

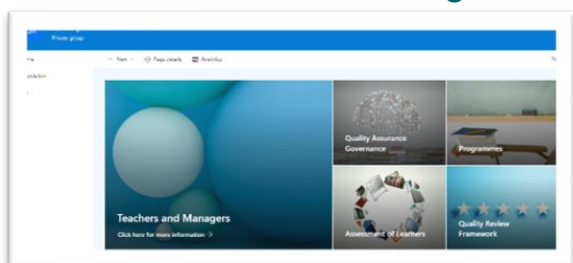
College of Further Education and Training

QUALITY ASSURANCE NEWSLETTER

Welcome to the Eleventh Edition of the Limerick and Clare Education and Training Board College of FET Quality Assurance Newsletter.

Key Features of this issue

StaffCONNECT Redesign



Policies and Procedures



Curriculum Development



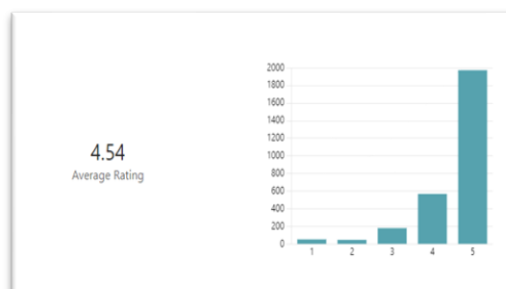
Quality Review Process



Recognition of Prior Learning



Learner Voice Survey



CONTACT DETAILS

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QA SUPPORT SERVICE

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| | | | |
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1 Governance and Management of Quality

COLLEGE OF FET QUALITY GOVERNANCE

The College of FET QA Governance structures, that of the Quality Council and its associated subgroups (Quality Assurance and Programme Governance), combined with the College of FET Strategic Regional Planning Network and FET Steering Group meet regularly.

The meeting schedules, group terms of reference and membership, agendas and minutes of all QA Governance meetings are available to all staff on StaffCONNECT via this link – [Quality Assurance Governance \(sharepoint.com\)](#)

QQI QUALITY DIALOGUE MEETING

The biennial Quality Dialogue Meeting took place between Limerick and Clare Education & Training Board and Quality and Qualifications Ireland on Friday 23 June 2023 in College of FET, Ennis Campus. The Quality Dialogue Meeting is an opportunity for both parties to provide mutual strategic and high-level updates, to discuss Limerick and Clare ETB's [QA Review follow-up report](#)¹, the Annual Quality Report (AQR) and share updates on more general developments and plans.

Quality and Qualifications Ireland supplied a very informative Briefing Note, which details strategic updates and activities from QQI, and is available on StaffCONNECT: [QDM 2023 Briefing Note - Education and Training Boards.pdf](#)

The minutes of the Quality Dialogue meeting are also available: [2023 QDM LCETB meeting note.docx](#)

QUALITY ASSURANCE SUPPORT SERVICE

From September 2023, the following restructuring and alignment of responsibilities within the Quality Assurance Support Service are in place.

| Name | Allocated Provision for support | PLSS Client App Responsibilities | |
|-----------------------|---|----------------------------------|---|
| Victoria Hook | County Limerick Provision County Clare Provision Raheen Campus Shannon Campus | Non-Certified | Co. Limerick Provision Shannon Campus |
| | | Certified | Co. Limerick Provision Shannon Campus Raheen Campus |
| Eimear King | Limerick City Provision Mulgrave St Campus Hospitality Campus Mary Immaculate College VSCCS and HSE Provision | Certified | Limerick City Provision Mulgrave St. Campus |
| Monica Greaves | Curriculum Development Support Officer | Non-Certified | Co. Clare Provision Limerick City Provision |
| | | Certified | Co. Clare Provision |
| Aisling Holian Lawlor | Monitoring and Evaluation Support Officer | | |
| Caroline Goode | Recognition of Prior Learning Support Officer | | |

¹ https://collegeoffet.ie/wp-content/uploads/2023/03/23_03_13_LCETB_QAR_PROGRESS_REPORT.pdf

2 Documented Approach to Quality Assurance

POLICY AND PROCEDURE DEVELOPMENT AND REVIEW

The following documents were approved at the recent Quality Council meeting and are now available both on the College of FET Quality Assurance site or on StaffCONNECT.

| Title | Link to Document | Summary |
|---|---|---|
| Access, Transfer and Progression Policy V1.2 | College of FET Access, Transfer and Progression Policy V1.2² | <ul style="list-style-type: none">– V1.1 CEFR proficiency details for access at NFQ Levels 3 and 4 included.– V1.1 Course Briefing sessions defined.– V1.2 Protection Applicants awaiting decisions of less than six months and lacking a Labour Market Permission Letter can access FET for ESOL and literacy support up to NFQ Level 3. |
| Anti-Bullying Policy V2.0 | College of FET Anti Bullying Policy V2.0³ | Significant update to incorporate Child Protection requirements. |
| Guidance on the use of AI in Education | College of FET Guidance on AI use | Guidance document for learning practitioners on the use of Artificial Intelligence. |
| Internal Verification Guidelines for QQI Assessment in FET V1.0 | IV Guidelines for QQI Assessment in FET | Internal Verification (IV) Guidelines document has been devised to assist and guide centres through the IV process for QQI Certification. |
| Guidelines and Procedures for the Planning of QQI External Authentication in FET V1.2 | EA Guidelines and Procedures V1.2 | External Authentication (EA) Guidelines and Procedures document was devised to assist and guide all parties involved in the EA process through the QQI certification periods. |
| Assessment Appeals Procedure V1.2 | Assessment Appeals Procedure Results or Process V1.2 | <p>Update relates to the process for lodging and requesting refunds of fees.</p> <p>Further detail is now required in relation to the format of the evidence and the location of soft copy evidence.</p> |

Assessment Malpractice Procedure Review

A working group has been established to review the Assessment Malpractice Procedure. The policy is being reviewed to ensure that the process for dealing with suspected/confirmed cases of malpractice is clear for both Learning Practitioners and Learners and that the sanctions imposed are fair and commensurate. The policy will also be updated to include reference to the use of AI and link to our College of FET Guidance on the use of AI in education.

² https://collegeoffet.ie/wp-content/uploads/2023/08/23_08_30_College_of_FET_Access_Transfer_Progression_Policy_V1.2.pdf

³ https://collegeoffet.ie/wp-content/uploads/2023/06/23_06_20_College_of_FET_Anti_Bullying_Policy_V2.0.pdf

3 Programmes of Education and Training

Remember - download the current version of the programme and module descriptor before classes start!

PROGRAMME AND MODULE DESCRIPTOR UPDATES

| Module Title | Module Code | Version Number | Update |
|---|-------------|----------------|--|
| Physics | 3N0566 | 2.0 | Removal of "recycling" from LO9. Single version now in place for all regions. |
| Culinary Operations | 3N0549 | 3.1 | Addition of "air frying" technique. Single version now in place for all regions. |
| Manicure, Pedicure and Waxing | 5N3467 | 4.1 | Reviewed questions from MCQs to short answer and structured questions. |
| Environmental Sustainability in Workplace | 5N21794 | 1.2 | Revision to Learner Marking Sheet 1 |
| Digital Presentations | 5N0563 | 4.2 | Rewording of LO5. Revision of Section 11b and the relevant areas of Section 11c and marking sheets |
| Intellectual Disability Practice | 5M1761 | 2.3 | Reduction of work placement hours |
| Media Production | 5M18518 | 2.2 | Correction of modules in Programme Structure |
| Security Studies | 5M2110 | 2.2 | Removal of deactivated modules |

SUMMARY OF NEW PROGRAMMES DEVELOPED AND IN DEVELOPMENT

| New Programmes Validated | Programmes in Development |
|--|---|
| L2 Managing Money in Everyday Life (5 credits) | L4 Social Innovation in the Community |
| L3 Drugs and Alcohol Awareness | L5 Dementia Care and Support |
| L3 Introduction to Sustainability | L5 Attic Insulation |
| L3 Learning to Support Children in Primary School (25 Credits) | National Beauty Therapy Apprenticeship |
| L3 Online Awareness and Responsibility (10 credits) | National Barbering Apprenticeship |
| L5 Active Citizenship through Volunteering | |
| L5 Fish Farm Techniques (15 Credits) | Programmes in Review |
| L5 Lean Practice for Sustainable Business (15 credits) | Consolidation Of Level 3 Module Descriptors |
| L5 Lowland Leadership (15 Credits) | Graphic Design (4N1117) |
| L6 Business Innovation and Market Development (30 Credits) | eBusiness (5N1369) |
| L6 Maintenance Skills Technology (CAS Award) | Body Massage and Figure Analysis (5N3465) |
| L6 The Circular Economy in the Workplace (5 Credits) | Text Production (5N1422) |
| L6 Utilising Robotics in Advanced Manufacturing (30 Credits) | National Hairdressing Apprenticeship |

CONSOLIDATION OF LEVEL 3 MODULE DESCRIPTORS

Throughout 2022/23, nine IT Modules were reviewed and standardised into a single version for use across the organisation. This process will continue throughout 23/24 where we aim to have all L3 modules reviewed and consolidated into one version.

From September 2023, a new folder for [Level 3](#) module descriptors is available on Staff CONNECT and will be populated throughout the year with all the other revised and single version L3 modules. There are almost 80 modules to be revised and will require input from subject matter experts across the organisation.

Currently a working group is reviewing the six Level 3 language modules, with Breakfast Cookery, Bread, Pastry & Desserts, Health & Fitness, Health & Safety Awareness also under review.

Non-CAS Modules

There is a new folder to house [Non CAS Programmes and Modules](#), which currently contains the new [Exploring Our Past](#) 3S22105 Special Purpose Award.

To request changes or updates to module descriptors please complete the [Programme Module Revision Form](#)

APPRENTICESHIP PROGRAMME DEVELOPMENT

Limerick and Clare ETB have been approved by the National Apprenticeship Office to develop two new apprenticeship programmes, the **National Beauty Therapy Apprenticeship** and the **National Barbering Apprenticeship**.

The Quality Assurance Support Service welcomes two new staff members who are supporting the development of these exciting and innovative new programmes – Ruth Davis, Barbering Apprenticeship Curriculum support officer, and Siobhán Hickey, Beauty Therapy Apprenticeship Curriculum support officer.

National consultations towards the development of these apprenticeship continues through 2023.



4 Staff Recruitment, Management and Development

QUALITY ASSURANCE PROFESSIONAL LEARNING AND DEVELOPMENT CALENDAR

QA Induction for New Teaching Staff

Part 1: Easy Generator **must be** completed before October 1st.

Part 2: QA Induction for New Teaching Staff Part 2 Levels 1 - 3 - Thursday 12th October 11am - 1pm

Part 2: QA Induction for New Teaching Staff Part 2 Levels 4 - 6 - Tuesday 17th October 2pm - 4:30 pm

Venues for part 2 will be confirmed when numbers have been finalised.

If staff are delivering across different levels, it may be more beneficial to attend Part 2 for Levels 4-6

Registration for the training is via the MS Form [here](#)⁴.

Quality Assurance Professional Learning Available On Request From Provision:

- Devising Exam Questions and Outline Solutions
- Internal Verification (IV) training

All Professional Learning And Developments communicated monthly by Tara Robinson, Professional Learning and Development Co-ordinator. Details of upcoming Quality Assurance training and booking links available on PL&D Newsletter on Wakelet and PDF.

Contact: pld@lctetb.ie

Recognition of Prior Learning Professional Learning and Development

Level 9 course: RPL: Policy, Practice, Pedagogy

Thirteen staff have enrolled in the in-house Level 9 course on RPL delivered by renowned RPL expert Deirdre Goggin from Munster Technological University. The course will provide our enrolled staff with a knowledge and insight into the motivations for, and implementation of Recognition of Prior Learning (RPL) within education and training. This is the second iteration of this College of FET supported initiative.

⁴ <https://forms.office.com/Pages/ResponsePage.aspx?id=AUCH-6T78U-H7eyW1KtS7Yj-XabwJVgpxg9C92-h3ZUMVVFOEtIRU1TMVdaNFk3QkIiNOY5REo1VyQIQCNjPTEu>

5 Teaching and Learning

REMOTE, MIXED MODE & BLENDED LEARNING

Remote and Mixed Mode learning will continue to be available for the academic year 2023/24. Provision wishing to offer modules under either method must apply for approval. The request form has been sent to all co-ordinators and managers.

Reminder:

- Remote Learning is the replacement of all physical face-to-face (on campus) learning experience with synchronous online learning experience.
- Mixed-Mode Learning is a combination of physical face-to-face (on campus) learning experience and synchronous online learning experience.

There is also a standard information sheet for learners that must accompany any advertising (on FETCH for example) of modules or programmes offered under such format above. This information has been sent to all co-ordinators and managers.

In addition, Provision co-ordinators & managers wishing to offer a programme module or course through blended learning in the academic year 2024-25, will need to indicate the programme module or course they have selected to be designed for blended learning during the academic year 2023-24.

The table below indicates the list of modules included in the pilot blended learning project.

| Module | Module Code |
|---------------------------------------|-------------|
| ESOL | 3N0870 |
| ESOL | 4N1180 |
| Personal and Professional Development | 5N2985 |
| Mathematics | 5N1833 |
| Word Processing | 5N1358 |
| Work Experience | 5N1357 |
| Irish | 3N0869 |

⁵ <https://www.qqi.ie/sites/default/files/2023-09/NAIN%20Generative%20AI%20Guidelines%20for%20Educators%202023.pdf>

GENERATIVE ARTIFICIAL INTELLIGENCE: GUIDELINES FOR EDUCATORS

[Generative Artificial Intelligence Guidelines](#)⁵ for Educators have been developed by a National Academic Integrity Network (NAIN) Working Group, as a response to the swiftly evolving and developing field of Generative Artificial Intelligence and the challenges that it may pose for academic integrity to educators and their students. They are designed to help support educators in their understanding of the potential uses.

REMOVAL OF COVID-19 CONTINGENCY MEASURES

As confirmed previously, all QQI Covid-19 Contingency measures have now been removed, including the provision for alternative assessment techniques.

Request for Alternative Assessment

Following requests from Provision and as agreed at the Quality Council Sub-group (Programme Governance) on 30th August 2023 staff may request the use of alternative assessment(s) under the ETB's quality assured governance of curriculum processes.

If staff wish to change the current mode of assessment from an examination to an assignment, this [Form](#)⁶ must be completed and submitted in advance, along with any assessment briefs and assessment material (for this assessment only).

Each request will be reviewed by the Quality Assurance Support Service, and any agreed changes will be made to the module descriptor.

UPDATES TO CAS MAJOR AWARDS POST COVID-19 CONTINGENCY MEASURES

| Personal and Professional Development 5N2985 is now no longer available in the Work Experience/Work Practice pool, in the following CAS Awards | |
|--|---------------------------|
| 5M2768 | Animal Care |
| 5M2786 | Community Care |
| 5M3782 | Health Service Skills |
| 5M4468 | Community Health Services |
| 5M4732 | Youth Work |

⁶ <https://forms.office.com/Pages/ResponsePage.aspx?id=AUCH-6T78U-H7eyW1KtS-4ZbtIAsbBjH0tZYYQEcSdUM1pNTU03S1c4U05HNDJCRzNCWTVRNpNMC4uwlOR=c66835F40-7B1D-4B35-A69E-300288018351>

APPLIED SOCIAL STUDIES PILOT PROGRAMME

Applied Social Studies programme delivered in Mulgrave St and Ennis Campus with common agreed modules is being implemented as pilot initiative for September 2023.

- Staff and management meetings have taken place.
- Common mandatory and elective components have been agreed across two campuses.

- Programmes are scheduled on a semesterised basis, with common academic calendar across both campuses.
- Modules completed in semester 1 will be processed in the February certification period.
- Teacher Community of Practice to consider integrated assessments across modules being delivered simultaneously.

6 Assessment of Learners

SUMMARY OF JUNE AND AUGUST 2023 CERTIFICATION DATA

| Campus | Total No of Learners | Total no of Portfolios | Major Awards | Grade changes at External Authentication | Appeals |
|--|----------------------|------------------------|--------------|--|----------|
| Abbeyfeale Campus | 284 | 315 | 0 | 0 | 0 |
| Croom Campus | 40 | 285 | 19 | 0 | 0 |
| Education Unit, Limerick Prison | 100 | 205 | 0 | 0 | 0 |
| Ennis Campus | | | | | |
| Part Time Provision - Core Skills | 208 | 279 | 13 | 0 | 0 |
| Part Time Provision - VESD | 167 | 271 | 15 | 0 | 0 |
| Full Time Provision - PLC | 96 | 628 | 55 | 2 | 2 |
| Full Time Provision - VTOS (including Scariff Campus) | 32 | 247 | 19 | 0 | 0 |
| Full Time Provision - Mid Clare Youthreach | 13 | 89 | 4 | 0 | 0 |
| Ennistymon School of Art | 12 | 80 | 5 | 0 | 0 |
| Kilmallock Town Campus | | | | | |
| Part Time Provision | 132 | 156 | 23 | 1 | 0 |
| Full Time Provision | 16 | 113 | 8 | 0 | 0 |
| Kilrush Campus | | | | | |
| Full Time Provision - VTOS | 22 | 64 | 4 | 6 | 0 |
| Full Time Provision - West Clare Youthreach | 46 | 46 | 4 | 0 | 0 |
| Mulgrave Street Campus | | | | | |
| Full Time Provision | 639 | 5,149 | 410 | 1 | 4 |
| Evening Provision | 1,097 | 1,097 | 53 | 3 | 3 |
| Kilmallock Road Campus Full Time Provision - VTOS | 502 | 502 | 0 | 0 | 0 |
| Limerick Community Education Network | 100 | 100 | 0 | 0 | 0 |
| O'Connell Avenue Campus | | | | | |
| Part-Time Provision - Core Skills | 73 | 76 | 0 | 0 | 0 |
| Part-Time Provision - VESD | 204 | 387 | 0 | 0 | 0 |
| Organic Campus | 12 | 97 | 1 | 0 | 0 |
| Raheen Campus | 157 | 382 | 32 | 0 | 0 |
| Shannon Campus | 214 | 214 | 132 | 0 | 0 |
| Tuamgraney Campus | 6 | 51 | 5 | 1 | 0 |
| Voluntary Secondary Community Comprehensive Schools | | | | | |
| Kilrush Community College | 10 | 90 | 9 | 0 | 0 |
| Mary Immaculate School, Lisdoonvarna | 14 | 75 | 9 | 37 | 0 |
| St Joseph's School, Spanish Point | 7 | 58 | 0 | 7 | 0 |
| Total | 4,203 | 11,056 | 820 | 58 | 9 |

A total of 41 External Authenticators were engaged to provide this critical external verification of National Standards across College of FET Campuses during the June and August certification periods.

SUMMARY OF FEEDBACK FROM RESULTS APPROVAL PANELS

A range of themes emerge from Results Approval Panel review of External Authenticator feedback reports. Many commendable examples of excellence are noted, with a significant majority of external authenticators classifying the centre's authentication process as "Very Effective". Improvement and enhancement opportunities specific to individual programmes are the responsibility of the local provision to resolve.

The Results Approval Panel will make College of FET recommendations based on the collated feedback, and examples noted from the June and August RAPs are as follows –

Learner Feedback – A number of EAs commented on the lack of evidence of feedback being provided to learners. Feedback is a crucial part of the learning process. Portfolios must contain evidence of feedback being given.

Breakdown of marks – A clear breakdown of where marks have been awarded/lost is vital for both learners and EAs. This is particularly important if there is an appeal.

Plagiarism – This has been a recurring theme for this period with many EAs commenting on the evidence of the use of copy and paste and poor attempts at referencing. A review is undergoing on the plagiarism policy, and training to be made available to staff on the application of this procedure.

Online Evidence – QASS will liaise with TEL to develop training for assessors on the use of the approved platforms for presenting evidence online. The EA reports provide an excellent basis to plan the training.

LEARNER MARKING SHEET SIGNATURES

Following feedback from learning practitioners, a review of the requirement for signature on each marking sheet was carried out.

Following this review, the following practice applies:

- The requirement for each individual learner marking sheet (at the back of the module descriptor or available as separate word document) to be signed has now been removed.
- The signature lines will remain, but the requirement to complete has been removed.

QQI INSIGHT ON ASSESSMENT: LEARNER PERSPECTIVES

In September 2023, QQI published a [report](https://www.qqi.ie/sites/default/files/2023-09/QQI%20Insight%20on%20Assessment%20-%20Learner%20Perspectives.pdf)⁷ on a series of focus groups with further education and training (FET) and higher education (HE) learners, (two for FET learners; six with learners on higher education programmes) to listen to their experiences, perspectives and thoughts on assessment.

The views expressed in the focus groups highlight that communication with learners on assessment design, delivery and evaluation is key. The provision of opportunities for learners to be both partners and co-creators of assessment may help to build literacy in assessment and enable real engagement with these elements.

CERTIFICATION CALENDARS

[Certification Calendars - All Provision](#) for each of the six certification periods in 2024 have been created and are now available.

Calendars have been aligned to a common schedule across the College of FET regions, with two weeks allocated for External Authentication in the busier June and December certification periods and for one week in the other periods.

⁷ <https://www.qqi.ie/sites/default/files/2023-09/QQI%20Insight%20on%20Assessment%20-%20Learner%20Perspectives.pdf>

RPL PRACTITIONERS NETWORK STEERING GROUP



Patsy Hogan from the QA Support Service was nominated to be a member of the RPL Practitioners Network Steering Group as one of the representatives of the FET sector. This network is a national, cross-sector, cross-institution network of RPL practitioners who are supported by the steering group.

Pictured: some of the members of the steering group at their first meeting in Dublin with exiting co-

conveners Angela Higgins, KWETB and David Denieffe, SETU.

The aims of the RPL Practitioner Network are to:

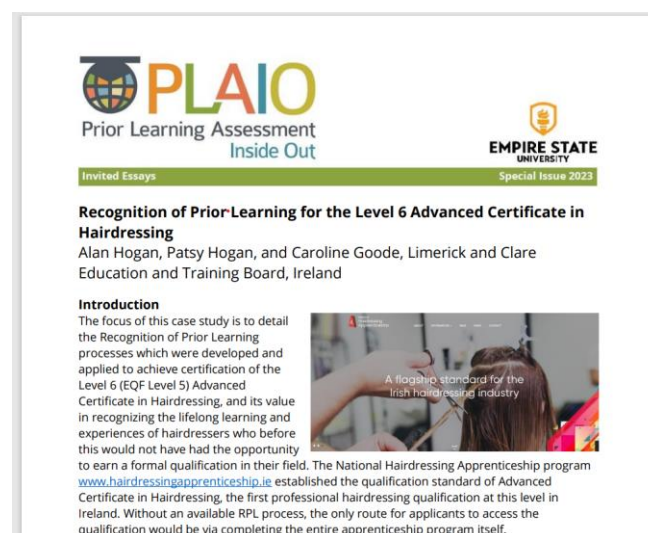
- Create and maintain practitioner connections.
- Support the development of communities of practice.
- Enable knowledge sharing, the practical development of repositories and toolkits, the development of a common language and consistent approaches and outcomes from practice as appropriate.
- Promote good practice that is informed by international and national best practice amongst policy makers and practitioners whilst leveraging the special role of QQI in terms of national and international practices.
- Provide and empower a coherent voice to shape and inform policy and seek to increase public awareness of recognition of prior learning across the sectors.

The new steering group held their first meeting in Dublin on June 16th and will meet at least four times a year while also supporting and facilitating national RPL events. To join the RPL Practitioners Network and be the first to hear about RPL events taking place, follow these links: [RPL Practitioners Network Ireland \(rpl-ireland.ie\)](https://www.rpl-practitioner-network-ireland.ie/)

RPL CASE STUDY RECOGNISED IN INTERNATIONAL PUBLICATION.

Limerick and Clare Education and Training Board's Case Study on Recognition of Prior Learning in the National Hairdressing Apprenticeship has been recently published in www.plaio.org - PLA Inside Out: An International Journal on Theory, Research and Practice in Prior Learning Assessment.

PLA Inside Out (PLAIO) is the first scholarly online journal entirely devoted to the recognition and assessment of prior experiential learning.



LINKS TO RPL RESOURCES

Public LinkedIn RPL Network page – General page for updates, network news and events and publications. The general public can follow news and share information – Click here to if you wish to follow [RPL Practitioner Network Ireland: Overview | LinkedIn](https://www.linkedin.com/company/rpl-practitioner-network-ireland/)⁸

Private RPL Network Community of Practice group – This group replaces the existing [Community Forum](https://community.teachingandlearning.ie/groups/rpl-practitioner-network-ireland/)⁹ which is currently housed on the [Teaching and Learning Forum](https://community.teachingandlearning.ie/groups/rpl-practitioner-network-ireland/).

Please click on this link to join: [RPL Practitioner Network Ireland | Groups | LinkedIn](https://www.linkedin.com/groups/12866033/)¹⁰

Twitter feed https://twitter.com/rpl_network

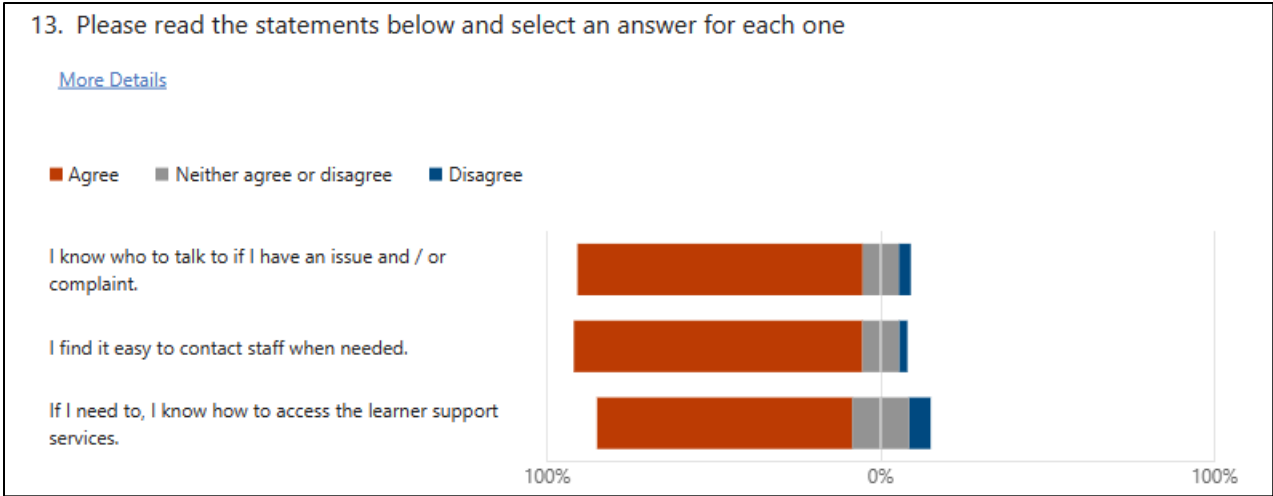
⁸ <https://www.linkedin.com/company/rpl-practitioner-network-ireland/>

⁹ <https://community.teachingandlearning.ie/groups/rpl-practitioner-network-ireland/>

¹⁰ <https://www.linkedin.com/groups/12866033/>

7 Supports for Learners

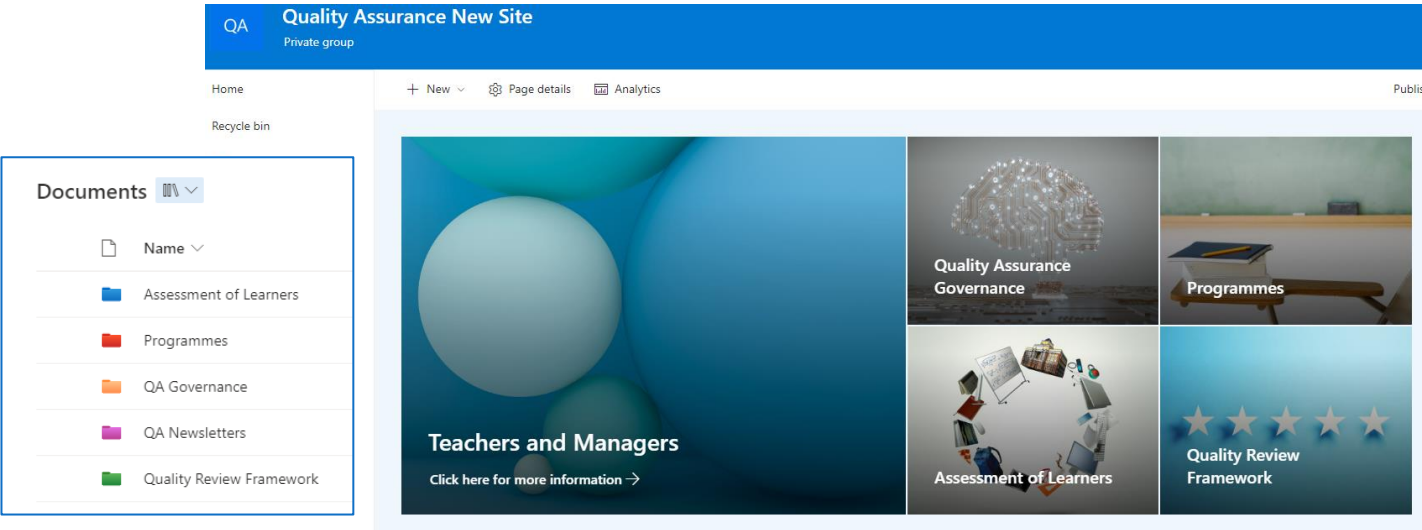
In the recent College of FET Learner Survey (see section 11 of this newsletter), current learners were surveyed on their access to learner support services and their understanding of the supports available.



In addition, when asked if they had access to the materials / equipment / technology / learning resources needed for the course, 89.9% of respondents agreed.

8 Information and Data Management

STAFFCONNECT REDESIGN

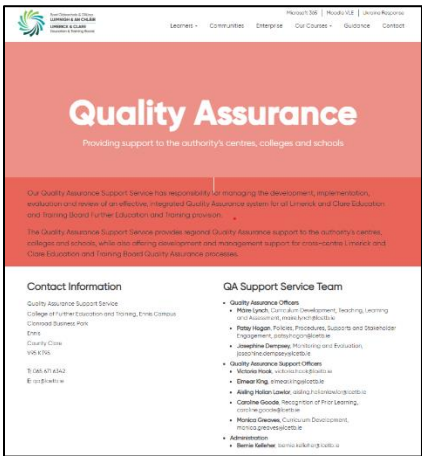


The new College of FET Quality Assurance StaffCONNECT site will be launched in the coming weeks along with those of the other College of FET Support Services. Some department sites, like the [Technology Enhanced Learning Support Service](#), [Human Resources](#) and [Corporate Services](#) are already live and all sites will have a similar look and feel.

The new QA site will contain all the same QA documentation and supports but is laid out in a much more user-friendly style with one document library that is linked throughout the site making it easier and quicker to find the documents and resources that are most used by every individual, regardless of their role in the organisation.

9 Public Information and Communication

COLLEGEOFFET QUALITY ASSURANCE WEB PAGE



While the [CollegeofFET¹¹](#) website is currently in the process of redesign, the Quality Assurance webpage remains an important source of information on QA policies, procedures, minutes, reports etc.



The Quality Assurance page can be located in the dropdown menu under [Our Courses]. As well as all the contact information, the website sections below contain such useful information as: -

- Quality Council meeting terms of reference, membership and minutes.
- Quality Assurance Policy – Access, Transfer and Progression policy
- Assessment Procedures and Assessment Forms
- Quality Assurance Newsletters
- Learner Voice Survey Report
- Self-Evaluation Reports, Quality Improvement Plans, and Follow-up reports

10 Other Parties Involved in Education and Training

TERTIARY EDUCATION PROGRAMMES



MARY IMMACULATE COLLEGE MOU WITH LIMERICK AND CLARE ETB



Mary Immaculate College and Limerick and Clare ETB Underline Commitment to Education for All with New Agreement

Two new degree programmes are available in the Mid-West region from this September through a new pilot programme run by Limerick and Clare ETB and Technological University of the Shannon (TUS), as part of a National Tertiary Office pilot programme.

A Bachelor of Business (Hons) Level 8 course has begun in the ETB's College of FET Ennis Campus, with students progressing to complete the degree programme in TUS. Meanwhile, Year 1 of the Bachelor of Science (Hons) in Mobile & Web Computing Level 8 course is being offered in the ETB's College of FET Mulgrave Street Campus, with students moving to the TUS Moylish Campus to complete their degree programme.

A new agreement between Mary Immaculate College and Limerick and Clare Education and Training Board commits to supporting community-based learning across the Mid-West and recognises the importance of making education accessible to all.

The MoU identifies a number of mutual interests, including collaboration on the co-design and co-delivery of existing and new programmes; enhanced progression opportunities to Higher Education courses from Further Education & Training provision; and collaboration on the new development of co-located facilities in Limerick and Clare

¹¹ <http://www.collegeoffet.ie/>

11 Self-Evaluation, Monitoring and Review

COLLEGE OF FET LEARNER VOICE POLICY

The development of the Learner Voice has been identified as a key strategic priority for the FET sector at national and local level. It will result in the enrichment of the individual learning experience, strengthen our quality assurance and evaluation processes, and support the development and promotion of the FET sector.

There are many definitions for the learner voice. It can be defined as “how [learners] come to play a more active role in their education...as a direct result of their [educators] becoming more attentive, in sustained or routine ways, to what students want to say about their experience of learning.” Hargreaves (2004)

The College of FET has set up two working groups (one with cross-provision and support services FET Practitioners, and one with Managers), to develop a Learner Voice Policy. It will set out the scope, key principles, and objectives of the meaningful engagement of FET learners to share their views about their learning experience. It will also outline the range of learner voice mechanisms used across the College of FET – from informal feedback to surveys, complaints procedures, learner representation on FET structures, etc. It will also highlight the key roles and responsibilities involved in the successful implementation of a learner voice policy.

It is expected the Learner Voice Policy will be available by end of 2023.

COLLEGE OF FET LEARNER VOICE SURVEY

A significant action resulting from the QQI recommendation that ‘Limerick and Clare Education and Training Board establish clear mechanisms to capture learners’ feedback in a consistent manner’ was the development and introduction of single Learner Survey across the College of FET. This College of FET Learner Survey forms part of the suite of learner voice mechanisms in place across the College as referenced in the Learner Voice policy referenced above.

A working group was set up comprising FET provision and support services to develop the survey, and the roll out the inaugural College of FET Learner voice consultation process was carried out via an online survey during a “College of FET Learner Consultation Week” commencing on 17th April 2023. A summary report of the findings of this survey is here - [College of FET Learner Survey Report 2023¹²](#). This report includes a concise overview of the survey findings, complemented by graphical representations of the responses categorized under relevant headings. Additionally, feedback from a follow-up questionnaire, distributed after the survey's closing date, was included to capture learner perspectives on the overall process.

A fantastic response rate resulted in 2,803 responses to the survey, with the vast majority expressing their satisfaction with their learning experience with Limerick and Clare ETB College of FET programmes.

The process of feeding back the details of survey responses to provision managers for discussion and dissemination is now underway.

The Learner Voice Survey working group has had its first meeting of the new academic year where the strengths and challenges of the 2023 Survey were considered and planning for the College of FET Learner Voice Survey 2024 was initiated.



¹² https://collegeoffet.ie/wp-content/uploads/2023/09/23_05_31_Learner_Voice_Survey_Report_Limerick_and_Clare_ETB.pdf

QUALITY IMPROVEMENT PLANNING PROCESS

Quality Improvement Planning meetings (QIP) takes place between the QASS Support Officer and provision during a 2-week period in October 2023. This process has been moved to earlier in the academic calendar to ensure more effective operational planning of quality assurance.

The focus of these quality planning meetings remains on the operational nature of provision QA and how the Quality Assurance Support Service can support this – Review of recent certification periods, review of assessment procedures tracking form, planning for future certification periods, programme and curriculum implications, review of QA support requirements, staff QA PL&D requirements, etc.

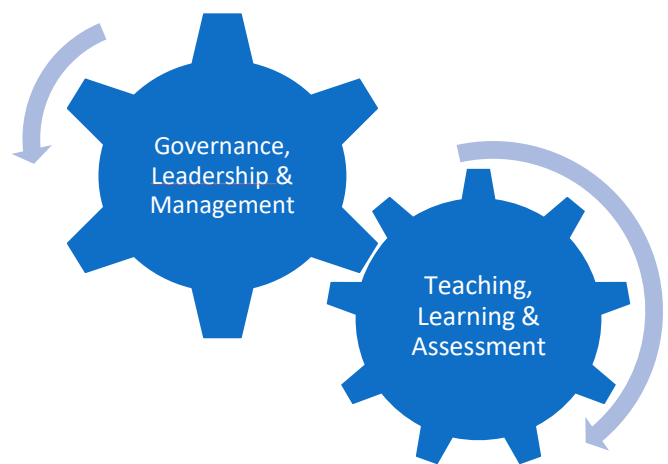
QUALITY REVIEW PROCESS

The aim of the Quality Review Framework at Limerick and Clare ETB College of FET is to continue to promote an ongoing culture of quality assurance and enhancement throughout the College of FET. The process reflects an embedded and dynamic process that is continuous, reflective, inclusive and improvement focussed.

The Framework is being developed in line with Core and Sector-Specific Statutory Quality Assurance (QA) Guidelines developed by Quality and Qualifications Ireland (QQI). Additionally, the Department of Education "[Looking at our Centre: A Quality Framework for Centres of Education and Community Training Centres](#)¹³" is closely considered in the development of the College of FET Quality Review process.

The Quality Review Framework will provide a consistent ongoing 3-year cycle of Quality review and improvement planning across the College of FET.

A working group has been established to lead and consult on the ongoing development of the process, and following a short pilot and review phase, this process is expected to be implemented in early 2024.



¹³ <https://www.gov.ie/pdf/?file=https://assets.gov.ie/259984/f790f983-0c49-43ce-b831-bac856ba54e1.pdf#page=null>



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