EQAVET Peer Learning Activity
the Role of Quality Assurance in HiVET

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CYPRUS

Education and Training Boards Ireland (ETBI)
www.etbi.ie

Marie Gould
Programme Manager, QA, Apprenticeship, Traineeship & WBL
marie.gould@etbi.ie
THE FURTHER EDUCATION AND TRAINING STRATEGY 2014 – 2019

1. Skills for the Economy
2. Active Inclusion
3. Quality Provision
4. Integrated Planning and Funding
5. Standing of FET

5 Goals

16 EDUCATION AND TRAINING BOARDS
DELIVERING FURTHER EDUCATION AND TRAINING PROGRAMMES

FET IN 2017
113,995 FULL TIME PLACES
129,357 PART TIME PLACES
50,414 CUMULATIVE EDUCATION PLACES
8,556 INCREASING PLACES
9,435 APPRENTICESHIPS
323,308 BENEFICIARIES

CONSOLIDATED INVESTMENT
€638m

533 SKILLS CLUSTERS

FET SERVICES PLAN 2017
NATIONAL OVERVIEW OF FET PROVISION INCLUDING:
- What FET Provision will be funded by SOLAS
- Who will deliver it
- When and where it will be delivered
- How much it will cost
- What the estimated outputs in terms of completion and certification rates, progression to higher education and placement into employment will be

DELIVERED BY
16 Education and Training Boards
22 State Agencies and Bodies
34 Voluntary-Secondary and Community Comprehensive Schools

TYPES OF PROGRAMMES

FET PERSONAL PROGRESS
- Learners who complete their course and progress to another educational or higher education route

FET PROFESSIONAL PROGRESSION
- Learners who complete their course and progress into work in a new employment scheme

OTHER EDUCATION AND TRAINING PROGRAMMES
- Work-Based Learning
- Community Training Centres
- Skills Workshops
- Social Training Initiatives
- PCs
- Specialist Training Providers
- Special Skills Training
- Apprenticeships
- VOS/CN
- Rural Pathway
- PATHWAY INCLUDING ADVISORY
- VOS/CN
- FULL TIME PROVISION TOTAL

SOLAS PROGRAMME PROVISION
- Vocational Training
- Construction
- Vocational Training FET
- Vocational Training Total
- National Programme Provision
- National Programme Provision

TOTAL NATIONAL PROGRAMME PROVISION
- Skills Cluster
- Other Programme Provision Total
- Other Programme Provision Total

SKILLS CLUSTERS*

Agriculture, Horticulture and Marine
Animal Science
Arts & Crafts
Business
Building Design
Business Administration
Care
Engineering
Engineering (Electrical)
Engineering (Civil)
Engineering (Mechanical)
Engineering (Electronics)
Entrepreneurship
Financial Services
Health and Welfare
Higher and Further Education
Housekeeping, Beauty and Complementary Therapies
Health, Family and Social Services
Information Technology
Language
Management
Manufacturing
Media and Creative Communication
Natural Resources
Research and Development
Sales and Marketing
Science and Technology
Security, Safety and Emergency Services
Sport and Leisure
Travel and Tourism
Transport, Distribution
Web Development
Transitional Skills Focus
Vocational Education
Vocational Training

TOTAL PLANNED PROVISION

*Figure is within margins based on known limits to funding and excludes amendments made to the draft planning document.
- 16 Regional Education and Training Boards (ETBs)
- Independent Statutory Entities
- ETBI is National Representative Body
- VET Provision NFQ Levels 1-6
- Offering HiVET, NFQ Levels 5 and 6
- All ETBs have QA Procedures
- New legislation – 2012, new guidelines and requirements from QQI
ROLE OF QA IN HIGHER VET IN ETBS

IT’S THE LAW!

- QUALITY ASSURANCE RESPONSIBILITY IN LEGISLATION
- APPROVAL FROM EXTERNAL REGULATORY BODY – QQI
NATIONAL STRATEGIES AND ACTION PLANS
QUALITY OBJECTIVES IN ALL
KEY FEATURE OF ETBS

- Collaboration
- Sharing Good Practice
- Established QA
- Collective Focus on Quality Improvement and Enhancement Projects
ONE PROJECT EXAMPLE TO SHARE

- GOVERNANCE OF QA IN VET
- IMPORTANT EMPHASIS BY QQI
- CORE THEME FOR ETBS
- ENHANCED STAKEHOLDER ENGAGEMENT IN DEVELOPMENT AND DECISION MAKING
NATIONAL PROJECT ON GOVERNANCE OF QA IN VET IN THE ETBS

- Engaged A ‘Governance Expert’
- Detailed Evaluation conducted on QA Governance for each ETB
- In Development: Reference handbook is designed to provide support for ETBs in establishing, implementing, and evolving, their FET QA governance structures
- National Tender Process for expertise to support each ETB in developing and implementing new QA Governance Structure
- Proposed Establishment of an Overarching FET Quality Council
- Broad staff representation
- External Stakeholder Representation
- Learner Representation
MEDIUM TERM CHANGE PROJECT

Potential Evolution of VET Governance Structure

- FET Quality Council
  - Programmes Commission
  - QA Commission
  - TLA Commission
AN EXAMPLE IN PRACTICE
Apprenticeships & Work-Based Learning: 4 Pillars

- National Governance & Social Partner Involvement
- Support for Companies in particular SME’s in offering Apprenticeships
- Quality Assurance In Work-Based Learning
- Attractiveness of Apprenticeships and improved Career Guidance
Clear and consistent legal framework enabling Apprenticeship partners to act effectively and guaranteeing mutual rights and responsibilities

A structured continuous dialogue between all apprenticeship partners including a transparent way of coordination and decision making

Strengthening the role of social partners by capacity building, assuming ownership and taking responsibility for implementation

Systematic cooperation between FET providers and companies

Sharing costs and benefits to the mutual advantage of companies, providers and learners
Quality Assurance in Work-Based Learning

Providing a clear framework for quality assurance of apprenticeship at system, provider and company level ensuring systematic feedback

Ensuring the content of FET programmes is responsive to the changing skills needs in companies and the society

Fostering mutual trust and respect through regular cooperation between the apprenticeship partners

Ensuring fair, valid, and authentic assessment of learning outcomes

Supporting the continuous professional development of in-company trainers and improving their working conditions
### Theme 1: QA Compliance, Improvement & Enhancement

1. Support Coordinating and collaborating ETBs in establishing and complying with external QA requirements
2. Explore feasibility of and establish shared services elements of Coordinating Provider role, including External Monitoring & Enhancement panel
3. Develop an ETB Sectoral Employer Mentor Model and Programme

### Theme 2: New Apprenticeship/Traineeship Programme/Curriculum Design, Development, Delivery & Approval

1. Support Coordinating Provider ETBs in the programme development and Validation process
2. Create a repository of materials and common modules for new Apprenticeship and traineeship programmes
3. Enhance sectoral capacity for Programme development, through workshops and engagement in peer review and mock panels

### Theme 3: Innovation, Collaboration and Sharing Best Practice

1. Conduct feasibility on technology Platform for Curriculum/Programme Content Management for new Apprenticeship Programmes
2. Conduct feasibility on establishment of sectoral Digital Library
3. Explore innovative strategic partnerships and projects i.e. Enterprise Ireland Innovation Fund

### Strategic Enablers
- Leadership and support FET Directors Forum - Steering from Apprenticeship Strategy Group
- People & Services – Collaborative Relationships and services procured
- Strategic Partnerships: SOLAS, QQI, CSGs, Network Providers, others
REFERENCE HANDBOOK ON QA FOR NEW APPRENTICESHIPS FOR ETBS – IN DRAFT
ETBI GUIDELINE SCHEDULE FOR NEW APPRENTICESHIP PROGRAMME DEVELOPMENT

1. DEVELOPMENT AND APPROVAL OF AN OCCUPATIONAL PROFILE

As part of the apprenticeship proposal an initial occupational profile is developed by the Consortium Steering Group (CSG). This profile may refined further during the programme development process and is an iterative process.

Once the CSG is satisfied with the final occupational profile, it is submitted for approval. The timing for submission of the profile for approval is determined by the Consortium.

SOLAS may provide initial feedback and advice on profile prior to Council subgroup assessment.

Typically, the profile is assessed by a subgroup of the Council following which recommendations are made and the profile circulated to the Council members in advance of the next meeting.

To ensure that the profile is included on the Council agenda it should be submitted at least four weeks before the next scheduled Council meeting.

Following Council meeting formal notification is issued to the Consortium to lead on the outcome of the profile assessment. SOLAS then reviews the profile and occupational activities and determines if an industrial training order is required for this apprenticeship.

INDICATIVE TIMELINE: 4 Months

2. DEVELOPMENT OF THE APPRENTICESHIP PROGRAMME

The Programme Development Group in consultation with key stakeholders develop a formal programme proposal that satisfies QQI requirements.

- Detailed Minimum Required Programme Learning Outcomes (MRPLOs) are devised in conjunction with stakeholders and aligned with the QQI Professional Award Type Descriptors (PATOs).

- The following must be reviewed during the programme development stage:
  - QQI Professional Award Type Descriptors
  - QQI Policies and Criteria for the Validation of Programme Educational & Training
  - QQI Topic-Specific Apprenticeship Programmes Statutory Quality Assurance Guidelines
  - QQI Core-Statutory Quality Assurance Guidelines

The Co-ordinating Provider Programme Development Group must conduct, and prepare a report on, an evaluation of the draft programme against the applicable QQI validation policies and criteria. The final draft programme document for submission to QQI shall be amended to take account of recommendations contained in the Evaluation Report.

INDICATIVE TIMELINE: 3-6 Months

3. REVIEW DRAFT DOCUMENTATION ETBI PROCESS

Internal and external experts shall consider the final draft Programme Document, together with the Evaluation Report. The Co-ordinating Provider shall decide either to submit the programme to QQI for validation or refer the draft back to the programme development group for further refinement.

Mock panels facilitated by ETBI prior to submission of documentation to QQI.

INDICATIVE TIMELINE: 1 Month

4. SUBMISSION OF PROGRAMME TO QQI FOR VALIDATION

Application submitted by provider must have:

Stage 1:
- Application Form
- Self-evaluation report
- QQI Procedures if QQI not already agreed
- Protection for enrolled learners (if applicable) not relevant for apprenticeship as they have contract of employment
- Document reviewing panel assembled by QQI

Stage 2:
- Programme validation manual which includes any documentation supporting application, including programme document
- Application screened by QQI Regulation team
- Feedback sent to provider, if necessary
- Provider amends document (if feedback provided)
- Resubmission of application (where applicable)
- Application re-screened
- Application accepted by QQI (where applicable)

INDICATIVE TIMELINE: Up to 3 Weeks

5. QQI PROCESS

- Panel assembled and confirmed by QQI
- Documentation circulated to panel
- Panel visits
- Draft report received
- Draft report sent to provider
- Approval from provider
- Documentation circulated to PNEC members
- PNEC date
- Confirmation by letter

Depending on panel availability can take but could be longer 4-6 weeks from submission date.

1-2 days
1 week after panel visit
1 week of reviewing
2 weeks to respond
3-4 weeks before PNEC date
1-2 days
1 week of PNEC date

INDICATIVE TIMELINE: 2 Weeks Prior to panel visit
EMERGING QA GOVERNANCE STRUCTURES

- Compliance with the QQI Statutory Quality Assurance Guidelines for New Apprenticeship Programmes
- Key Structures are:
  - National Consortium Steering Group
  - FET Quality Council – The Provider
  - National Programme Board
  - National Examination Board
  - ETBI New Apprenticeship Monitoring and Enhancement Panel
  - Quality Assurance Arrangements with Employers
  - Quality Assurance of Collaborating Providers
  - The Apprentice

All governance units established within this QA system have prescribed membership, term of reference and operating procedures concerning their responsibilities and remit.
Benefits and Challenges

- Enhanced Partnerships with Industry at national level
- Challenge of managing complex industry and stakeholder relationships national level
- New national apprenticeship programmes at HiVET NFQ Levels 5 and 6 being developed in variety of sectors
- New National Apprenticeships on the NFQ, underpinned by common QA
- Requires coordination and resourcing
- More devolved responsibility, autonomy for industry and providers in curriculum and programme design, but
- Increased transparency and accountability required
- Expectations of external stakeholders and national action plans/targets
- Transformational change process
- New QA Governance Infrastructure
- It takes time!
Go raibh maith agaibh!

Thank you!