CDETB

EXECUTIVE SELF–EVALUATION

REPORT on QUALITY ASSURANCE PROCEDURES against QQI Core and Sector Specific QA Guidelines

CITY OF DUBLIN EDUCATION AND TRAINING BOARD

FRIDAY 06 OCTOBER 2017

CHIEF EXECUTIVE: MS. CAROL HANNEY

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CDETB Executive Self-Evaluation against QQI Core and Sector-Specific QA Guidelines

SECTION 1: INTRODUCTION, PURPOSE AND OBJECTIVES

INTRODUCTION

This Executive Self-Evaluation (ESE) process provides an opportunity for CDETB to reflect on its current QA procedures and to analyse, review and test the effectiveness of CDETB legacy QA policy and procedures, in light of the clear obligations set down by QQI Quality Assurance Guidelines[1].

The report, written from the corporate level perspective, reflects the challenges facing CDETB in its oversight and management of CDETB quality assurance practice across its many colleges and centres. The aim of CDETB in this process is to develop a, new Total Quality Assurance Management (TQAM) Framework that will build on current best practice and maintain a balance between corporate oversight role and centre autonomy. CDETB aims to facilitate purposeful integration and linking of the activities of the QA in the management structures in a multi-layered organisation

The ESE report evaluates current quality assured processes against the QQI QA Guidelines to determine a planned approach to maintaining and enhancing the quality of those current processes *(see Summary of Key Features*[2] *template)* and identifies a Quality Assurance Improvement Plan[3] which will assist CDETB management to move the organisation seamlessly from a legacy QA system to a more unified Total Quality Assurance Management Framework.

As well as continuing to achieve CDETB Education and Training Goals within the CDETB Statement of Strategy 2015-2020[4], the anticipated TQAM Framework will enable CDETB to comply with the full set of QA Guidelines from QQI, published in 2016 and 2017, and its obligations within the Quality and Quality Assurance (Education & Training) Act, 2012. This ESE takes into account the following strategy documents:

- CDETB Education, Training and Youth Services Strategy 2015 – 2020
- CDETB Statement of Strategy 2016 - 2018 in response to DES 'New Programme for Partnership Government[5]
- SOLAS FET Strategy 2014 – 2019[6]
- The Chartered Institute of Public Finance & Accountancy, International Framework: Good Governance in the Public Sector[7] (2014)
- CDETB FET Plan 2017[8]

1 QQI Core and Sector Specific QA Guidelines
2 CDETB ESE Summary of Key Features
3 CDETB Quality Improvement Plan
4 wwCDETB Statement of Strategy 2015–2020
5 Department of Education Submission 08.05.16
6 SOLAS FET Strategy 2014–19
7 The CIPFA\Chartered Institute of Public Finance & Accountancy
8 CDETB FET Plan

The ESE also takes into account recent external advice on QA Corporate Governance Structures from Dr. Trish O'Brien contained in the CDETB Observations for Governance[9] document in response to the Governance and Management Questionnaire completed by CDETB. The ESE also takes account of the draft ETBI Governance and Quality Management Report, 30 May 2017 [10].

PURPOSE

The Executive Self Evaluation is conducted to ascertain the effectiveness of QA governance and management of legacy Quality Assurance procedures and to enable the development of a Quality Assurance Improvement Plan which will support CDETB in quality enhancement and in meeting its statutory requirements for the establishment and operation of internal QA procedures.

The outcome of the Executive Self Evaluation is focused on improvements to policies, structures and processes to improve the quality of learning opportunities for all learners in CDETB and to enhance its effectiveness of the CDETB Total Quality Assurance Management Framework in the current FET environment.

PRINCIPLES

In undertaking the ESE and in moving to a Total Quality Assurance Management Framework, CDETB is guided by the following:

- CDETB quality assurance procedures and governance structures are all designed to contribute to meeting the mission, vision, and strategy of the organisation. There is significant governance in the delivery of FET provision by CDETB (by the FET Director and in consultation with the FET Steering Group and the Programme Management Committee) within the context of the CDETB Statement of Strategy 2015 – 2020 which provides an overarching reference point for quality assurance and governance.
- The ESE is undertaken recognising the rich diversity of learning throughout the organisation in its 60+ FET centres, and the dynamic changes which occur in the labour market and in requirements from HE progression routes.
- CDETB will embed self-evaluation processes as part of the normal management cycle of planning across all its services and centres as well as introducing a monitoring and review system at central level. This is a key QA activity designed to ensure service quality is maintained and enhanced on an on-going basis.
- CDETB will build on the current delivery of a high quality assured further education and training service to all City of Dublin FET learners, and will continue to fulfil its strategic mission, education goals, and corporate responsibility to other partners in the FET environment (e.g.: QQI, DES, SOLAS, and other bodies).
- CDETB will create structures to enable the learner voice and staff voice be heard

8 CDETB Observations for Governance
10 Draft ETBI Governance and Quality Management Report, 30 May 2017

OBJECTIVES

- ### OBJECTIVE 1

To evaluate the effectiveness of CDETB's consolidated QA framework to cover all core processes in line with QQI Core Statutory QA Guidelines (2016)[1], QQI Sector-Specific Statutory QA Guidelines for ETBs (2017)[11], and QQI Policies and Criteria for the Validation of Programmes of Education & Training (2016).[12] Currently, quality assurance in CDETB operates within 2 systems –

1. TQAS which applies to the 2 Training Centres
2. The established centralised CDETB legacy QA policies, with local centre procedure implementation across 24 difference centres and services *(and great emphasis on B6, Fair and Consistent Assessment of Learners)*.

- ### OBJECTIVE 2

The main objective of this ESE is to formulate a Quality Assurance Improvement Plan so that CDETB can continue to manage the transition from a legacy QA framework to a Total Quality Assurance Management Framework which is:

1. In line with CDETB QA mission, with a learner driven ethos, education and training goals
2. In compliance with QQI QA Guidelines
3. Can respond to national policy and planning initiatives by key CDETB stakeholders (such as QQI, DES, SOLAS)

- ### OBJECTIVE 3

To evaluate the current governance and quality assurance that has been established as the foundations for the development of a Total Quality Assurance Management (TQAM) Framework. The transition from a legacy QA framework to a TQAM framework integrating the Transitional Quality Assurance Systems (TQAS) from the 2 Dublin City Training Centres, has been underpinned by ongoing oversight of the core QA processes by the following new CDETB Corporate QA Governance Structures[13]:

1. CDETB Quality Assurance Steering Committee
2. CDETB Further Education & Training Steering Group[14]
3. CDETB Programme Management Committee *(note, the Programme Management Committee was formerly known as the Programme Approval Committee and was established under a Programme Approval Agreement with FETAC, 2008)*[15]

11 QQI Sector-Specific Statutory QA Guidelines for ETBs
12 QQI Policies and Criteria for the Validation of Programmes of Education and Training (2016)
13 CDETB Corporate Governance Structures
14 CDETB FET Steering Group TORs
15 CDETB PMC TORs

- ## Objective 4

To review the resources required to ensure corporate governance, oversight and management of a quality assured FET service which reflects the diversity and complexity of the FE requirement for Dublin city and is learner based and locally managed, within the overall corporate approach to CDETB quality assurance, maintenance and enhancement. *(This has been facilitated by the establishment of a new FET Development Unit in 2015)*. There have been changes in the Senior Management Team for CDETB over the past 2 years, a new Chief Executive has been appointed, and an additional FET Director has also been appointed to complement an existing FET Director and a new Director of Schools. This new team report directly to the Chief Executive who in turn is accountable to the Board of CDETB[16].

- ## Objective 5

To enable CDETB to meet the dual objectives of further education and training excellence and inclusion and support for the learner to achieve nationally recognised qualifications, QQI Guidelines are applied to the diverse and complex education and training provision by CDETB, both at a corporate level and at the multiplicity of specialist centres level.

16 Board of CDETB; - http://cityofdublin.etb.ie/about-us/board/

SECTION 2: CITY OF DUBLIN ETB PROFILE

Summary description

CDETB operates

- ✓ 23 Schools and Colleges across the City,
  ↳16 of which are Colleges of Further Education,
- ✓ 2 Training Centres,
- ✓ The Adult Education Service which operates in 5 separate areas across the city,
- ✓ 10 Youthreach Centres,
- ✓ 7 Prisons.

CDETB also delivers programmes in

- ✓ 13 Community Training Centres,
- ✓ 6 Local Training Initiatives and 5 Specialist Training Providers.
- ✓ Specialist projects targeting people in homelessness, drug rehabilitation, and asylum seekers and migrant workers,
- ✓ CDETB offers additional courses and services in up to 60 centres outside of the colleges,
- ✓ CDETB is also responsible for City of Dublin Youth Services Board (CDYSB) which provides Youth Work Services across the City of Dublin.

The organisation has a staff of approximately 3,500 and provides courses for almost 23,000 full-time and almost 30,000 part-time learners each year across the City of Dublin. CDETB is mindful of providing a further education and training service which leads directly to employment or progression within further education or to higher level. For further information and data on CDETB provision, please see the following appendices:

APPENDIX 1: List of Centres on PLSS
APPENDIX 2: Breakdown of Awarding Bodies that provide Certification to CDETB Learners

The following tables outlines the number of learners per programme who have benefited from CDETB courses in the full calendar year 2016. Please note, an individual learner could have benefited from more than one in course in the calendar year.

CDETB FET Provision in 2016	
Full Time Provision	Number of Beneficiaries Jan-Dec 2016
Apprenticeship Training	1,316
Bridging and Foundation Training	85
Community Training Centres	1,175
Justice Workshop	122
Local Training Initiatives	242
PLC	14,900
Specialist Training Providers	855
Specific Skills Training	1,150
Traineeship Training	533
VTOS Core	1,368
Youthreach	1,083
F/T Provision Total	22,829
Part Time Provision	
Adult Literacy Groups	5,963
BTEI Groups	2,473
ESOL	2,251
Evening Training	2,786
FET Cooperation Hours	7,495
ITABE	264
Skills for Work	82
Voluntary Literacy Tuition	690
Part Time Provision Total	22,004
Part Time Unaccredited Provision	
Community Education	8,122
P/T Unaccredited Provision Total	8,122
CDETB FET Provision Totals	**52,955**

Source FARR Planning and Reporting Data 2016

CDETB FET Provision 2015, 2016, Per Programme		
Full Time Provision	Actual Number of Learners 2015	Actual Number of Learners 2016
Apprenticeship Training	1,220	1,316
Bridging and Foundation Training	233	85
Community Training Centres	2,527	1,175
Justice Workshop	148	122
Local Training Initiatives	437	242
PLC	15,455	14,900
Specialist Training Providers	1,562	855
Specific Skills Training	1,701	1,150
Traineeship Training	537	533
VTOS Core	0	1,368
Youthreach	1,097	1,083
Full Time Provision Total	24,917	22,829
Part Time Provision		
Adult Literacy Groups	7,051	5,963
BTEI Groups	2,343	2,473
ESOL	1,925	2,251
Evening Training	3,468	2,786
FET Cooperation Hours	9,691	7,495
ITABE	282	264
Skills for Work	179	82
Voluntary Literacy Tuition	774	690
Part Time Provision Total	25,713	22,004
Part Time Unaccredited Provision		
Community Education	7,911	8,122
Part Time Unaccredited Provision Total	7,911	8,122
CDETB FET Programme Provision Totals	**58,541**	**52,955**

Source FARR Provision and Reporting Data 2016

FET Provision Skills Cluster Percentage Breakdown 2016	Number Of Learners	
	Actual Number of Learners 2016	Percentage Proportion of Total per Cluster
Agriculture, Horticulture and Mariculture	286	1%
Animal Science	221	1%
Art, Craft and Media	4,750	20%
Built Environment	1,255	5%
Business, Admin & Management	4,095	17%
Financial Services	336	1%
Food and Beverage	418	2%
Hairdressing, Beauty and Complementary Therapies	1,123	5%
Health, Family other Social Services	6,525	27%
Information Technology	2,155	9%
Manufacturing	1,233	5%
Natural Resources	61	0%
Sales & Marketing	240	1%
Sampling Skills	220	1%
Science and Technology	393	2%
Tourism and Sport	851	4%
Transport, Distribution & Logistics	36	0%
Total	24,198	100%
General Learning	28,757	54%
Overall Total	**52,955**	

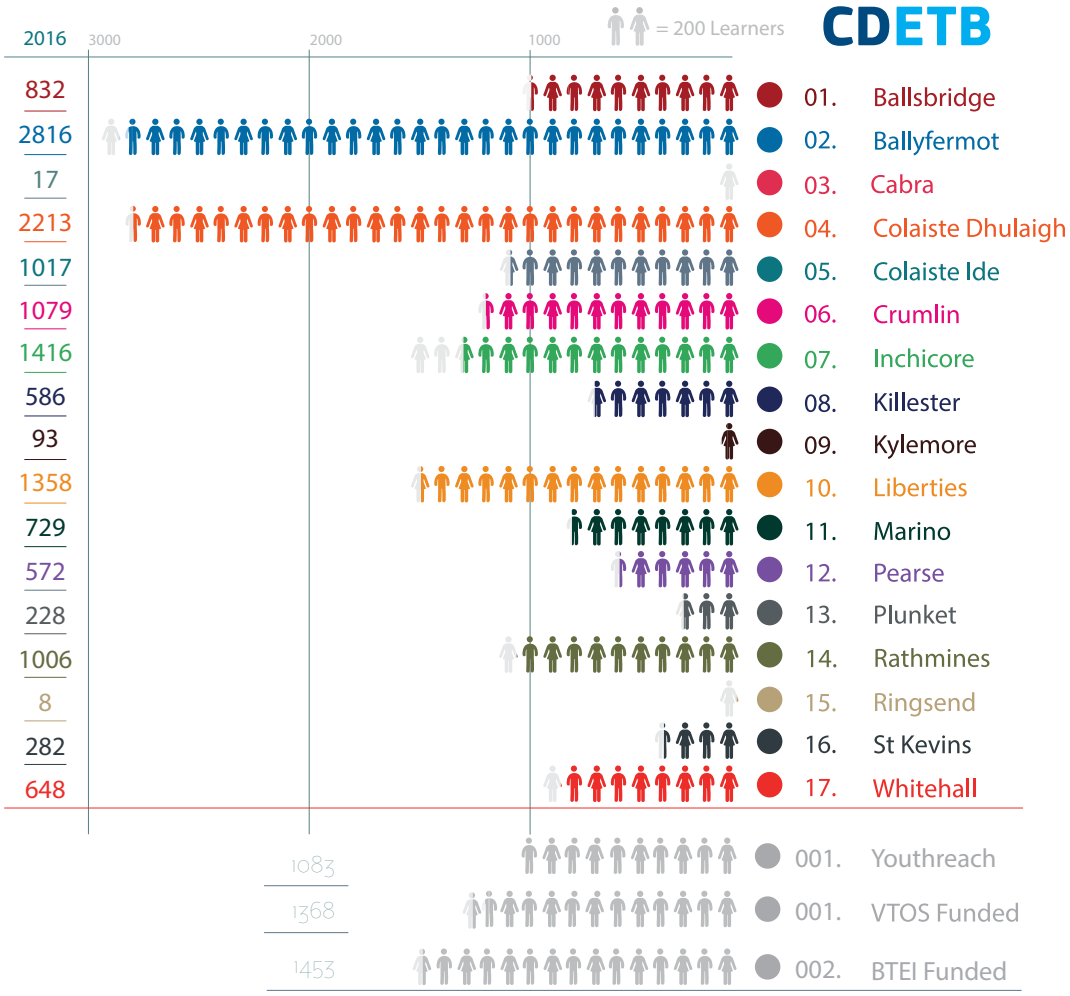
Source FARR Provision and Reporting Data 2016

CDETB has an extensive scope of provision, and has been successfully delivering programmes to learners from levels 1 – 6, across broad fields of learning.

In 2016, CDETB delivered programmes leading to 23,752 QQI component awards across a range of fields of learning, of which the top 3 fields were: 6,093 component awards in Generic Programmes *(such as Maths, IT Skills, Writing)*; 4,063 component awards in the Business, Administration and Law field of learning, and 3,554 in Health and Welfare *(with Childcare the top award title in this field)*.

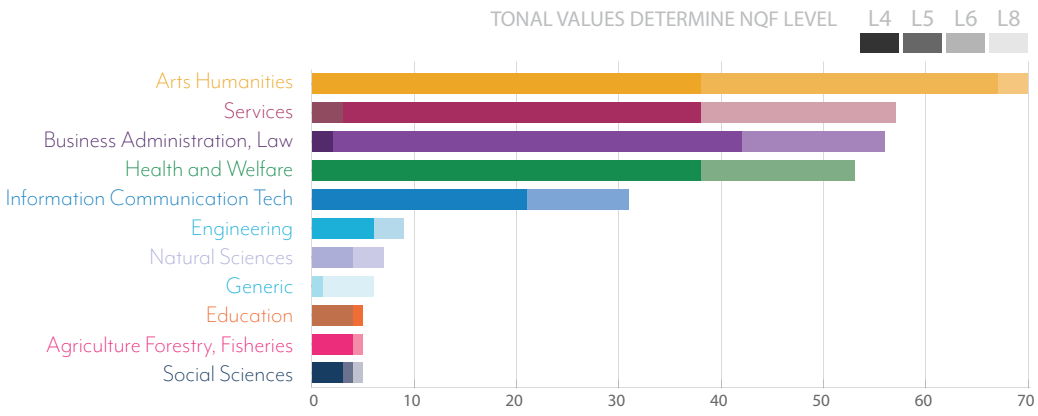
Source QQI Info-Graphics

No. of Beneficiaries in PLCs in Calendar Year 2016



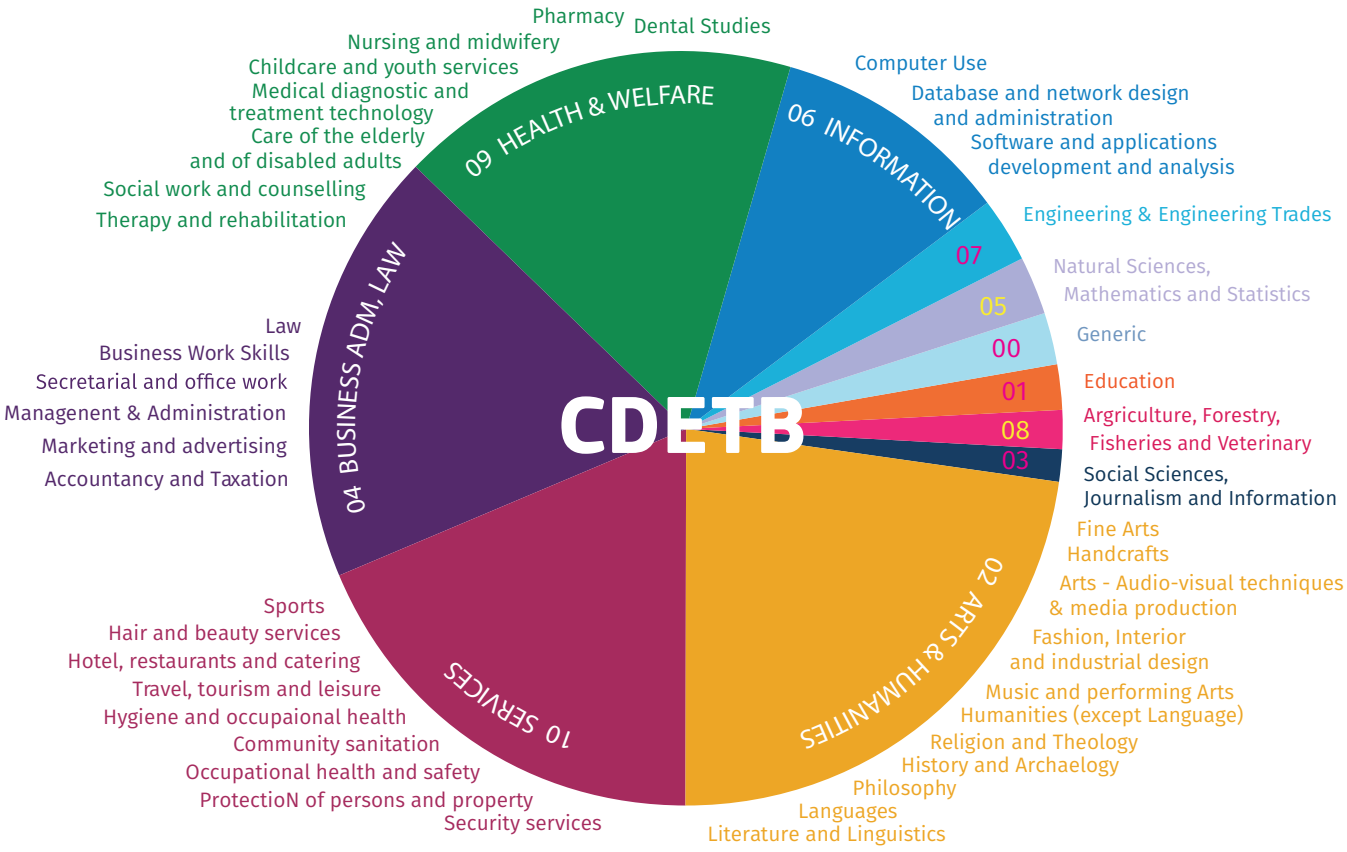
Source FARR Provision and Reporting Data 2016

NFQ Levels in CDETB



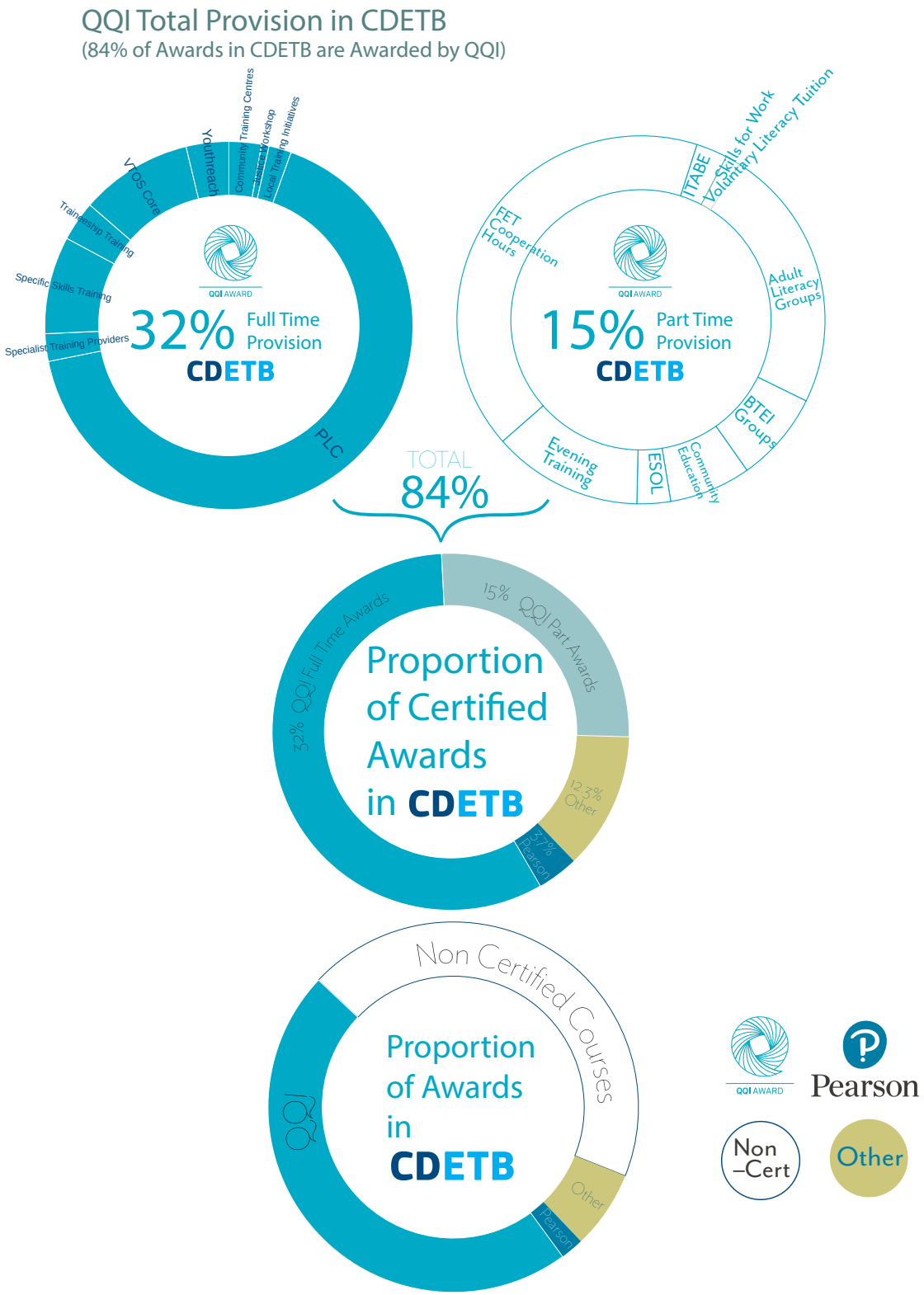
DATA TAKEN FROM CDETB DIRECTORY OF COURSES 2017/18

Overview of PLC Fulltime Provision

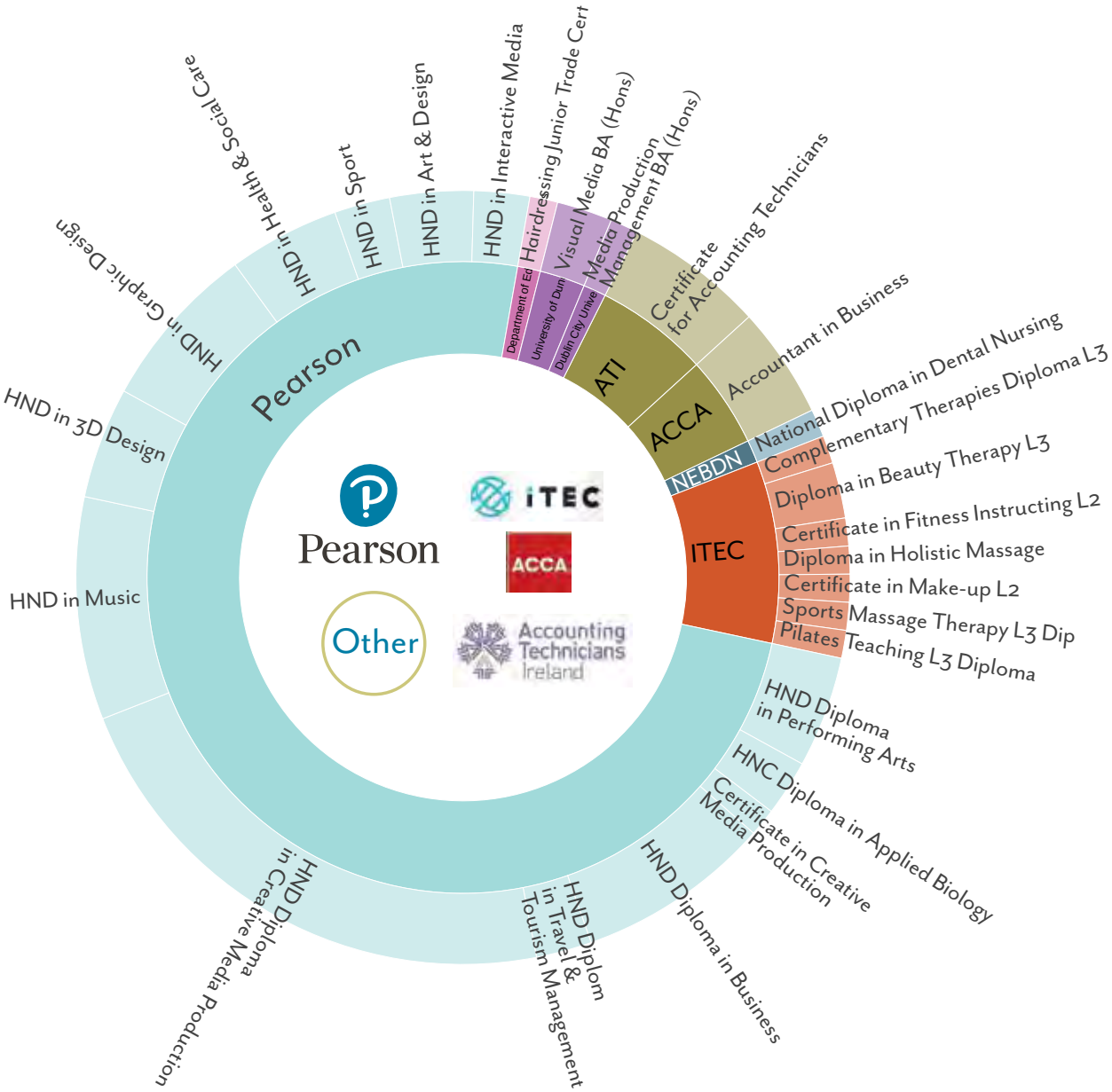


ISCED Catogeries

00 Generic
01 Education
02 Arts Humanities
03 Social Sciences
04 Business Administration, Law
05 Natural Sciences
06 Information Communication Tech
07 Engineering
08 Agriculture Forestry, Fisheries
09 Health and Welfare
10 Services


QQI Total Provision in CDETB
(84% of Awards in CDETB are Awarded by QQI)
32% Full Time Provision CDETB
PLC
Specialist Training Providers
Specific Skills Training
Traineeship Training
YOS Core
Youthreach
Community Training Centres
Local Training Initiatives
15% Part Time Provision CDETB
ITABE
Skills for Work
Voluntary Literacy Tuition
Adult Literacy Groups
BTEI Groups
Community Education
ESOL
Evening Training
FET Cooperation Hours
TOTAL 84%
Proportion of Certified Awards in CDETB
32% QQI Full Time Awards
15% QQI Part Awards
12.3% Other
3.7% Pearson
Proportion of Awards in CDETB
Non Certified Courses
QQI
Other
Pearson
QQI AWARD
Pearson
Non –Cert
Other

Other Awarding Bodies in CDETB



Source FARR Provision and Reporting Data 2016

SECTION 3: EXECUTIVE SELF-EVALUATION PROCESS

The Terms of Reference for the Executive Self-Evaluation (ESE) process were agreed nationally between the FET Directors and QQI. A co-ordinator for the ESE process was assigned within CDETB FET Development Unit to co-ordinate the process. An external facilitator was identified to work with the project manager and the FET Development team in advising and facilitating the process.

Three key areas were reviewed by the FET Development Team earlier in the year in preparation for the ESE process and this work formed the basis for the work undertaken by the FET Development Unit in developing the ESE report and for identifying the priority areas for the Quality Assurance Improvement Plan:

- A review of the programmes used in Centres
- A review of QA procedures as operated in Centres
- A review of the External Authenticators Reports from all colleges/centres in 2017

The review and actions were considered by the QA Steering Group. The FET Director and FET Development Unit liaised with Dr Trish O'Brien, External Consultant, for her advice on the focus of governance and quality assurance maintenance and enhancement in CDETB. The final Report and Quality Assurance Improvement Plan was approved by the CDETB Senior Management Team on 5th October and signed-off by CDETB Chief Executive Ms. Carol Hanney.

This Executive Self Evaluation submission comprises of three documents, all of which utilised ETBI developed templates:

- CDETB Executive Self-Evaluation Report
- CDETB Core QA Processes Report
- CDETB Quality Assurance Improvement Plan

SECTION 4: GOVERNANCE, PLANNING AND MANAGEMENT OF QUALITY

4.1 Introduction - Current Corporate Governance Arrangements

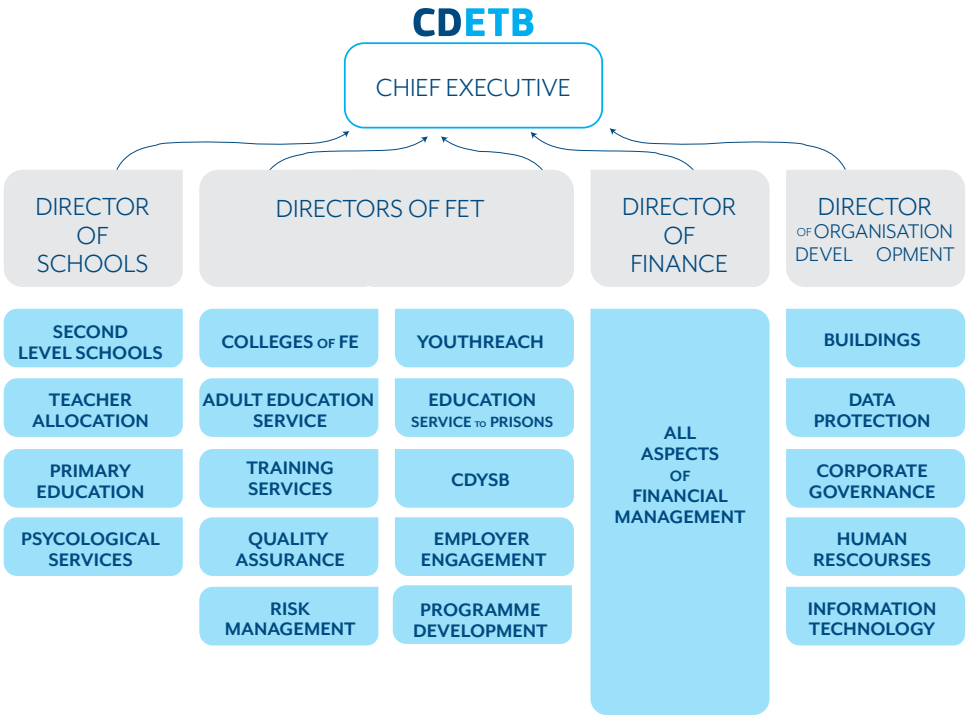
CDETB corporate governance structures (Board, Finance Committee, and Audit Committee) are set out in the Education and Training Boards Act 2013 and the specified associated code(s) of governance (the Code of Governance of Education and Training Boards; and the Code of Governance for Public Sector Bodies).

Reserved functions of the Board include the adoption of a statement of strategy (ref: CDETB FET Strategy 2015 – 2020[4]); the approval of a risk management framework, and the review of risk management and monitoring of its effectiveness. The Act sets out a number of executive functions for the Chief Executive and while it does not specifically prescribe a role in terms of FET oversight and governance, these functions fit within the executive function of the Chief Executive.

CDETB also operates corporate governance structures in line with circulars issued by the Department of Education and Skills; terms of funding and planning requirements under SOLAS; requirements of the Comptroller and Auditor General; staff recruitment and training policies as set down by Department Circular letters and as of the Teaching Council with respect to regulated staff; and other relevant statutory obligations from various public sector bodies.

This established hierarchical organisation structure guarantees oversight, management, quality control, and funding of the education and training service delivered at CDETB centre-level.

The senior management team meet on a fortnightly basis and all aspects of the management of CDETB are addressed at these meetings.



4.2 Quality Assurance Governance Integration

There are two Directors of Further Education and Training in CDETB and one post holder has delegated responsibility for the development and management of the TQAM Framework and its implementation through the Quality Assurance Improvement Plan.

Currently, the management of QA is divided across the organisation as follows:

- ### Class level: Teaching and Learning

  Tutor has responsibility for the quality of teaching and learning in the classroom and QA procedures cover areas such as communication with the learner, instruction, teaching, assessment briefs, marking schemes, assessment, feedback, portfolio preparation and submission, etc.

- ### College/ Centre QA Management Level

  The Head of Centre has responsibility for all aspects of the management and delivery of the quality of the education and/or training provision including the recruitment; selection; learner induction; assessment planning and management; portfolio receipt, QBS entry, Internal Verification management, External Authentication co-ordination, Exam Boards, Results Approval Panel, Learner results notification, Learner Appeals, staff allocation and development, self-evaluation processes in the college/centre.

- ### Corporate level- QA Management functions

  The FET Directors have responsibility for programme development and programme management; developing Communities of Practice to enhance best practice; management of appeals, appointment of the EA panel; devising staff CPD schedule; the monitoring and oversight of QA procedures and practices; management of the Self-Evaluation processes and the implementation of continuous improvement plans.

- ### Support for QA Management systems: CDETB FET Development Unit

  The FET Development Unit is primarily a support service which is aimed at developing a quality assured approach to all activities in the education and training provision of CDETB. The Unit is committed to having a supportive presence at all levels of the organisation and regularly attends centres to assist with their quality assurance procedures for FET delivery. The focus of this work is to appropriately ascertain and meet the needs of centres, learners, and all stakeholder obligations (awarding bodies, employers, other education institutions) and to support and respond to the needs of the FET Director Management team. An examination of the role, function and capacity of the FET Development Unit is planned to ensure it has the ability to respond to the maintenance and enhancement of QA in CDETB. (Further Education Training and Development Unit, Annual Report 2016[17])

17 Further Education Training and Development Unit, Annual Report 2016

CDETB exercises its corporate responsibility by connecting centre and ETB governance through the following corporate model composed of QA governance entities, with appropriate academic staff from all spheres of CDETB. (Ref: "CDETB Approach to Quality Assurance, Maintenance and Enhancement, April 2017[9]". The main QA governance entities exist as follows:

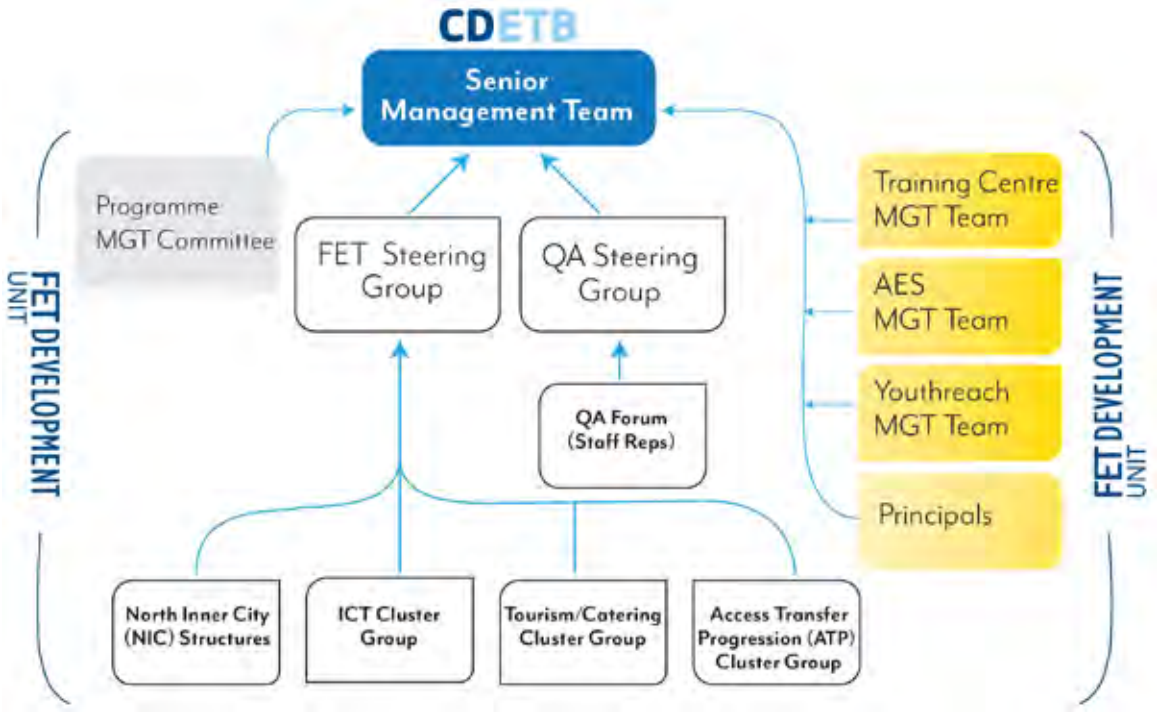
- CDETB FET Steering Group: the forum for consideration of FET policies, planning and development issues; operates on the basis of recommending changes in course provision in CDETB centres.
- CDETB QA Steering Committee: the forum for the development of QA policies and procedures for QA in CDETB; operates in consultation with the FET Director
- CDETB Programme Management Committee: this Committee is a management representation group that has a decision-making function on proposals relating to the development of new programmes/modules/awards or the modification of existing programmes/programme modules.

It is noted that the separation of the development of materials and their approval is illustrated by the Programme Management Committee approving programme proposals and programme documentation from centre-level sub-groups organised around subject matter expertise for the development of new curricula for the programmes. The Programme Management Committee ensures that programme development occurs prior to approval and submission for evaluation or validation and governs internal programme approval (prior to submission for QQI validation).

CDETB has established overarching QA governance structures with sub-groups created below this overarching governance level (e.g. the Access, Transfer, and Progression sub-group, the Exam Board sub-group). These overarching QA governance entities reflect the quality assurance strategies of the organisation, and have oversight of the centre-driven quality assured education and training service. In making decisions relating to quality, the CE and the Senior Management Team must have access to the recommendations/advice of these overarching governance entities.

QA Governance structures are in place to support governance and oversight of all quality assured activities in CDETB as follows *(please see diagram on the following page)*

QA Governance Structure



The CDETB Senior Management Team will examine the need for a one single FET governance entity that is clearly overarching in its remit and receives information from other entities, which in turn are likely to receive information from centres. Hierarchy of governance structures and decision-making, and the role of governance in connecting CDETB with its centres, are important matters for the arrangements of QA governance in CDETB. CDETB will now review current governance structures to enable the effective management and function of entities/units/sub-groups which form part of the structures.

THIS REVIEW WILL INVOLVE:

1. An examination of the role and purpose of each existing entity and consideration if the number of entities should be reconfigured. A review of the Terms of Reference (TOR) for each group, so that the TOR are relevant to pursue the QA agenda of CDETB (TOR of above governance units are in place and membership is clear
2. A review of the membership profile of each entity, to ensure fair rotation and representation from all service spheres of the organisation
3. An update of documentation so that all documentation is in line with CDETB strategic statement, vision, mission, aims and objectives
4. An examination of the role, function and capacity of the FET Development Unit to ensure it has the ability to respond to the maintenance and enhancement of QA in CDETB
5. Use of the internal staff intranet to publish membership and TOR of governance groups (and any updates)

In developing new QA procedures, CDETB will seek to maintain the balance between centralised QA governance functions *(at ETB level)*, and the management, oversight, and accountability in the multiple centres *(60+)* which provide education and training to CDETB learners. QA governance structures in CDETB are capable of overseeing quality assurance at the ETB *(Head Office)* level, whilst working with and respecting local (centre) responsibility for provision. This is the balance that CDETB strives to achieve in the development of governance principles, structures, terms of reference and procedures for the 3 overarching governance entities.

QA governance structures in CDETB are applicable to awarding bodies other than QQI, *(in line with the Sector Specific guidelines)*. Apprenticeship governance is also another area that will need to be cross-referenced when developing and documenting future governance arrangements in CDETB.

The communication and information flows between the current hierarchical organisation structure of CDETB, the current governance entities/units/sub-groups, and the management and staff within the centres, will further be developed in order to inform decision-making and the enhancement of the management of quality assurance in CDETB.

4.2.2 QA Governance of Monitoring and Review

The development of corporate monitoring and oversight mechanisms for core QA procedures, require the development and implementation of a new Monitoring and Periodic Review policy and procedures. In line with CDETB procedures for introducing new policies and procedures[18], CDETB will undertake a consultative process which will take account of how to ensure that centralised monitoring and periodic review applies to relevant core QA processes in a fair, consistent and transparent manner. It is noted that Monitoring and Review mechanisms will take account of any kind of significant reporting on issues raised by staff at centre level *(other than through the programme review process)*.

CDETB follows a formal process to develop new policies and procedures for identified areas *(recent examples include Exam Board and RAP Meetings Good Practice Guidelines)*. CDETB employs an inclusive and extensive consultation process, to inform all policy/procedure development for CDETB:

1. Focused consultation with a sub-group/working group to build on current best practice
2. Draft consultation paper issued for extensive internal consultation *(e.g. Principals Meetings, QA Forum, QA Steering Committee, FET Steering Group, all staff).*
3. External consultation on revised policies/procedures taking on board feedback from extensive internal consultation.
4. Piloting may occur in 1 centre or a cluster of centres or the strategy/policy paper can be circulated for final observations
5. A final Strategy Statement/Policy and Procedure Paper will be issued and will contain the overarching policy *(which reflects uniformity in practice)*, directives *(to establish uniformity of outcome)*, and recommendations *(further enhancements for consideration)*
6. After an appropriate period of time, the Policy and Procedures Paper will be reviewed and may be modified.

To tailor the development of governance material, this process is supported by a set of formal documentation issued by the FET Development Unit[19].
A Quality Assurance Improvement Plan will be developed for review of quality assurance policies and procedures and will be subsequently approved through the QA Steering Committee and Senior Management Team and the Board. This system of governance on policy review ensures that academic decision-making reflects the interests of learners and the maintenance of standards. In consultation with

18 CDETB Policy and Procedures on QQI Programme Validation and Course Approval April 2017 / Briefing Paper on Quality Maintenance and Enhancement Strategy (Restatement)
19 Briefing Paper on Quality Enhancement and Maintenance Strategy (Restatement)

management teams, two areas were selected for review in 2017– Access, Transfer and Progression and an Assessment Guidelines Handbook, and a new Policy and Procedures paper20 on Repeats.
CDETB confirms revised governance arrangements (e.g. membership of governance groups) will feature in QA procedures as they are being developed. The membership of groups and their terms of reference have been published internally and updates will also be published internally. Further use of the intranet is intended to make available/accessible the outcomes of the meetings.

4.3 QA Governance and the Management of Information and Data

Information is currently collected on enrolment, retention, certification, and progression, and the outcomes are analysed by centre and programme. This data is used to examine the outcomes for centres.

The current engagement with local centres on quality assured Assessment practice includes the gathering of EA and RAP Reports and appropriate responses by the Senior Management Team. In the future, the recommendations and finding of these reports will be analysed in further detail by the FET Development Unit and the policy or practice issues will be brought to the FET Steering Group for discussion and observations. Priorities for further action at central level or intervention at centre level will be identified.

CDETB will prepare a communications platform on the internal staff intranet for a range of information, including:

- ✓ Reports from the meetings of governance groups *(including recommendations from RAPs, EA Reports)*
- ✓ Analysis of learner and course data in PLSS and professional statistics,
- ✓ Programme self-evaluation reports and improvement plans,
- ✓ Feedback from external stakeholder engagement (with consultation with employers explicitly included) within the programme development process,
- ✓ Feedback from internal learner engagement via analysis of data from Learner Surveys on the Learner Experience in CDETB.

The above will facilitate transparency in the implementation of the outcomes of such reports/analysis of data and will identify trends and themes which will inform corporate planning and future decision-making. In effect, a transparent communications platform will assist decision making and operational responses at the local centre level while also informing planning and strategy at the corporate

20 Draft Guidance on Assessment Submissions/Deadlines/Repeats v.1

level. This will assist CDETB to develop more meaningful data loop systems to inform decision-making.

Learner results, prior to submission to the awarding body, are examined via the governance mechanisms of centre-based Results Approval Panels. At present the FET Director attends RAPs and reports to the Senior Management Team on issues arising from the RAPs and the actions that need to be undertaken to enhance the QA procedures across the centres.

The approval of learner assessment data takes place at centre level as part of the normal management of provision that takes place. Trends in learner assessment data, particularly at a cross-centre level, are visible to CDETB, in the context of protecting standards putting supports in place, and recognising the need for programme modification. This is an area that requires some consideration by CDETB in policy/procedures and governance.

The External Authentication process clearly provides a significant source of information at CDETB (Head Office) level. Whether it provides enough information to satisfy CDETB oversight of assessment data is something for CDETB to consider. Collated reports are developed to assist in identifying themes, trends and issues arising for consideration by the Senior Management Team.

4.4 QA Governance and the Management of Programme Development

4.4.1 Programme Development/Amendment. The current role of the Programme Management Committee (PMC) is to consider proposals from centres for development of new programmes or amendments to existing programmes and to oversee the programme validation application process, prior to submission to QQI.

Presently, staff feedback is considered through local governance arrangements and also informs the rationale to develop new programmes or modify existing programmes. Programme changes proposed by centres (for example, the update of programme modules to ensure all modules are fit-for-purpose) must show evidence of consultation with other centres, prior to submission to the FET Development Unit and the PMC. This ensures evidence-based decision-making at the CDETB level. The review that technically takes place through the P1 or P2 application process brings cross-centre consideration of the programme into CDETB level.

The resourcing of programme development and innovation to enable cross-centre collaboration in the context of NFQ standards and ATP statements remains challenging. Yet programme development is essential as it will ensure CDETB remains flexible, innovative and responsive to emerging labour market trends. In the last year, CDETB engaged in new programme design such as the Maths for Stem, and the development of the Commis-Chef Apprenticeship, and a Level 6 Digital Media Production programme. Currently CDETB is engaged in developing a new Apprenticeship and two new Traineeships. CDETB is developing expertise

in new programme QA protocols required by QQI validation criteria & site-visits by validation panels. The programme development resource within CDETB will be facilitated by external stakeholder involvement (independent specialists and academic professionals from other institutions) and internal learner stakeholder involvement. All programme development will be supported by CPD to develop expertise in the articulation of MIMLOs and MIPLOs for programmes leading to CAS awards.

4.4.2 Programme Approval Process: CDETB has a robust process for managing its repository of programmes and their use across its centres. Each centre must apply for permission to deliver an existing validated programme or to change the title in a currently delivered programme. A detailed application form must be completed and submitted to the FET Director. To facilitate impact on other centres, the FET Director circulates the applications to all other centres who are invited to submit observations on the proposals. The FET Director brings the applications and observations to the FET Steering Group, who considers the applications and makes observations to the FET Director. The FET Development Unit validates the content of applications and the decision to approve or not is the responsibility of the FET Director. All centres are notified of the outcomes and individual centres unhappy with the decision in respect of their application have a right to appeal to the Chief Executive for a review of the decision.

Programme changes proposed by centres must show evidence of the labour market justification and the need for the proposed programme, evidence of the progression opportunities for the proposed programme and consultation with other centres. The detailed application form contains all these details and is submitted to the FET Development Unit. This is another example of multi-layered arrangements and evidence-based decision-making at the CDETB level.

4.5 QA Governance of Learner Centred Supports and Resources

The mission and ethos of CDETB places the learner at the centre of the CDETB quality assured education and training services. CDETB strives to ensure that every learner is treated with upmost professionalism and receives quality teaching and learning from dedicated and qualified staff. Investment in learner resources and supports is key to giving learners every opportunity to achieve their potential. CDETB remains committed to the funding and allocation of a teaching and learning environment which supports all learner needs.

The development of strategies designed to meet the needs of learners has been inconsistent across centres and will need to be reviewed by CDETB. A new policy on learner supports and strategy to implement same will need to be developed. This

will follow a review of current learner support services to be undertaken in 2018. The emerging strategy and implementation plan will seek to ensure a consistency of learner supports are provided across all colleges and centres.

Learner feedback and learner support requirements will be enhanced at local level and integrated into local governance arrangements. It is envisaged that the governance entities will take cognisance of learner feedback within the QA strategy to facilitate mechanisms for all stakeholder feedback to be considered by the appropriate governance entity.

CDETB has a duty to pursue and achieve greater levels of consistency in terms of the learner experience and learner outcomes, and to co-ordinate education and training so that achievable standards of quality assurance in FET provision of learner supports and resources are obtained.

4.6 QA Governance of CDETB Marketing and Publicity Communications

To maintain the significant presence of CDETB in FET for the City of Dublin, CDETB positions itself as one single provider of a diverse and complex education and training service.

CDETB is committed to reviewing its marketing, advertising and publicity/ communications and to refining its communications strategy and plan. CDETB is also committed to reviewing all college/centre websites and publications to ensure accuracy and correct language/labels is in line with CDETB Centre Advertising of Courses Leading to QQI Awards policy[21]. CDETB is committed to ensuring that marketing information to learners is correct and accurate in its content. *(Compliance Memo[22])*

CDETB will continue to manage the transition from the FETAC brand/logo to the QQI brand/logo for all programmes and assessment and for all marketing & publicity materials. It is acknowledged that while CDETB does utilise only the QQI brand/logo, because of the volume and range of CDETB FET education and provision, the process to replace FETAC by QQI will be prioritised in all CDETB centres.

21 MEMO - CDETB Course Advertising leading to QQI Awards
22 MEMO – Course Review April 2017

SECTION 5: DELIVERY OF FURTHER EDUCATION and TRAINING

This Section is supported by the analysis from the Summary of Key Features of Core QA Processes template document[2].

Delivery of Further Education and Training services by CDETB takes place across a diverse and complex provision. *(See appendices 1 and 2)*

5.1 Programme Design, Development, Approval, Monitoring and Review

CDETB is confident that programme design, development, approval, monitoring and review will continue to follow quality assured processes in line with the requirements of the new QQI QA Guidelines and Validation Policy.

Modifications to programmes are based on NFQ standards, labour market needs and HE progression routes requirements, with the intention to deliver to MIPLOs and MIMLOs in future new programmes.

While CDETB remains confident that the current range of quality assured programmes are fit-for-purpose and lead to recognised qualifications, CDETB is also actively engaged in new programme development processes *(e.g. L6 Apprenticeship, Traineeship)* and looks forward to resourcing programme development in line with its corporate strategic vision, to maintain quality assured education and training services for FET learners in the City of Dublin.

However, CDETB will review the existing structures *(QA Steering Group, the FET Steering Group and the Programme Management Committee)* and re-development of the QA governance structures will be tailored to support a robust Total Quality Assurance Management Framework which can respond appropriately and effectively to the changes in the dynamic education and training environment. The developed corporate governance QA structures *(and the sub-groups of those structures)* will respond to the requirements of all partners and stakeholders, such as QQI, DES, and SOLAS.

5.2 Teaching, Training and Learning

CDETB supports inclusive/differentiated teaching, training and learning practice in all CDETB centres. CDETB promotes teaching, training and learning strategies that are responsive to the opportunities and challenges of an increasingly intercultural society. CDETB takes on board recommendations on teaching, training and learning from:

- Thematic Reviews
- Periodic Quality Reviews
- Monitoring and Reporting on programme provision
- Staff Planning and capacity to manage
- Matters relating to employer engagement and social groups, cultural

groups, education institutes for graduates.

It is noted that, while centres are acknowledged as being the first port of call for staff requiring support, CDETB has also implemented mechanisms for the early identification of support requirements via the P1 programme development form within the governance function of the Programme Management Committee.

Staff feedback is considered through local governance arrangements and informs the rationale to develop new programmes or modify existing programmes.

CDETB is committed to consolidate and build on current best practices to achieve the most positive outcomes for learners by supporting excellence in teaching and learning and innovations in curriculum and programme development and delivery. Examples of teaching and learning methodologies include:

- Classroom based instruction
- Group interactive tutorials
- One-on-one self-directed learning
- Classroom discussions
- Company visits
- Moodle (or similar) distributed material
- Case studies
- Supportive techniques such as video tutorials
- Links to online resources
- Interactive communication tools such as social media
- Recitation of oral questions by teacher answered orally by learners and vice-versa
- Guest speakers

CDETB is also committed to the CPD of all staff and is currently seeking Department approval for the appointment of a staff member with responsibility for CPD

5.3 Consistency of Assessment

CDETB recognises consistency of assessment is a priority area for the governance and oversight of all assessment processes. CDETB has prioritised the development of draft guidelines on assessment which are in centres for consultation at present. The FET Development Unit will facilitate the development of:

- ✓ Guidelines on Assessments
- ✓ Assessment Exemplars for assessment materials such as briefs, marking schemes, etc.
- ✓ CPD for staff on Assessment Policy, Procedures, and Practice

5.4 CDETB Staff Information and Communication

CDETB has committed to review and develop the staff intranet site as an effective system for communicating with staff and to house all relevant documentation. CDETB has undertaken to identify and prepare publications in Plain English and in a variety of accessible formats for learners in relation to CDETB services and procedures.

5.5 Staff Recruitment & Development, Physical Resources

Currently, all teaching staff in Colleges of Further Education is Teaching Council registered, but the concept of 'qualified' within the FET context needs to be examined. CDETB is aware of the need for employment contracts which enable recruitment of knowledgeable industry professionals into the sector, especially for industry focused programmes (Apprenticeships/Traineeships) and for those individuals who have an entrepreneurial background (for specialist vocational skills categories, e.g. IT, media, childcare, business).

CDETB remains committed to:

- ✓ Supporting the professional development of all staff;
- ✓ Offering a greater variety of contract types for greater flexibility in terms of how hours are to be delivered;
- ✓ Revising, identifying and preparing a set of publications to meet the needs of staff, e.g. CDETB staff handbook, CDETB policies handbook
- ✓ Implementation of an Anti-Plagiarism Policy

CDETB is in full compliance with Health and Safety standards in line with Health and Safety and Welfare at Work legislation and the Health and Safety Authority, and physical resources are managed by the Director of Organisation in Head Office with responsibility for day-to-day management of health & safety residing with the management of each centre.

SECTION 6: LEARNER PROFILE AND THE LEARNER EXPERIENCE

6.1 Learner Profile

CDETB FET learners fall into 4 broad categories *(these categories are not mutually exclusive and act only as a general guide):*

- Foundation Learners – usually unemployed early school leavers or persons holding less than upper secondary qualifications with poor levels of literacy, numeracy, and IT skills. CDETB provides education programmes pitched between Levels 1 – 3 on the NFQ for these learners and also includes ESOL learners and those on specific programmes targeted at addressing social inclusion.
- Progression Learners – *(NFQ Level 4)* – this group of learners are typically those who have completed less than upper second level education but do not have major literacy and numeracy issues. The objective here is to provide appropriate programmes at level 4 to enable a progression route to vocational courses at level 5.
- Vocational Learners*(NFQ Level 5 and 6)* The majority of these learners *(70%)* have achieved upper secondary qualifications and have come directly from school, opting for a PLC/FE course at NFQ Levels 5/6, rather than a higher education course or employment following completion of the Leaving Certificate. The majority of these programmes lead directly to entry to HE courses or employment.
- Specific Skills Learners – these learners are engaged in upskilling programmes in the workplace or undertake Apprenticeship training with an employer.

CDETB promotes and supports the development of innovative and creative responses to the learning needs of young people and adults. All learner supports identified become available to the learner on learner enrolment, and CDETB prioritises the following supports for learners:

- Innovative learner support services that address the needs of marginalised young people within or in danger of dropping out of the education system.
- Support the development of the Sports and Cultural Council so that learners and staff play an active part in the sport and cultural life of the service.
- The establishment, support and development of a comprehensive Student Support Service.

- Implementation and development of the CDETB Do-It Profiler as a tool to effectively measure the needs and progression of learners.
- Inform learners before entering programmes of the nature of the award available through the programme, the assessment procedures required to achieve that award, the awarding body that is to make the award, and the progression arrangements associated with the award.

6.2 Learner Experience

CDETB as a provider has a duty to achieve greater levels of consistency in terms of the learner experience and also to co-ordinate learner support services in pursuit of the most positive learning experience and outcomes for learners. CDETB promotes mutual respect within the learner-teacher/trainer/tutor/instructor relationship. All CDETB centres (local level) work to:

- Ensure that learner feedback in programme or service self-evaluations is captured and appropriately responded to. Feedback is gathered routinely at mid and/or end-points of provision, the outcomes of which will be fed into CDETB governance.
- Provide mechanisms to facilitate learners in actively planning and reviewing their learning.
- Raise learners' awareness of different learning methodologies with a view to learners understanding their learning responses to the various teaching methodologies.
- Review the development of learner/student councils in each College of Further Education
- Develop Teaching, Training & Learning strategies designed to encourage positive learning.
- CDETB encourages engagement in educational activities for their personal, social and cultural development of the individual and the community.
- Develop Learner Induction strategies to meet the challenges faced by learners transferring from Second Level Schools to Colleges of Further Education.
- Develop group programmes and a range of preventative and proactive strategies to promote the positive mental health of learners through the CDETB Psychological Service.
- Develop the Outdoor Education (OE) Support Service to monitor and maintain a register of suitably qualified OE teachers/instructors, and develop an appropriate set of OE policies and to provide and facilitate OE programmes and events for learners.

- CDETB has in place agreed procedures for dealing with learner appeals and a specific learner complaints policy is open for development.

CDETB recognises the importance of increasing the access of the learner voice to CDETB and the intention is to develop mechanisms so that learner feedback does not stop at the point of the centre, but gives learners a clearer route to CDETB

Learner feedback and learner support requirements are considered through local governance arrangements such as:

- Through the learner registration process which includes providing information to learners of CDETB services available to learners and in the centre.
- The designation of a Course Co-ordinator/Director for each Learner group
- Guidance and Counselling Services
- The Learner Code of Conduct is evident in centres
- Moodle and or the provision of learner books through a library process
- A commitment by CDETB to increase the access of the learner voice to CDETB

The CDETB QA Steering Committee will develop a strategy and procedures so that the governance of complaints is open, transparent, and accountable. Currently, learner complaints and feedback are primarily dealt with at the centre level while learner complaints can be moved to Head Office if not resolved at centre level.

6.3. Learner Admission

Management of learner admissions policies and procedures remain at centre level across CDETB centres. Single admissions policy or agreed procedures at CDETB level have not been defined. Centres continue to operate previously approved procedures in relation to learner admissions, with local variances in approach to advertising, information, interview, pre-entry assessment, English language testing (as appropriate).

It is expected that any learner seeking to access a particular course would have knowledge, skills and competencies at the level of the NFQ detailed in the programme descriptor for access on to that programme. Depending on the centre, it is the responsibility of the Course Co-ordinator or other identified staff member, to determine that the learner has the knowledge, skill and competence to successfully participate on the course.

Typically, prospective learners would attend an interview to assess their suitability for the course for which they are applying. The admissions interview is conducted by the Course Co-ordinator or an experienced teacher on the course. The purpose of the interview is to assess whether the learner meets the entry criteria for the course where these exist, or to facilitate the learner to find the course most suitable for their needs. Further course specific information will be given to learners upon entry to the course.

CDETB will review admissions policies across the centres and develop a common admissions policy.

6.4. Recognition of Prior Learning (RPL)

CDETB does not currently have agreed quality assured processes to support the Recognition of Prior Learning *(RPL)* and understands the requirement for RPL to comply with the new QQI Validation of Programmes of Education and Training policy.

SECTION 7: INFORMATION AND DATA MANAGEMENT

CDETB is aware of the importance of developing mechanisms for the gathering of comprehensive and reliable internal data and professional external statistics for effective planning and funding purposes. Where appropriate, CDETB sets and monitors both quantitative and qualitative targets and indicators of progress.

CDETB, as are all other ETBs nationwide, is currently involved in the rollout of the Programmme Learner Support System (PLSS). Previous to the development of the PLSS system, there were a multitude of data systems including Salespulse for ALCE *(Adult Literacy, Community Education & ESOL)*, BTEI and VTOS; P-Pod for PLC Returns and an Excel based Survey for Youthreach. In addition to these, reports were compiled on PLC Completion and Retention Rates which were submitted to the Department of Education and Skills. This data enabled CDETB Senior Management to meet with Principals in order to discuss which courses were showing high or low completion and retention rates.

The PLSS system will replace these data systems. It is fully compliant with Data Protection legislation and has been future-proofed for new Data Protection regulations which come into force in May 2018. The system consists of the following strands:

7.1 National Course Calendar (including the Learner element)

The National Course Calendar (NCC) facilitates scheduling of Courses by ETBs. Once a Course is scheduled on the NCC, all Course data will be copied across to the DSP ACM (BOMI) System. All Course information will be available to Department of Social Protection Users and also available to the public through www.fetchcourses.ie Fetchcourses.ie is a public-facing website which consolidates instances of courses scheduled on the NCC across the FET sector. It is being accessed by a range of organisations, providers and professionals requiring information in relation to FET provision. Where the option is available to them, learners can apply to do courses via the FETCH website and in the future, there will also be a payments system.

It is also intended that Moodle content of a particular course will be linked to that course in the National Course Calendar in the future. The system is a web based application which means no additional software is required to be installed.
The Learner element of the NCC allows centres/colleges to manage learner applications prior to the course starting and during the course. Learners can be contacted via a range of communication methods. Each learner is able to be tracked on their educational journey via their PPS number which is a unique identifier

number. They are attached on the system to the course they are attending and when this is finished, their outcome is recorded, thus building up a picture of previous courses attended. It also allows for an XML file with the Learner's details and Course Modules to be created and uploaded to the QQI QBS system. The Learner Database will be used for learner reports.

7.2 National Programme Database

The National Programme Database (NPDB) contains a repository of programmes. All SOLAS national programmes are stored in a central partition. Each ETB has its own local partition where locally developed programmes shall be stored. The NPDB facilitates scheduling of courses on the National Course Calendar (NCC) system and provides the course data seen on the Fetchcourses.ie website.
Where a programme is a national programme, it cannot be modified by any particular ETB. In the local partitions, if an ETB develops a new programme for use, it is published on a secure local partition within the NPDB. Published programmes developed in one partition are not available to other partitions, except as read-only. A programme specification must be fully developed before publishing the programme. In programmes that require validation by an awarding body, validation should already have taken place during the development process. The specification will contain the course profile including a module bank.

7.3. Funding Allocation Request and Reporting (FARR) System

From 2016, all statistical returns are being made via the FARR element of the PLSS system. At the start of the calendar year, projections/estimates are made regarding expected provision in the following 12 months. Then Actual numbers are recorded to cover the periods Jan–May, June–Sept and Oct–Dec.
This captures inputs such as number of starters on courses, outputs such as retention and partial/full course completers achieving a QQI Major Award or Component Awards only and outcomes such as progression to other FET courses, HEI or employment.

7.4. PLSS Reports

This management information system facilitates the timely analysis on a range of indicators in CDETB FET Provision. Examples of the type of indicators include:

- Number of Instances of Courses by Award Body, Level , Target Award, Location and Course Delivery Method
- Learner Age Range, Gender, Previous Educational Attainment, Economic Status and whether is DSP or Self Referred
- Location Map of where in Dublin City provision is provided as well as the range of courses as per

Features to be aware of when using data generated by the PLSS system (including the FARR element):

- All data is compiled based on a calendar year rather than an academic year. Each calendar year contains parts of 2 academic years.
- FARR counts the number of beneficiaries rather than individual learners. It is intended that when the Learner Database is fully operational, it will be possible to count individual learners as well.
- The Instances of Courses shows the total number of the instances of courses that happen in that calendar year. A particular course could be counted a multitude of times depending on how many times it is run in that year.

SECTION 8: COLLABORATIONS AND STAKEHOLDER RELATIONSHIPS

8.1 The Further Education and Training Sector

Education and Training Boards

Education and Training Boards are statutory providers of further education and training and are required to review, plan, co-ordinate and deliver further education and training within their functional areas.

Education and Training Boards (ETBs) are operating as newly formed statutory bodies within a sector that has been the subject of significant change and reform in last number of years. There are now a number of newly formed statutory bodies operating within the Further Education and Training Sector, with their own respective roles, responsibilities and powers. This has given rise to a new legal and regulatory landscape within the Further Education and Training Sector (FET).

Education and Training Boards Ireland

ETBI is the national representative body for ETBs. CDETB works with other ETBs to devise sectoral responses to common issues in the main through ETBI. Programme development is an area where there is a long history of collaboration. CDETB along with other ETBs have also been working on QA issues. A number of sectoral QA projects have commenced including the examination of assessment policies and procedures a new External Authentication model. A member of the FET Development Team is on the ETBI QA Forum to examine the practical implications and to engage on an operational level with sectoral QA responses.

8.1.1 SOLAS – FET Regulatory Body – Sectoral Strategic Planning and Funding

SOLAS is an agency of the Department of Education and Skills and was established under the Further Education and Training Act 2013. The latter provided for the dissolution of FÁS and the transfer of former FÁS Training Centres and their staff to relevant ETBs.

Under the Further Education and Training Act 2013, SOLAS must develop a strategic plan for FET[23] and to act as a funding body to Education and Training Boards[24] and other FET providers. Grants by SOLAS for the provision of a programme can be made to an ETB who provides that programme[25]. SOLAS can also makes grants for the delivery of a programme to another body other than an ETB who provides the programme[26]. SOLAS can attach conditions to the funding in furtherance of the Further Education and Training Plan 2014-2019[27]. Where an ETB does not meet a condition of

23 Further Education and Training Act 2013, Section 7(a)
24 Supra, Section 7(d)
25 Supra, Section 21 (1)
26 Further Education and Training Act 2013, Section 21(2)
27 Supra, Section 21(3)

funding SOLAS[28] can inform the Minister of Education and Skills.

CDETB works in conjunction with SOLAS as its funding body in furtherance of the Further Education and Training Plan and submits a service plan (FARR planning) for funding on a yearly basis. Members of CDETB Management team are also on a number of national committees and steering groups established by SOLAS including the chairing of the national PLSS steering group.

8.1.2. Qualifications and Quality Assurance Authority of Ireland (QQI) – External Quality Assurance Agency, Statutory Awarding Body and Guardian of the National Framework of Qualifications

QQI is a state agency established under the Quality Assurance and Qualifications (Education and Training) Act 2012 with a board appointed by the Minister for Education and Skills. QQI carries out functions which were formerly those of the Further Education and Training Awards Council (FETAC); the Higher Education and Training Awards Council (HETAC); the Irish Universities Quality Board (IUQB) and the National Qualifications Authority of Ireland (NQAI).

QQI as the external quality assurance agency has responsibility to monitor and review the effectiveness of CDETB's quality assurance procedures. CDETB in agreement with QQI has agreed to take on provider status and move towards a more unified and overarching quality assurance systems for its network of centres and different service spheres.

QQI has responsibility to develop, promote and maintain the Irish NFQ. As part of this function QQI facilitates the recognition of foreign qualifications. QQI also operates as an awarding body, and validates CDETB programmes which lead to QQI awards, and national apprenticeship programmes. Approximately two thirds of CDETB FET provision is certified by QQI.

Finally, QQI is the National Reference Point for the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

8.1.3. European Union - EQAVET

AT European level Ireland has agreed to implement the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET). The EQAVET framework focuses on mobility but also on improving the outputs and outcomes of VET and making VET more attractive to learners. The EQAVET framework is grounded on the principle that quality assurance applies across all levels of the system and invokes collective responsibility to work together with all

28 Surpa, Section 21 (5)

relevant stakeholders to improve VET. Each Level of the System has, therefore, a distinct and important role to play in its implementation i.e. by developing complementary processes that can serve as a catalyst for change and VET improvement.

EQAVET goals:

- Greater Investment in Teacher/Tutor/Trainer Training and CPD
- Greater Participation in FET Programmes
- Greater Completion rate of FET Programmes
- Greater Placement rate of FET Graduates
- Greater Utilisation of acquired skills in the workplace
- Greater Access to FET Programmes
- Greater Participation in FET programmes by vulnerable groups
- Improved Mechanisms for identifying training needs in the labour market
- Lower Unemployment rate

CDETB participates on EQAVET projects including most recently hosting a contingent of delegates from Cyprus, bringing to an Initial VET centre (Youthreach) and a centre that delivers up to level 8 on the NQF (Ballyfermot College of FE).

8.1.4. Department of Education and Skills

All the new statutory bodies are operating under the auspices of the Department of Education and Skills (DES). DES therefore has a key role in terms of policy coordination in particular the Further Education and Training Section.

8.1.5. Co-operation and Co-ordination between Statutory bodies in FET Sectors

CDETB takes the view that to effect change and reform in the FET sector there must be an appropriate and complementary level of coordination between the DES and the three statutory bodies. There can be an overlap in demands placed on providers such as CDETB and different policy emphasis emanating from bodies with different regulatory functions. Interaction and coordination between DES, QQI, ETBs and SOLAS is essential and also with other Government departments including the Department of Social Protection, in particular Intreo, and the Department of Public Expenditure and Reform.

8.2. Statutory Provision for CDETB Collaborative Arrangements for FET Programme Delivery

Under the 2013 a key function of CDETB is to review, plan, co-ordinate and deliver education and training within Dublin City. The 2013 Act also provides for CDETB to 'support ', 'resource' and enter into 'joint arrangements'[29] with other providers to ensure effective and co-ordinated delivery of FET programmes, this takes in uncertified programmes such as literacy programmes which lead to access to FET programmes.

This generally occurs under three types of funding streams:

- ✓ Co-operation Hours with Other Institutions –with the support of the Dept. of Education, Post Primary Teacher Allocations
- ✓ Grant Aid – in line with DEPR provisions in relation to grant aid funding
- ✓ Contracted Training – in line with public procurement law and policy provisions

This gives rise to different types of relationships between CDETB and other providers:

- 'Support' type relationships for example through the provision of a specified number of teaching hour support to local community, voluntary organisations and prisons – Co-operation Hours

- 'Resourcing' type relationships with community providers to deliver programmes under their own quality assurance agreements and systems. These providers are validated to deliver programmes in their own right by QQI. These community providers are generally funded to deliver programmes at the lower levels on the NFQ, and progression routes are provided to CDETB centres for graduates. They are funded through Grant Aid, which is managed by the CDETB Adult Education Service under a SLA. To ensure consistency of approach the same SLA is used for Youth Organisations and this is managed via City of Dublin Youth Services Board.

- Entering into 'joint arrangements' type relationships with community providers to deliver programmes on behalf of CDETB under our TQAS and SLAs agreements (legacy FÁS agreements) with Community Training Centres (CTCs) and Local Training Initiatives (LTIs). Funded under Grant Aid and monitored and managed by Finglas CDETB Training Centre to ensure consistency of approach. The programmes in CTCs and LTIs in the main are focused on vocational training and skill development.

29 Section 10, Education and Training Boards Act 2013

- Entering into 'joint arrangements' type relationships under public procurement processes with external training providers. These programmes are delivered under CDETB TQAS and specific procurement contracts. Contracted training involves the delegation of the provision of education and training to in general private providers. Contractors currently and will into the future deliver programmes that lead to a variety of awards including vendor certification especially in the area of IT qualifications.

  Contracted Training (CT) refers to the procurement, review and monitoring of training provision outsourced to contractors by the CDETB[30]. Contracted training is used for training which cannot be provided using the existing resources of CDETB. CT is particularly useful in the following scenarios:

  - ✓ to access expertise not currently available in CDETB
  - ✓ to access specialist plant, technical resources of a contractor
  - ✓ to pilot new courses without accumulating long term commitments in terms of staff and resources in the event that it is unsuccessful

8.3 CDETB Code of Governance

CDETB must adhere to the ETB Code of Governance[31], issued by the Department of Education and Skills.

Corporate governance comprises the systems and procedures by which entities are directed and controlled. State bodies, including Education and Training Boards (ETBs), must serve the interests of the taxpayer, pursue value for money in their endeavours (including managing risk appropriately), and act transparently as public entities[32] .

Effective Corporate Governance is required and Board oversight of risk management includes:

'internal control comprises not only internal check and internal audit, but the entire system of controls, financial and otherwise, including risk management and corporate governance, which have been established by management to' inter alia safeguard organisational assets[33]. Key assets of any organisation is good will and its reputation.

CDETB is required to evaluate risk as part of effective risk management, and the

30 CDETB Contracted Training Policy, September, 2017, pg. 2

31 ETB Code of Governance https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/Code%20of%20practice%20for%20the%20governance%20of%20Education%20and%20Training%20Boards%20ETBs.pdf

32 CODE OF PRACTICE FOR THE GOVERNANCE OF EDUCATION AND TRAINING BOARDS, 16th March 2015, Section 1.1 pg. 5

33 Supra Section 14.1 pg. 15

Risk Management Policy should take account of the risks to the ETB that would significantly obstruct or undermine the achievement of its objectives as set out in the strategy statement[34].

As the ultimate owners of, and investors, in State Bodies (including ETBs), citizens and taxpayers have an important and legitimate interest in the achievement of value for money in the State sector. Whether commissioning public services or providing them directly, ETBs have a duty to strive for economy, efficiency, transparency and effectiveness in their expenditure[35]

It is permissible for ETBS not to utilise central procurement frameworks once they are in a position to provide a value for money justification[36].

Competitive tendering should be standard procedure in the procurement process of ETBs. ETB management, and ultimately the Board, should ensure that there is an appropriate focus on good practice in purchasing and that procedures are in place to ensure compliance with procurement policy and guidelines[37].

8.4 CDETB Education, Training and Youth Services Strategy 2015-2020

CDETB must evaluate and deal with risks which could give rise to obstacles or impediments to the achievement of its strategic goals.

It is CDETBs mission 'to provide professional high quality education and training services for people in Dublin City' and 'to be recognised as a primary provider of such courses in Dublin City[38].

Providing appropriately recognised and quality assured courses including ensuring that 'Quality Assurance procedures are implemented in all our education and training programmes[39]. Intrinsic to achieving this is for CDETB to:

- 'improve accountability and responsibility at all levels within the organisation
- seek to obtain the required level of resources necessary to achieve the delivery objectives of our education, training and youth services and
- use resources in an efficient and effective manner[40]

It is CDETB's key role to 'plan, provide, co-ordinate and review the provision of

34 CODE OF PRACTICE FOR THE GOVERNANCE OF EDUCATION AND TRAINING BOARDS, 16th March 2015, Section 13.1 pg.15

35 Adaptation of a principle set out in the UK Independent Commission on Good Governance in Public Service's "Good Governance Standard for Public Services", cited CODE OF PRACTICE FOR THE GOVERNANCE OF EDUCATION AND TRAINING BOARDS, 16th March 2015, Section 22

36 CODE OF PRACTICE FOR THE GOVERNANCE OF EDUCATION AND TRAINING BOARDS, 16th March 2015, Sections 22.1 and 22.2 pg 20

37 Supra, Section 22.4 pg 21

38 City of Dublin Education and Training Board, Education, Training and Youth Services Strategy 2015-2020, pg 3

39 Pg 11

40 City of Dublin Education and Training Board, Education, Training and Youth Services Strategy 2015-2020 Pg 6

education and training[41]. Flowing from this is the goal of promoting and supporting 'education and training innovation, creativity and change', which involves 'reviewing and developing 'the provision of further education and training programmes and courses across the City'[42] . Identifying and analysing 'the needs of business and the labour market' to ensure these specific needs are met[43] will be carried out in-house by CDETB in line with its innovation objectives. It is not a strategic objective to have this service outsourced.

Continuous development of 'effective relationships with employers, employer organisations and other relevant organisations' is also envisaged as a key strategic goal of CDETB itself in terms of developing 'productive relationships[44]', there is no provision for this important activity of an organisation such as CDETB to be outsourced to external parties. CDETD has established an Employer Engagement Unit to pursue these goals.

The activities outlined above are strongly linked to the strategic goal of organisational development which includes reviewing 'accountability and responsibility at all levels' and developing and establishing structures and processes which increase organisational knowledge, capacity and effectiveness[45]. Key to this is the successful integration of the inherited training function and assimilating the significant amount of knowledge and expertise present in this aspect of the organisation to achieve organisational goals. This is line with CDETB's goal and obligation to 'operate to the highest standards of corporate governance[46]' and maximizing the use of our resources including our staff and 'our facilities'[47] ensuring value for money is achieved for the tax payer.

8.5 Quality Assurance - QQI Statutory QA Guidelines applicable to ETBs

CDETB is required to have effective Quality Assurance procedures[48] and must 'include provision for engagement with external partnerships and second providers...including sub-contracting of provision', which also must include 'provisions for due diligence on the reputation, legal status, standing and financial sustainability of any such parties or second providers involved in provider provision or related services'[49].
Publication of all such arrangement including transitional ones and including their nature is required[50].

41 Supra, pg 4. This is provided for under the Education and Training Boards Act 2013, Section 10
42 Supra Pg 12
43 Supra,pg 13
44 Supra, Pg 14
45 Supra, Pg16
46 Supra, Pg 19
47 Supra pg. 20
48 Qualifications and Quality Assurance Act 2012, Section 28
49 QQI Statutory Core Quality Assurance Guidelines, 2016, Pg 20
50 Ibid

CDETB is required as part of monitoring to review and evaluate quality[51] in terms of service delivery. A fundamental requirement of CDETB's quality assurance system involves the monitoring and review of its programmes of education and training including the quality assurance system and procedures which underpin these. In doing so, existing effective practices is identified and maintained, while areas needing improvement are addressed[52]. Implicit in this is the requirement that CDETB has the ability to conduct this type of monitoring and also in a position to adequately remedy deficiencies.

8.6 QQI Statutory Sector Specific Quality Assurance Guidelines - Education and Training Boards

Sector Specific Guidelines are a subset of the Core Quality Assurance Guidelines and must be read in line with them.

The QA procedures for the governance and management of an ETB will operate at many levels of the organisation and throughout the different layers of the organisation.....it is important that a multi-layered system is in place so that quality and its assurance is being monitored in a consistent and appropriate way within and across the various constituent divisions or institutions of an ETB. These refer to the many schools, colleges, training centres and community-based, adult education services, and contracted providers that are engaged in the delivery and assessment of education and training programmes[53]

ETBs are required to be in a position to have oversight in terms of governance and monitoring in relation to contracted training to ensure sufficient levels of quality for learners.

An ETB is responsible for the design, development, approval and monitoring, and review of all programmes, including programmes leading to QQI awards[54]. A key part of this is determining the capacity of centres where a programme of education and training is being delivered. This requires an 'assessment of the capacity of a centre to provide a validated programme and reporting by the centre to the ETB on any change in its capacity to provide QQI validated programmes. Notification to QQI. Where a centre is no longer meeting the conditions or resourses required for validation.[55].

ETB corporate planning and oversight ...includes monitoring and reporting on the totality of programme provision in the context of the programme lifecycle across all centres operated by the ETB, having regard to educational, employment, social and cultural needs. These should include for example:

51 Qualifications and Quality Assurance Act 2012, Section 28
52 QQI Statutory Core Quality Assurance Guidelines, Monitoring, Self-Evaluation and Review, pg. 21
53 QQI WHITE PAPER; Sector Specific Quality Assurance (QA) Guidelines for Education and Training Boards, December 2016, Section 3;Governance and Management, pg. 5
54 Supra Pg 6
55 Supra Programme Management pgs.6-7

~ Planning, development and maintenance of resources required to ensure capacity to support programme provision and quality at the point of delivery *(in the ETB centre/institutions)*;

~ Staff planning, performance monitoring and capacity development having regard to the need for vocational trainers to keep up-to-date in their vocational skills *(in addition to any pedagogical skills);*

~ Development and planning of systems to promote quality teaching and learning in all relevant learning environments *(e.g. workplace, flexible distributed {e-learning}),* classroom, and practical training environments) and monitor this at centre level and ETB level;

~ Development and planning of systems to oversee the implementation of procedures for the assessment of learners to ensure fairness, consistency and fitness-for-purpose and monitor this at centre level and ETB level[56]

- CDETB MUST BE ASSURED THAT COLLABORATIVE PROVIDERS/PARTNERS MEET THE FOLLOWING:

Legal, reputation and compliance requirements

» An established legal entity, with education and training as a principal function.
  ~ The legal entity must be a clearly identified legal person, having rights and responsibilities under law.
  ~ The legal entity must be established in the European Union, having regard to arrangements in place for the UK Brexit and have a substantial presence in Ireland.

» Have clearly specified dependencies, collaborations, obligations, parent organisations, and subsidiaries.

» Declare any third-party relationships and partnerships.

» Comply with applicable regulations and legislation in all jurisdictions in which it operates.

» Be in good standing in the qualifications systems and education and training systems in any jurisdictions in which it operates *(or in which its parents or subsidiaries operate)* or enrolls learners, or in which it has arrangements with awarding bodies, quality assurance agencies, qualifications authorities, ministries of education and training, professional bodies and regulators.

- RESOURCE, GOVERNANCE AND STRUCTURAL REQUIREMENTS

» Be stable and in good financial standing.

56 QQI Statutory Sectoral QA Guidelines, pg 8

» Have a reasonable business case for sustainable provision.
» Have fit-for-purpose governance, management and decision-making structures.
» Have arrangements for providing required information to the ETB.
» Have capacity to deliver education and training as demonstrated through experience and a track record in providing education and training programmes
» Have sufficient resources, as well as corporate, structural and internal quality assurance systems in place, to sustainably provide education and training programmes.

- Programme development and provision requirements

» Demonstrate its ability to design, develop, provide and review programmes as appropriate and comply with the standard conditions for programme approval.
» Have a fit-for-purpose and stable complement of education and training staff.
» Have fit-for-purpose premises, facilities and resources.
» Have structures and resources to underpin fair and consistent fit-for-purpose assessment of learner achievement.
» Have arrangements for the protection of enrolled learners.

8.8 CDETB Approach to Grant Aided Community Training Centres (CTCs) (delivered under CDETB QA)

CTCs and LTIs are funded under former FÁS SLAs, with CTCs and LTIs having distinct SLAS. CTCs and LTIs deliver programmes under CDETB TQAS. As these are legacy arrangements, the necessary structures and staffing were put in place by FAS to monitor these joint arrangements and still operate in the same manner under CDETB.

8.9 CDETB Approach to Grant Aided Community Providers of FET Programmes, Literacy Programmes and Youth Services

CDETB uses a detailed Service Level Agreement[57] which is entered into with community providers funded via Grant Aid. CDETB took the policy position that the SLA is a key tool to ensure the effective management of risk but also as a tool to promote good governance and QA practices within our funded organisations. This is achieved by requiring funded organisation to have specified governance structures in place in terms of their Board and oversight, review and monitoring procedures. For the FET providers, the grantees are required under the SLA to have provider status and to deliver programmes under their own QA agreements. These SLAs are managed via the CDETB AES and CDYSB. However, where issues arise with funded organisation there is key corporate governance oversight in the form of an internal CDETB appeal mechanism.

CDETB also made the policy decision for consistency of approach to have one SLA for all grand aided community and voluntary organisations whether they were delivering FET programmes or youth service programmes.

57 Service Level Agreement for CDETB Funded Organisations

8.10 Importance of Community Provision in Furtherance of EU, National and Local Strategic FET goals

CDETB is of the strong belief that community providers are essential in the successful delivery of FET programmes especially at the lower levels on the National Framework of Qualifications (NFQ). These providers are key to achieving European and national goals in terms of achieving greater participation in FET programmes by vulnerable groups[58].

CDETB funds such providers because these organisations and their community workers are embedded and active in their communities in a way that a CDTEB service could not achieve. This means that these organisations have built up a high degree of social capital within these communities by having solid reputations in terms of assisting their communities, a deep understanding their client base and the trust and confidence this inspires within their communities. The Extensive social networks which have been built up by these organisations within their communities is also a key part and often span a number of generations of community members, and take in different groupings within the community. It is this significant social capital which enables them to draw in some of the most vulnerable learners who are often at the greatest distance from accessing the labour market or further and higher education.

CDETB funds these organisations in order to access this resource and target some of the most vulnerable groups of learners who then often progress on to CDETB centres to further their education. The scope of FET delivery of these organisations should be within their capability and capacity in terms of programme delivery.

It is important that impacts on community provision are properly assessed in terms of proposed strategies to be pursued by both QQI and ETBs in order to ensure we are still able to create meaningful access to FET for the most vulnerable. It is difficult for CDETB to fully self-evaluate in the absence of fully formed national policy in relation to this sector.

8.11 Sharing of programmes under National Sharing Initiative

CDETB Programmes and related programme modules are considered to be key resource assets of the organisation and constitute intellectual property. Directions were issued to centres that requests for the sharing of CDETB programmes/ programme modules developed under the shared process would only now be considered centrally through the FET Development Unit in conjunction with the FET Director, and not by individual centres.

58 This is prescribed goal of the European Quality Assurance Framework (EQAVET) to which Ireland is a signatory and QQI is the National Reference Point (NRP) and the national Further Education and Training Strategy 2014-2019 devised by SOLAS and to which QQI is a key stakeholder.

At corporate level when a request for a programme is received, it is assessed with reference to the scope of current provision of the community/voluntary provider, the extent and nature of CDETB provision in the programme area and if there a need for the programme. Where it is deemed more appropriate for CDETB to deliver the programme, CDETB examines the desirability and feasibility of delivering such a programme in consultation with the community provider who may have identified learners.

Where appropriate programme modules are identified for sharing, it will be ascertained that the requesting provider is a DES funded provider coming within the national sharing agreements. Their programme validation with QQI is checked and progression paths identified for the learners. Where the aforementioned is in line with the programme modules requested, they will be shared under the national sharing agreements, with a disclaimer advising them that they are a provider in their own right and that the delivery of any programme modules must come within their validated programme and validation agreements with QQI, and if there is any doubt they should contact QQI for confirmation.

8.12 CDETB Research and Review North Inner City

- ### Purpose

This initiative was concerned with the mapping of CDETB funded services and projects in Dublin's North Inner City along with the compilation of a social profile of the area in order to devise a strategy for the future. The work comprised three principal elements namely:

Research: To develop a population profile of the area, outline future trends and to identify area social issues and their impact on young people and adults

Review: To outline and review the range of CDETB funded further education, training and youth services/facilities in the area and to identify gaps in existing CDETB funded provision

Process: To facilitate an inclusive process whereby options were examined in order to create a fit-for-purpose integrated provision and service delivery structure

- ### Approach

The research and review process was undertaken in a collaborative manner by involving key services, projects and providers based within the North Inner City who were in receipt of annual grant-aided funding from CDETB. These comprised three sectors namely:

- Adult and Community Education Providers
- Community Training Centres (CTCs), Youthreach Centres and Local Training Initiatives (LTIs)

- Youth Projects/Services

A CDETB College of Further Education *(Marino College/Connolly House)* and the CDETB Adult Education Centre in Parnell Square were also involved in the review process.

At the initial stages of the initiative, a Steering Group was established with the role and remit to support and oversee the research and review. Each sectoral group was individually briefed on the piece of work at the outset and facilitated to elect/select two nominees to participate on the Steering Group. Relevant CDETB staff with work responsibilities for each sector also attended the Steering Group and participated in its work. The Steering Group was chaired by the Principal of Marino College, and the field work for the research and review process was undertaken by a Development Officer from the CDETB FET Development Unit. The meetings of the Steering Group were hosted within individual services and projects. This approach facilitated:

- The breaking down of barriers and increased inter-service and project awareness
- The sharing of knowledge and information between CDETB staff and locally managed services and projects
- An appreciation and understanding of the issues and challenges facing different sectors
- The airing of possible solutions to sectoral and service delivery issues

Research and data gathering methods utilised for this initiative included:

- Review of relevant research, reports and legislation
- Compilation of a social and economic profile of Dublin's North Inner City
- Compilation of information and data on each individual service/project
- Structured interviews with service/project senior staff and management
- On-site visits to each service/project
- Facilitated sectoral seminars

- Outcomes

The initiative resulted in the publication of the report "*from Patchwork to Network*". The report contains:

- A range of recommendations for the greater integration of services and projects funded by and through CDETB in Dublin's North Inner City.
- New networking structures for the different service sectors and CDETB staff

- Specific recommendations for enhanced service development in the areas of guidance for young people and street-work

The recommendations, learning and outcomes contained in "*from Patchwork to Network*[59]" are feeding into the process arising from the publication of the Mulvey Report (2017) Creating a Brighter Future: An Outline Plan for the Social and Economic Regeneration of Dublin's North East Inner City[60]. This process involves government departments, statutory agencies and local community projects / representatives and reports directly to the Department of An Taoiseach. Currently the various structures identified in "*from Patchwork to Network*" have been established and are up and running while a North Inner City Team comprising CDETB staff has also been established and is chaired by a FET Director. The process of establishing, developing and operating the revised CDETB structures in Dublin's North Inner City could well have city-wide application and inform structural developments in other ETBs.

8.13 Corporate Risk Management and National Strategy for the Community/Voluntary Sector Provision

From a corporate risk perspective, CDETB would have to seriously consider its funding of community and voluntary provision where there was a requirement for such organisations to deliver programmes under CDETB QA. CDETB does not have staff to meet the monitoring requirements involved with such a shift. Our AES works closely with community groups and ensures adherence to the terms of our SLA. However, 'resourcing' and 'supporting' other providers although supported by a robust SLA does not require the same level of monitoring as 'joint arrangement' type relationships.

A national strategy for the voluntary Adult and Community education sector provision needs to be agreed between the relevant government departments, statutory agencies and sectoral stakeholders.

8.14 Collaboration with Leárgas/European Commission for EU Mobility Projects

Leárgas is the national organisation charged with dispersing European Commission funding for EU mobility projects such as Erasmus+.

A number of CDETB centres offer access to EU mobility projects for learners and staff. CDETB have developed a network of partner organisations in other EU Member States over last 20 years.

This involves the submission of very detailed application for funding to Leárgas

59 From Patchwork to Network Report
60 Mulvey Report (2017) Creating a Brighter Future: An Outline Plan for the Social and Economic Regeneration of Dublin's North East Inner City

every 2 years per centre. These applications set out the structures for the selection, management and monitoring of learners on mobility projects. The applications also reference the legal partnership agreements with the hosting institutions from the other Member States. Learners go to a variety of other EU Member States, for a minimum of 3 weeks work experience at no cost to the learner. CDETB Centres also host learners from other EU partner institutions under similar agreements. These projects are of immense benefit to CDETB learners from both educational and social perspectives. The work of CDETB EU Project management teams has been recognised and commended by both Leargás and the EU Commission on several occasions.

EU Project Management teams at centre level are supported by the Projects Section in CDETB Head Office, where financial oversight is also maintained.

8.15 CDETB Participation on National and Sectoral Fora

CDETB has active involvement and leadership in national FET forums, through ETBI and SOLAS, for example:

- ETBI Chief Executives Forum
  (Chair, Mr. Carol Hanney, CDETB Chief Executive)
- AFET Forum
  (Chair, Mr. Carol Hanney, CDETB Chief Executive)
- FET Directors Forum, ETBI QA Strategy Group
  (Member, Mr. David Treacy, CDETB FET Director)
- ETBI QQI National Collaborative Group
  (Member, Mr. David Treacy, CDETB FET Director)
- ETBI Apprenticeship Strategy Group
  (Member, Mr. David Treacy, CDETB FET Director)
- CDETB also has active participation with a number of national working groups such as the ETBI QA Forum and others
- Literacy and Numeracy Forum
  (Member, Mr. David Treacy, CDETB FET Director)
- PLSS Steering Group
  (Chair, Mr. David Treacy, CDETB FET Director)

SECTION 9: APPRENTICESHIPS/TRAINEESHIPS AND WORK BASED LEARNING

9.1 CDETB QA Governance

At corporate level, in line with strategic planning goals, CDETB has established an Employer Engagement Unit. This Unit has a remit for the development of new Apprenticeships and Traineeships and to respond to the needs of employers. This unit also has taken on the central co-ordination role in terms of the development of new Apprenticeships and Traineeships. Current development work of the Employer Engagement Unit is available at CDETB Apprenticeships and Traineeships[61]. See summary list set out below:

Traineeships CDETB are currently engaged in:	
CDETB Centre	Traineeship
Ballyfermot	Animation
Coláiste Dhúlaigh	Animation
Coláiste Dhúlaigh	Laboratory Assistant
Coláiste Dhúlaigh	Logistics & Manufacturing
Crumlin	Traineeship in Professional Cookery
Liberties	Hospitality
Rathmines	CPA Traineeship
Ballymun Job Centre	Retail Associate Traineeship
Finglas Training Centre	Aircraft Maintenance Technician
Finglas Training Centre	IT Support Specialist
Finglas Training Centre	Legal Administrator

Apprenticeships CDETB is currently engaged in:	
CDETB Centre	Apprenticeships
Ballsbridge College	Property Services
Pearse College	Architectural Technician
Coláiste Íde and Crumlin CFE	Commis Chef
Coláiste Íde	Accounting Technician
Rathmines	Accounting Technician
Whitehall College	Associate Sales Professional
Ballyfermot Training Centre	Domestic Biomass Heating Installation
Ballyfermot Training Centre	Domestic Heat Pump Installation
Ballyfermot Training Centre	Domestic Solar Hot Water Systems Installation
Ballyfermot Training Centre	Domestic Solar Hot Water Systems Installation

61 CDETB Apprenticeships and Traineeships

CDETB is a collaborating provider in the new L6 Commis Chef Apprenticeship and is actively engaged in the development of a new L6 Property Services Apprenticeship.

One of the main challenges with the development of new Apprenticeships and Traineeships is to ensure that their development is aligned to CDETB QA and co-ordination approval processes for new courses.

9.2 CDETB Centre level Initiatives and Resource Assets

- ### Employer relationships developed at Centre Level

All CDETB centres develop relationships for employers particularly within their catchment areas, especially where their courses are designed to lead to employment opportunities. This can impact on course content, work experience opportunities and job placements. CDETB centres are therefore always open to engagement with local and Dublin based employers. CDETB Centres would consider relationships developed with employers are centre resource assets as extensive time and work would have been invested in by centre staff in developing these relationships to the benefit of learners and graduates.

A key challenge is co-ordinating engagement with employers by centres, and opening routes to industry developed by one centre to other centres where there is a greater employer need than one centre can fill. Centres consider these relationships are key resource assets developed by the centre and creating more sharing and collaboration in this area will require development. CDETB recognises the need for a centralised database and the management thereof of employer relationships to support the work placement for learners and employment opportunities for CDETB graduates.

- ### In-house Training

CDETB also offers in-house training to industry through the Skills for Work programme in literacy and numeracy for staff members. Initiatives like this need to be reviewed and examined for delivery by other centres at higher levels on the NQF to create more flexible modes of learning for employees.

- ### Apprenticeships at Centre Level

The development of new Apprenticeships are supported by centre level procedures in terms of monitoring and managing Apprenticeships.

Training Centre Apprenticeship Services provide services to employers at registration and support throughout an Apprenticeship. Specific instructors are assigned to the monitoring of registered Apprentices, during on-the-job phases.

Work Experience as part of FET Programmes

The work placement element of training courses enables businesses to engage individuals for work placement. While the learner is developing work based skills, they are also contributing to the business. New recruits often invigorate existing work teams and can contribute to a more diverse and positive work culture. Work placements offer employers an opportunity to assess potential employees and recruit new talent.

All ETBs are engaged with sectoral QA projects so that the ETB sector delivers the same updated modules with agreed and consistent supporting material for employers, learners and programme management teams.

There are a number of challenges in relation to achieving consistency of approach to the monitoring of work placements. There are varying degrees of engagement with employers providing work experience to learners. A more standardised approach is necessary in relation to site visits of work placements and engagement with employers providing work placements outside of the standard forms e.g. registering the agreement, guidance to employers on filling out the Supervisors Reports. It may be the case that site visits are conducted by one person per centre or decentralised to course teams. This aspect requires review in conjunction with CDETB Centre Management Teams.

National guidelines on work placed learning would be useful to support the development of best practice and standardisation of same. The QA guidelines on work based learning for Apprenticeships are useful, however, this is a much more involved work based learning model.

SECTION 10: CONCLUSIONS AND PLANNED ACTIONS

Conclusion 1

Formulation of the Quality Assurance Improvement Plan so that CDETB can continue the transition from a legacy QA framework to a Total Quality Assurance Management (TQAM) Framework will consolidate a culture of QA in CDETB to deliver awards placed on the NFQ.

Conclusion 2

The new phase of CDETB governance and quality assurance has established the foundations for the development of a Total Quality Assurance Management (TQAM) Framework that will enable CDETB to deliver on both its statutory and policy objectives for quality. The role and functions of the new groups and units will evolve and expand as CDETB moves towards a robust TQAM Framework to guarantee quality assured further education and training service.

Conclusion 3

Review of the resources required to deliver a quality assured FET service which reflects the diversity and complexity of the FE requirement for Dublin City and is centre based and locally managed, will enable the overall corporate governance structure of CDETB quality assurance, maintenance and enhancement.

Conclusion 4

A measured approach to evaluate the effectiveness of CDETB's QA framework to cover all core processes (in the context of QA sectoral development projects and in accordance with the TOR of the ETB Executive Self-Evaluation), in line with QQI Core Statutory QA Guidelines (2016), QQI ETB Sector QA Guidelines (2017), and QQI Policies and Criteria for the Validation of Programmes of Education & Training (2016) will enable CDETB continue to guarantee quality assured teaching, training & learning and assessment leading to certification from QQI and other awarding bodies.

Conclusion 5

Greater flexibility to innovate is a key goal for CDETB and because of the increased role for FET in meeting the emerging skills of the economy, greater flexibility is essential to respond to labour market needs and changes in progression routes.

The CDETB ESE Summary of Key Features document and the CDETB Quality Assurance Improvement Plan 2017 accompany this Executive Self-Evaluation Report

APPENDIX 1: List of Centres on PLSS

	List of Centres on PLSS
1	CDETB Ballyfermot Training Centre
2	CDETB Finglas Training Centre
3	Cabra Community College
4	St. Kevin's College
5	Crumlin College of Further Education
6	Coláiste Íde of Further Education
7	Ringsend College
8	Inchicore College of Further Education
9	Killester College of Further Education
10	Kylemore College
11	Marino College
12	Rathmines College of Further Education
13	Ballsbridge College of Further Education
14	Pearse College
15	Plunkett College
16	Whitehall College of Further Education
17	Liberties College
18	Ballyfermot College of Further Education
19	Coláiste Dhúlaigh of Further Education
20	Adult Ed Serv Reg Office (Ballymun Rd)
21	Adult Ed Serv Reg Office (Cardiffsbridge Rd)
22	Adult Ed Serv Reg Office (Parnell Square)
23	Adult Ed Serv Reg Office (Crumlin)
24	Adult Ed Serv Reg Office (Ringsend)
25	CDETB Prison Education
26	Ballyfermot Youthreach
27	Ballymun Youthreach
28	Kilmore Road Youthreach
29	Cabra Youthreach
30	Crumlin Youthreach
31	Harmonstown Youthreach
32	North Great George's Street Youthreach
33	Pleasant Street Youthreach
34	Sherrard Street Youthreach
35	Transition Centre
36	Foundations Project
37	Separated Children's Project
38	Drug Treatment Court
39	Awareness Education
40	Ballymun Adult Read & Write Scheme (BARWS)
41	Women and Family Centre
42	Community Afterschool's Project (CASPR)
43	Dublin Adult Learning Centre (DALC)
44	Dublin 8 Community Education Centre (D8CEC)
45	Focus Ireland

Appendix 2: Breakdown of Awarding Bodies that provide Certification to CDETB Learners

CDETB Learner Groups	Start Date Course 2016	Finish date Course 2017 or 2018	Awarding Body	Courses	Est. Places
Adult Literacy Groups	2016	2017		28	360
			Department of Education & Skills	5	64
			QQI-FE	151	1,897
		Total		184	2,321
BTEI Groups	2016	2017		1	10
			QQI-FE	57	1,167
		Total		58	1,177
Community Education	2016	2017		16	173
			QQI-FE	20	275
		Total		36	448
Community Training Centres	2016	2017	QQI-FE	14	755
ESOL	2016	2017		24	329
			QQI-FE	29	445
		Total		53	774
		2018		1	12
	Total			54	786
Evening Training	2016	2017	Approved EN Certifying Body	4	50
			ICS SKILLS	1	18
			QQI-FE	7	100
		Total		12	168
FET Cooperation Hours	2016	2017		50	548
			Department of Education & Skills	30	183
			ITEC	1	30
			MICROSOFT	4	11
			QQI-FE	37	167
		Total		122	939
		2018	Department of Education & Skills	1	5
	Total			123	944
Justice Workshop	2016	2017	QQI-FE	1	22
Local Training Initiatives	2016	2017	QQI-FE	6	92
Other Funding	2016	2017	QQI-FE	3	105
PLC	2016	2017		1	24
			ATI	9	217
			Department of Education & Skills	1	25
			Dublin City University	1	24
			ITEC	1	25
			Pearson	36	1,056
			QQI-FE	304	8,679
		Total		353	10,050
		2018	Pearson	21	601
	Total			374	10,651
Specialist Training Providers	2016	2017	CompTIA	1	10

REFERENCES

- QQI Core and Sector Specufic QA Guidelines
- CDETB ESE Summary of Key Features
- CDETB Quality Improvement Plan
- wwCDETB Statement of Strategy 2015–2020
- Department of Education Submission 08.05.16
- SOLAS FET Strategy 2014–19
- The CIPFA\Chartered Institute of Public Finance & Accountancy
- CDETB Observations for Governance
- Draft ETBI Governance and Quality Management Report, 30 May 2017
- QQI Policies and Criteria for the Validation of Programmes of Education and Training (2016)
- CDETB Corporate Governance Structures
- CDETB FET Steering Group TORs
- CDETB PMC TORs
- Board of CDETB; - http://cityofdublin.etb.ie/about-us/board/
- Further Education Training and Development Unit, Annual Report 2016
- CDETB Policy and Procedures on QQI Programme Validation and Course Approval April 2017 / Briefing Paper on Quality Maintenance and Enhancement Strategy (Restatement)
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- MEMO - CDETB Course Advertising leading to QQI Awards
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- CDETB Contracted Training Policy, September, 2017, pg. 2
- ETB Code of Governance https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/Code%20of%20practice%20for%20the%20governance%20of%20Education%20and%20Training%20Boards%20ETBs.pdf
- CODE OF PRACTICE FOR THE GOVERNANCE OF EDUCATION AND TRAINING BOARDS, 16th March 2015,
- Qualifications and Quality Assurance Act 2012, Section 28
- QQI WHITE PAPER; Sector Specific Quality Assurance (QA) Guidelines for Education and Training Boards, December 2016,
- QQI Statutory Sectoral QA Guidelines, pg 8
- Service Level Agreement for CDETB Funded Organisations
- This is prescribed goal of the European Quality Assurance Framework (EQAVET) to which Ireland is a signatory and QQI is the National Reference Point (NRP) and the national Further Education and Training Strategy 2014-2019 devised by SOLAS and to which QQI is a key stakeholder.
- From Patchwork to Network Report
- Mulvey Report (2017) Creating a Brighter Future: An Outline Plan for the Social and Economic Regeneration of Dublin's North East Inner City
- CDETB Apprenticeships and Traineeships

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