working group developing framework of assessment procedures - Compassionate consideration, Assessment deadlines , Reasonable accommodation, Secure Storage of assessment material and Learner assessment evidence, The Assessment Event, Recognition of Prior Learning, Assessment Appeals	December 2018	B	Delayed	Plan agreed and approved for roll out of Assessment Procedures to LCETB centres from September 2019.	September 2019
6	Implementation of updated External Authentication panel as developed by ETBI quality enhancement process.	ETBI Quality Enhancement project to develop, through contract and consultation, a model for External authentication for the ETB Sector. ETBI EA panel will begin to be implemented in 2018 - implications for LCETB, process and procedure updates.	December 2018	C	Delayed	National project now underway, briefings, recruitment and training to a national panel for June 2019.	June 2019
	Staff members have access to support and opportunities for development based on a systematic approach to the identification of their continuing professional training and development needs.						
7	Automatic system for new staff recruitment for QA induction Training.	From Core Staturory QA guidelines "An internal system of support for newly-qualified staff, or staff with minimal experience, is documented and in operation." QASS not automatically notified of new teaching staff - requirement for induction in QA.	September 2018	B	Delayed	Extensive Staff Induction training carried out in 2018. Much broader cohort of staff reached for induction training through revised processes.	October 2019
8	Formalised tutor mentor process, trained tutors as mentor to new tutors, with roles and responsibilities agreed.	From Core Staturory QA guidelines "Staff members have access to support and opportunities for development based on a systematic approach to the identification of their continuing professional training and development needs". Professional development of subject matter expertise, from one-to-one mentoring from experieced practitioner in relevant field of learning.	September 2018	A	Delayed	QA Working group have agreed model for provision of mentors to FET staff. This will be used as a guideline for development of policy and procedure document.	November 2019
9	Developed online eLearning professional development courses for staff.	LCETB QA support Service deliver significant face-to-face PD in scheduled courses, briefings, one-one support. In the geographical and programme diverse environment of LCETB, acccess to an online resource of QA material for staff would extend reach and improve reception of professional development - short course QA videos, blended learning.	September 2018	C	Delayed	QASS have begun process of developing eLearning resources for staff, example of video describing updates to assessment templates. Development of broader provision of resources required.	December 2019
10	Competency matrix of existing staff to manage qualifications of staff to deliver programmes, both subject specific knowledge and core QA competencies	From Core Staturory QA guidelines "The provider takes responsibility for the quality of its staff and for providing them with a supportive environment that allows them to carry out their work effectively." Development of matrix of education, experience, training, etc to quality assure assure staff competencies.	September 2018	C	Delayed	Central PD history, manually and via Moodle badges managed by QASS. PD Action Plan will address structures and systems required.	November 2019

	Quallity Area	Summary	Timeframe	Priority	Status	Update	Revised Timescale
	The quality assurance system is fully documented; there are robust, documented policies and associated procedures for the assurance of the quality and standards of provision.						
11	Development of single admissions policy and agreed procedures for learner admission across all LCETB centres.	From Core Staturory QA guidelines "Access policies, admission processes and criteria are established and implemented consistently and in a transparent manner and in accordance with national policies and procedures for Access, Transfer and Progression (ATP)." Admission policies differ across former providers within LCETB - single quality assuance policy development is required.	September 2018	C	Delayed	ILLN Implementation group conductuing baseline audit of LCETB centres and developing standard process and procedures.	September 2019
12	Formalise communication policies and processes in relation to Quality Assurance.	From Core Staturory QA guidelines "All relevant programme and award information is made available to prospective and current learners...The accuracy of such information is maintained. Information for prospective learners is honest, transparent and facilitates comparison." Legacy LCETB Communications policies, procedures and process differ across LCETB centres - to staff and to learners.	September 2018	B	Delayed	Broadening of Quality Assurance communications platforms – Newsletter, SignageLive, Twitter, Learning and Skills web page, QA Support Service survey, etc. Development of FET Communications policy required.	July 2019
13	From common set LCETB QA policies agree provision appropriate procedures across centres.	From Core Staturory QA guidelines "Equal attention is paid to quality assurance of the learning environment in any type of distributed learning context, such as outreach centres or in collaborations with other providers or organisations." Differentiation, where appropriate, may be required for some centre specific procedures derived from LCETB level policies.	September 2018	C	Delayed	Linked to implementation of assessment framework procedures.	September 2019
14	Development of LCETB RPL processes following on from learning from VISKA and defence forces projects.	From Core Staturory QA, policies for learner recognition must include "Fair recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning." National TOBAR Defence forces RPL project 10 ETB's is developing handbooks, process and procedure, also national policy in assessment framework.	September 2018	A	Complete	TOBAR RPL project – Limerick City Core Skills/BTEI in conjunction with Defence forces – first ever cohort of Recognition of Prior Experiential Learning (RPeL) to achieve certification in Limerick and Clare ETB.	
	Develop QA systems and process to enable LCETB to design, develop, approve, monitor and review all FET programmes.						
15	Updated LCETB Programme Development, Delivery and Validation policy following review of Programme Group function and process.	From ETB Sector Specific QA guidelines "An ETB is responsible for the design, development, approval, monitoring, and review of all programmes, including programmes leading to QQI awards." LCETB programme group policy review required - reflection to incorporate QASS role.	December 2018	C	Delayed	Terms of Reference for Quality Council Subgroup (Programme Governance) have been established. Review of internal processes associated with legacy programme group policy required.	July 2019
16	Begin process of consolidating multiple versions of programmes that exist at lower levels across LCETB regions.	Legacy programme development and approval by former VEC and FAS centre led to continuation of multiple programmes at lower levels within LCETB - multiple versions of programme and module leading to one award.	December 2018	C	Not Started	Immediate need for consolidation of LCETB programmes at Level 4. Project has not progressed as review of standards at levels 1-4 being conducted by QQI.	???
17	Programme review cycle to be developed, formalise evaluation and review of validated programmes.	From Core Staturory QA guidelines "Programme delivery is monitored in a way which allows for the identification of needs and the modification and adjustment of the programme and the delivery method as appropriate" LCETB programmes have been updated based on the identification of errors to QASS - requirement to formalise the feedback and development process.	December 2018	A	Delayed	Programme revision process has been implemented to identify updates required to programmes. Formal review schedule will be process of Programme Governance Subgroup.	September 2019
18	Development and implementation of learner feedback process, on an LCETB-wide systematic basis, as part of overall LCETB self-evaluation process.	From Core Staturory QA guidelines "Review and self-evaluation of quality, including review of programmes of education and training, research and related services, is a fundamental part of the provider quality assurance system." Self-evaluation process remains as pre merger - requirement for LCETB level self-evaluation process.	December 2018	C	Not Started	Provider-wide self-evaluation process not implemented as determined by developement of statutory review of ETBs and "sector specific ToR, Handbook, Process and Methodology" defined.	September 2019