LMETB Quality Assurance Sub-Committee

Terms of Reference

Programme Development, Review and Evaluation Sub-Committee

Terms of Reference

Governance unit	Quality Assurance Sub-Committee
Document	Terms of Reference
Approved by	QAGMC 19/05/2019
Version	1.0 1.1 (reviewed 30/11/21)
Due for review by	19/05/2022

Role	LMETB is committed to maintaining a culture of quality and ensuring that learners participating in its FET services enjoy a quality assured learning experience. The role of this sub-committee is to recommend on: 1) the development, review, planning, co-ordination, and improvement of quality assurance policies, procedures, documentation and processes, resources and supports. 2) the development and enhancement of the teaching learning and assessment policy and strategy of LMETB FET. In summary, this will entail making recommendations to the QA Governance Management Committee on the development, review, planning, co-ordination, and improvement of quality assurance policies, procedures, documentation and processes, resources and supports, and, making recommendations in respect of the development and enhancement of teaching and learning strategy in LMETB.
Functions/ Responsibilities	The Chief Executive (CE) of the ETB has delegated certain governance responsibilities to the Quality Assurance Sub-

committee, as detailed below. The Sub-committee is accountable to the CE/FET Director for carrying out its functions.

The QA Sub-committee is responsible for the following:

1. Assisting with the oversight role of the QAGMC by acting in an advisory capacity regarding the implementation of quality assurance in LMETB FET through:

   - Supporting the strategic direction of QA within the ETBs to include quality improvement planning and monitoring i.e. supporting the development and implementation of QA strategy including strategic, operational and programme-related issues and developments with regard to QA

   - Supporting the development and implementation of policies and procedures in FET programmes and services
   - Reviewing findings from quality reviews and providing recommendations to the QAGMC (eg consolidated Results Approval Panel reports, QA Task Group reports, external QA reports etc)
   - Reviewing and recommending adoption of the LMETB EA Panel to the QAGMC.

   - Reviewing reports arising from the implementation of quality assurance schedules (eg programme or service reviews) analyse and review findings and reports from centre monitoring of validated programmes and agree appropriate actions

   - Establishing various QA working Groups to progress the development of QA policies, procedures, programme-related matters and other QA actions that are identified by the QA Sub-committee through self-evaluation, the quality improvement process and/or other priority activities.

   - Analysing data e.g. from management information systems, QQI data etc and suggesting ways as to how this can improve QA.

   - Identifying and supporting new opportunities to work collaboratively with other stakeholders and support PLD needs that emerge.

- Developing policy in and assisting the QAGMC by ensuring oversight of teaching, learning and assessment

- Developing and recommending an LMETB FET-wide policy on the Recognition of Prior Learning.

2. Recommend on the development & enhance the teaching and learning strategy of LMETB. The objective of this goal is to improve engagement, retention and achievement of learners on all LMETB FET programmes by researching, promoting, and providing development and support in the effective use of both traditional and innovative educational methods, tools, and technologies.

- Development of a policy/strategy in Teaching and Learning that encompasses all the activities – formal and informal – that support or influence the learners' development of knowledge, skills, competencies, attitudes, values and practices. These refer to the particular academic activities within, for example, a lecture, skills demonstration, workshop or workplace, and also to the structures and processes that facilitate these. Importantly, it relates to the communication processes that take place between the Learning Practitioner and the learners, and the support processes which have been put in place by FET in LMETB.

- As all LMETB FET Learning Practitioners must have the contemporary knowledge and skills to deliver programme content effectively, consequently staff need to be encouraged to ensure that they invest in PLD in their subject area, teaching methodologies, learning & assessment, and technology enhanced learning. The Teaching and Learning facet of this sub-committee, shall be responsible for recommending on PLD requirements of FET teaching staff and is a forum whereby PLD activities can be shared and disseminated among the wider staff teams, and implemented into practice. The sub-committee will be responsible for recommending on the maintenance, review and implementation of the PLD Strategy and will oversee the coordination of all PLD

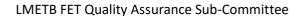|	
	activities, and the PLD strategy will be reviewed periodically by this committee.
	• Review and make recommendations on staff induction procedures and materials
	• Review & make recommendations on the implementation of policies relating to admissions, accreditation of prior learning and entry standards.
Membership	*Chair:* The AEO. In his/her absence the chair shall be taken by a staff member, designated by the FET Director.
	Secretary: The ETB Quality Assurance Officer, or equivalent staff member designated by the FET Director.
	Ordinary Members:
	• 6 Staff members drawn from across the ETB, as the CE or FET Director determines appropriate. Included in these six staff members should be 1 representative from the QAGMC and at least 1 member from the PDRE sub-committee.
	External Members: The Chair of the QA Sub-committee may from time to time recommend to the CE/FET Director the appointment of external members to the QA sub-committee. These will be persons who can bring an external perspective to the working of the sub-committee, such as employers or SMEs in the areas of quality assurance/programme design/teaching/assessment. Persons with expertise from other ETBs may also be invited to join the sub-committee for a defined period.
	• The QA sub-committee may choose to form working groups for QA policy and assessment procedures and on matters relating to teaching and learning issues.
	• The sub-committee has the option of co-opting additional members from staff members/ learners/external bodies to these working groups if required.

	• The sub-committee will be assisted and supported in its role by the Quality Assurance Office.
Accountable to	Chief Executive /FET Director
Schedule of Meetings	• The Sub-committee will meet at least 4 times a year or as required. This sub-committee will be convened initially to inform it of its work, and review current provision, but then it may meet as required • In order for a quorum to be established, 50% of members + 1 additional member must be in attendance • The meeting agenda and supporting documentation must be circulated to members in advance of a scheduled meeting • Decisions are made by consensus • Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting • The minutes of meetings are approved at the beginning of the subsequent meeting of the QA sub-committee. At the discretion of the Chair, incorporeal meetings of the QA Sub-committee may be held where reports can be circulated virtually and accepted by the Sub-committee without the sub-committee having to meet in person.
Operational Matters	• Agreeing its operating procedures. • Establishing ad-hoc working groups to assist it in fulfilling its functions. • Provides recommendations on specified matters to inform the functions of the QAGMC. • Provide annual reports on its activities to the FET Director • Providing a QA sub-committee Report to the FET director upon request, identifying key decisions and actions taken by the QA sub-committee and making any recommendations to the QAGMC, as appropriate. • Participating in the review of its terms of reference and formally making recommendations to the FET Director for amendments and additions, if required

	• Reviewing the outcomes of reviews of terms of reference by its sub-groups and making recommendations to the FET Director as appropriate Exercising any other functions, which may be formally delegated to it by the FET Director.