



Programme Data Analytics Policy

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kcetb

Bord Oideachais agus Oiliúna
Chill Chainnigh agus Cheatharlach
*Kilkenny and Carlow
Education and Training Board*

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Glossary of Terms

Beneficiary	A Beneficiary is a learner enrolment during a calendar year. The enrolment exists within the limits of the course duration. If the enrolment spans two calendar years, then it is counted as beneficiary in both calendar years.
COURSE	This refers to a single instance of further education and training provision that may lead to: <ul style="list-style-type: none"> ○ A major Award. ○ A minor award. ○ A special purpose award. ○ A specific training award such as an apprenticeship award. ○ A specific vocational award bestowed by a certification provider. ○ A non-accredited KCETB-run or funded course.
DATA	This refers to facts and figures gathered and generated by KCETB in the administration and monitoring of FET provision.
FET	Further Education and Training
INFORMATION	This refers to the processing and presentation of data and details that have been gathered by KCETB
PROGRAMME	This refers to a validated educational/training curriculum offered by KCETB which may lead to a specific award. The word programme is used in some instances to refer to a specific further education and training provision type or funding stream (e.g. VTOS, Adult Literacy etc.)

1. Introduction

The QQI Core Statutory Quality Assurance Guidelines (2016) require providers to ensure they have “reliable information and data available for informed decision-making and to ensure the providers knows what is working well and what needs attention”¹. The purpose of this policy is to outline the processes for the collation of programme and learner data associated with Kilkenny and Carlow Education and Training Boards (KCETB) Further Education and Training (FET) provision to ensure this requirement is met. This policy will detail the process for analysing this data so it can be used for the planning and self- evaluation of FET provision.

2. Scope of Policy

This policy applies to the analysis of data associated with all KCETB FET programmes to support planning and self-evaluation processes.

3. Policy Statement

In line with KCETB’s Strategy Statement 2022-2026, Strategic Goal 2, we are committed to optimising “the use of our analytics and data to determine our performance and identify opportunities to enhance existing provision, as well as developing new areas².

To this end KCETB is committed to the appropriate compilation and use of reliable data for the administration, monitoring and review of its FET provision. KCETB is committed to ensuring the highest levels of security and factual accuracy in the data it collects and shares. Procedures employed will include the use of appropriate indicators and benchmarks to establish comprehensive insight and achieve high levels of understanding regarding all aspects and perspectives relating to specific areas of provision.

4. Related Policies

Learner Information Management Policy
Data Protection Policy

¹ <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

² <https://kcetb.ie/wp-content/uploads/2022/09/KCETB-Strategy-Statement-English.pdf>

5. Learner Information Systems and Data Reliability

5.1. Learning Information and Data Management

KCETB primarily uses the Programme and Learner Support System (PLSS) for the management of data associated with KCETB courses and learners. The processes and procedures associated with this system can be found in the [Learner Information and Data management](#) policy which covers the following key areas:

- user access controls,
- adequate security and data protections (GDPR),
- verification of learner identity and unique identifier,
- maintaining accurate and up to date data,
- applicant and learning lifecycle management
- efficient and effective use of learning management information systems in support of planning, operational delivery, and reporting requirements.

5.2. Data Reliability

KCETB is committed to ensuring the accuracy and validity of all data and information it creates, uses, and provides to other bodies such as relevant funding bodies. KCETB endeavours to create the systems, checks and supports to achieve high levels of accuracy in the processing of data. Nevertheless, system anomalies and human error can cause incongruencies, levels of variance or margins of error in data. To this end, KCETB will ensure context is provided lists of any apparent or potential limitations or deficiencies in any of the data used.

6. Data Sets and Indicators

KCETB is committed to implementing procedures for the analysis of Data relating to FET provision. These procedures will include the use of indicators and benchmarks (where appropriate) to aid in the review of provision with the ability to refine as appropriate to individual courses, modular areas, and specific locations. This review will take place at two points in any given year, once at the end of June with a report being issued in September for the mid-year point data and one at the end of December for data issuing in March for the full year review. The report issue dates may be affected by availability of data from external sources such as QQI

benchmarking data. It must also be noted that only data that has been uploaded to PLSS at these cut off points will be analysed.

6.1. Data Sets and Indicators

KCETB has selected the following data sets as ‘indicators’ for analysis purposes.

The data-sets which comprise the incremental indicators include:

6.1.1. Certification Data Compliance

What will be compiled:	Who will compile:	How the data will be reviewed:
<ul style="list-style-type: none"> Award certification data as entered by providing centres on PLSS. Data-set will also show the rates of major awards achieved determined by achieved components entered on the Awarding Body system/ RAP Data and then the variance rate between the two will be displayed. 	<p>QA Team made available to DFET & SMT thereafter</p>	<p>Quality Team.</p> <p>Where there are high-levels of variance between the PLSS and Awarding Body data-sets/ RAP Data the Quality Team will flag this with the relevant Centre and FET manager.</p>

6.1.2. Course Completion Rates

What will be compiled:	Who will compile:	How the data will be reviewed:
<ul style="list-style-type: none"> • Number of course starters as entered on PLSS and the number of full and partial completers (by centre and by course) • The rate will show the percentage of course completion (starters minus early-leavers). • Data is per course finish year and not per learner finish year. 	<p>QA Team once annually made available to DFET & SMT thereafter</p>	<p>Data will be reviewed by the Quality Team to allow for remedial action where appropriate in the third quarter by centre management and respective FET management.</p> <p>The QA Team will review the updated data in the first quarter of the successive year an include in a general report generated submitted to the FET Senior Management Team.</p>

6.1.3. Early-Leaver Reasons

What will be compiled:	Who will compile:	How the data will be reviewed:
<ul style="list-style-type: none"> • Numbers of early leavers and reasons for same as entered on PLSS by centre and by course. 	<p>QA Team twice annually made available to DFET & SMT thereafter</p>	<p>Data will be reviewed in the third quarter by the Quality Team to allow identification of trends in early leaving where they might occur and to all for remedial action where appropriate by centre management and respective FET management.</p> <p>The QA Team will review the updated data in the first quarter of the successive year an include in a general</p>

		report generated submitted to the FET Management Team.
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6.1.4. Certification Rates

What will be compiled:	Who will compile:	How the data will be reviewed:
<ul style="list-style-type: none"> Data set will show both certification numbers and certification rates by centre and by course. Rates will include both rate of certification as a percentage of starters and as a percentage of completers over three years* 	QA Team twice annually made available to DFET & SMT thereafter	<p>Data will be reviewed by the Quality Team to allow for remedial action where appropriate in the third quarter by centre management and respective FET management.</p> <p>The QA Team will review the updated data in the first quarter of the successive year an include in a general report generated submitted to the FET Management Team.</p>

N.B. Also shown will be a separate workbook of **Late-Start learners who begin a course more than 25% into the course. This can be quite common in specific FET settings such as Youthreach, Community Training Centres, BTEI, Adult Literacy, Local Training Initiatives where there can be continuous intake of learners. This creates a caveat associated with data where a learner may show as not achieving certification but in reality will continue their studies on the next iteration of the course.*

6.1.5. Grade Distribution Analysis

For the purposes of this report, Grade Distribution will only be analysed for QQI awards.

What will be compiled:	Who will compile:	How the data will be reviewed:
<ul style="list-style-type: none"> Data-set will show the national benchmark by component award by level. Also shown will be the KCETB average mark by centre, by course and by year. 	QA Team once annually made available to DFET & SMT thereafter	Data will be reviewed by the Quality Team and form part of a general report issued to the FET Management Team.

6.2. Data Set for End of Year Review- Summary

Data Set	Reporting Frequency	Reported to
1. Cert. Data Compliance	Bi-Annually- Third Quarter- Interim Reporting- First Quarter Formal Report	Centre Manager FET Manager
2. Completion Rates	Bi-Annually- Third Quarter- Interim Reporting- First Quarter Formal Report	FET Senior Management Team
3. Early-leaver Reasons	Bi-Annually- Third Quarter- Interim Reporting- First Quarter Formal Report	Centre Manager FET Manager
4. Certification Rates	Bi-Annually- Third Quarter- Interim Reporting- First Quarter Formal Report	Centre Manager FET Manager
5. Grade Distribution	Annually- First Quarter of successive year.	FET Senior Management Team

7. Procedure

The Mid-Year Review Procedure can be summarised in the table below and the responsibility for each element is noted therein.

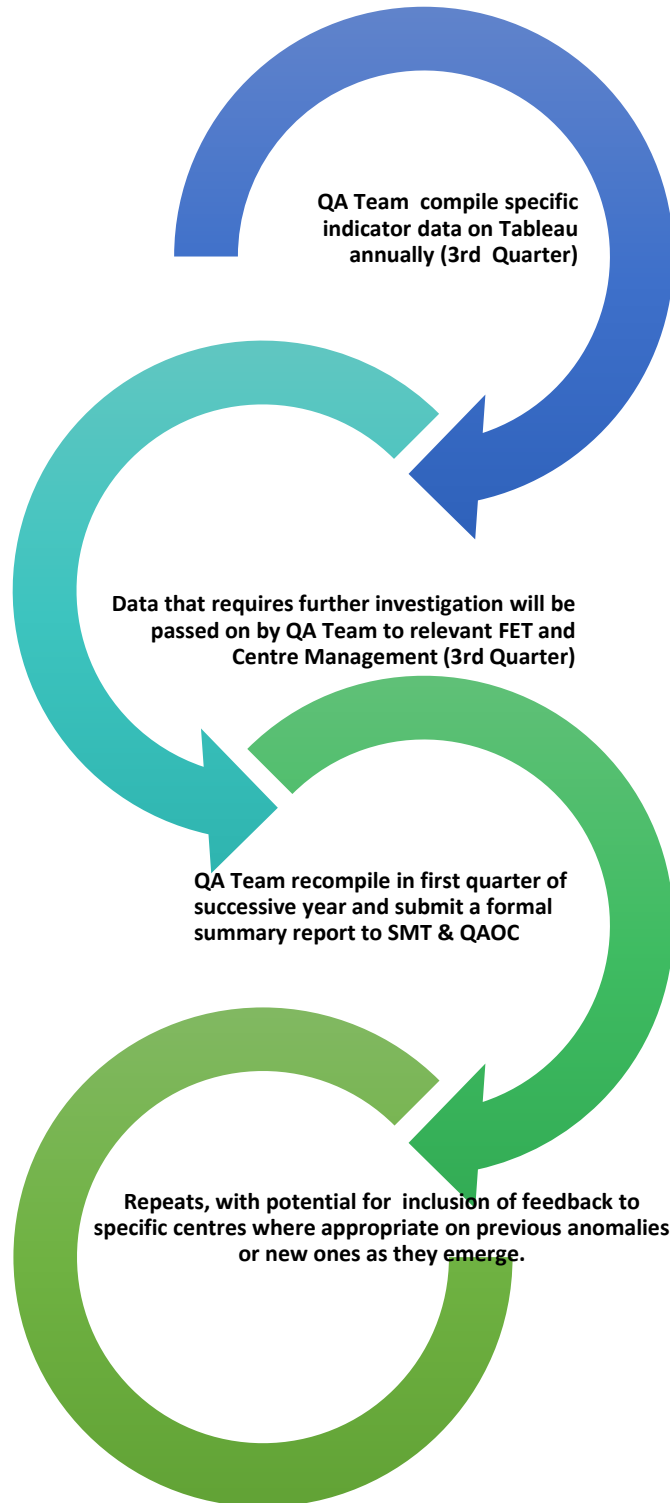
Action	How	When	Responsibility
Compile Mid-Year Data	This will be done using Tableau (Online Data Visualisation Tool)	Annually- August-September	QA Team
Review Mid-Year Data	Formal process of reviewing: <ul style="list-style-type: none"> ▪ Completion Rates ▪ Certification Rates ▪ Early-leaving Rates and Reasons ▪ Grade Analysis (Trend) 	Annually- August-September	QA Team
Identify data which presents as anomalous	Benchmarks will be applied to identify anomalies and recorded on Mid-Year Review Spreadsheet	Annually September	QA Team
Communicate anomalous data to relevant Centre & FET Manager	Contextual e-mail issued to relevant Centre & FET Manager with details of anomaly.	Annually To commence in 2024	QA Team
Record Contact and update in the following Mid-year Review Period	Details of anomalies will be recorded in a Mid-Year Review Spreadsheet as per Section 3.	To commence in 2024	QA Team

The End of Year Review Procedure can be summarised in the table below and the responsibility for each element is noted therein.

Action	How	When	Responsibility
Compile End of Year Data	This will be done using Tableau (Online Data Visualisation Tool)	Annually- February- March	QA Team
Review End of Year Data	Formal process of reviewing: <ul style="list-style-type: none"> ▪ Completion Rates ▪ Certification Rates ▪ Early-leaving Rates and Reasons ▪ Grade Analysis (Trend) ▪ Correlation of Data to Strategic Performance Agreements Tableau platform. 	Annually - February- March	QA Team
Identify data which presents as anomalous	Benchmarks will be applied to identify anomalies and recorded in the end of year report	Annually- February- March	QA Team

8. Outline procedure for analysing data

The following graphic represents the workflow associated with this policy.



9. Other sources of Data

KCETB has a variety of sources of data that are used and will continue to be used to inform decision making. These include, but are not limited to, the areas detailed below:

- Programme Reviews
- Learner Feedback surveys
- Staff surveys
- Employer Engagement
- Strategic Performance Agreement Tableau Data
- SOLAS Thematic Reports