

Interim Quality Report

Limerick and Clare Education and Training Board

Date: February - 2025



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland



PREFACE

The inaugural review by QQI of the quality assurance in the 16 Education and Training Boards (ETBs) took place between March 2021 and May 2022. Following the review, each ETB provided an **action plan** and **follow-up report** in response to the recommendations made in the individual review report. QQI's role is to monitor and review the QA of providers, and the effectiveness of provider's internal QA system. Systematic quality reporting by providers is an integral part of this process. The development of an integrated and systematic annual quality reporting model for ETBs has commenced; for this quality reporting period, ETBs are submitting an interim quality report. This interim quality report records progress, developments and impacts in furtherance of recommendations arising from each ETB's review report, as well as other QA enhancements and initiatives.

In addition, the interim quality report requires each ETB to include updated links to its published quality assurance policies and procedures.

This is the interim quality report for Limerick and Clare ETB

It is to be submitted by 28/02/25

The interim quality report has been approved by Quality Council and is submitted by Paul Patton, Director of FET

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GUIDELINES ON COMPLETING THE REPORT

This **interim quality report** provides a progress update to the ETB's inaugural review follow-up report, in addition to information regarding quality plans and initiatives in the ETB. Whereas details regarding all inaugural review recommendations were included in the follow-up report, please note that information relating to completed actions in response to recommendations, if any, are not required in this interim quality report.

Links to the published quality assurance policies and procedures of the ETB must be included in this interim quality report. Each ETB should ensure before submission that all links within the report are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available.

The ETB is asked to give particular attention to specific impacts arising from QA actions/initiatives, this includes:

- the key areas of focus prioritised for action and any specific changes arising as well as links to any associated outputs (e.g., procedures, reports etc.)
- reflections on the Follow-up reporting **process** and any barriers or challenges arising in implementation of the review recommendations.

The ETB is also asked to include additional **reflections** in the commentary.

The ETB is invited to provide up to 3 short case studies, 1-2 pages, demonstrating QA enhancements and their impacts.

There is a short survey on the follow-up process in Section 6. The results of this will be used to inform QQI and will not be published as part of this report.

1.0 Interim Quality Report

Include all links to published QA policies and procedures relevant to each section in the table below.

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB describe how they will measure their performance, establishing key performance indicators across the departments in achieving their stated strategic objectives</p>	<p>ONGOING</p> <p>The LCETB College of FET Strategic Framework provides clear direction for all FET provision and support services. All Support Services have developed action plans, including progress indicators to monitor how they contribute to the CFET stated objectives.</p> <p>A new Strategic Performance Agreement 2025-2030 has also been agreed with SOLAS (to be published soon), highlighting key targets and performance indicators for the CFET. The FET Manager in charge of Operations monitors all ongoing progress on key targets, using PLSS. Tableau reports are available, and progress is discussed at FET Steering Group meetings, as well as at the Strategic Regional Planning Network meetings.</p> <p>The CFET Monitoring and Evaluation Framework includes a range of mechanisms to monitor progress against key indicators of success. These include monthly Chief Executive reports, Annual reports and service plans, which are all available on the CFET Planning, Monitoring and Evaluation Sharepoint site. In June 2024, the Mid-Term Review of LCETB's College of FET Strategic Framework 2022-2025 took place in the Radisson Hotel. It gathered FET Managers and Heads of Support Services, as well as all full-time and part-time FET</p>

Provision Coordinators, Training Managers and key resource staff. The outcomes-based review process allowed staff to reflect on progress made and identify ongoing challenges and priorities to address going forward.

Commentary and Reflections

Link to Published Policies and Procedures

- [Strategic Framework | College of FET](#)
(includes Video of Mid-Term Review Progress at bottom of page)

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB act on the terms of reference of the Quality Council, which allows for the appointment of external stakeholders or external expertise to the Council.</p>	<p>ONGOING</p> <p>The Quality Council membership was reviewed and now includes representatives from Higher Education (Mary Immaculate College and Technological University of the Shannon), Industry (Mid-West Regional Skills Forum), VSCCS schools and a learner representative.</p>
<p>The review team recommends that LCETB ensure that the organisation of the quality assurance work is as simple and efficient as possible, and that key quality criteria and goals are understood and used by all internal and external stakeholders.</p>	<p>ONGOING</p> <p>The Quality Assurance Support Service is part of the Innovation, Development and Quality (IDQ) Support Service of Limerick and Clare Education and Training Board's (LCETB) College of FET, which drives the promotion of a positive quality culture in the College of FET. The QASS plays a key role in supporting the attainment of the College of FET quality strategic priorities.</p> <p>In 2024, the Quality Assurance Support Service developed a new Action Plan to clearly articulate and communicate the key actions needed to:</p> <ul style="list-style-type: none"> • ensure FET staff are fully aware and responsive to QA compliance requirements and are supported to meet those expectations. • Improve FET practitioners' capacity around implementation of QA policies and procedures. • Enhance FET Colleagues awareness/ understanding, perception and clarity about the role, remit and purpose of QASS. <p>Some planned actions include:</p> <ul style="list-style-type: none"> ➤ Develop a FET Practitioners Handbook linked to a single QA system. ➤ Identify QA champions at campus levels to provide ongoing staff support around QA topics. ➤ Develop a QA mentoring programme for new and existing staff who need capacity development around QA and QQI topics.

- Develop 'Quality Matters', a digital communication tool for FET staff to update staff on new policies and QA activities.

There has also been significant policy development to provide clear guidance, promote consistency, and enhance communication. In 2024, there was intense collaboration between the QASS, campus staff and other support services, to develop key policies and create associated digital resources to support learners and staff alike. These included:

- **Access, Transfer, and Progression Policy** to address barriers to access and progression for under-represented groups.
- **Learner Voice Policy** to ensure meaningful learner engagement and feedback.
- **Teaching, Learning, and Assessment Policy** to clarify differentiated instruction, accessible assessment tools, and the integration of universal design for learning principles.
- **Attendance & Engagement Policy:** Combined *Short-term Extensions* and *Compassionate Consideration* Assessment Procedures into a new streamlined *Assessment Deadline Extensions in Extenuating Circumstances* Assessment Procedure
- **New Assessment Procedures forms** for:
 - Assessment Malpractice (new forms for new procedure)
 - Secure Storage (record of missing evidence)
 - Assessment Procedures Appeals (combined single form)
 - Assessment Deadlines Extensions (new forms for new procedure)
- **CFET Child Safeguarding Compliancy:** Development and rollout of Campus Child Safeguarding Oversight Reporting Process across the College of FET

A redeveloped SharePoint site provides staff with comprehensive and up-to-date information about these policies and procedures, streamlining communication and resource-sharing across the network. FET staff also access Privacy Engine Training to keep up-to-date with relevant policies and procedures. In addition, staff briefing on new policies and procedures are held several times a year in person and online.

The QASS Action plan has also identified a key action for 2025 in the development of a FET Policy Framework to promote consistency and efficiency and reduce organisational risks.

The policy framework will:

- clarify the organisation's key principles and processes regarding policy development, approval and review.
- clearly set out the difference and hierarchy between a policy, procedure, standard and guideline, including the ownership of various policy categories;
- set the format, style, naming and version control of policies;

Commentary and Reflections

As part of its Learner Voice Policy, the College of FET is currently working on developing effective learner structures within its campuses and at CFET levels. Our intent is to develop a consistent approach to the development of formal learner structures, which can fit all types of learning, and include a clear purpose.

At campus level, campus' teams are set up to organise wellbeing and intercultural events include learners from various provision, enhancing a sense of belonging. In addition, some provision, such as PLC Mulgrave Street Campus have a Student Council. In 2025, the CFET will work with AONTAS to provide key FET staff some training on learner voice principles and share practical tools and resources necessary to set up sustainable Learner Voice structures.

At governance level, the CFET will develop effective procedures for training new learner reps and ensuring a sustainable replacement process.

Link to published policies and procedures

- [CFET Access, Transfer & Progression Policy](#)
- [CFET Learner Voice Policy](#)
- [CFET Teaching, Learning and Assessment Policy](#)
- [CFET Attendance & Engagement Policy](#)
- [Links to CFET QA Assessment Procedures and Forms](#)
- [College of FET Child Safeguarding Compliancy](#)

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB use the models and materials developed by EQAVET as guidance for the development of their QA work particularly in facilitating the development of a shared understanding of quality and a culture of quality self-assessment at learning practitioner level and at FET campus level.</p>	<p>COMPLETED</p> <p>The Quality Review Framework is a new process to continue to promote an ongoing culture of quality assurance and enhancement throughout LCETB's College of FET. The process reflects an embedded and dynamic system that is continuous, reflective, and inclusive and enhancement focussed.</p> <p>The quality review framework is supported by the Quality Assurance Support Service. It consists of three complementary processes:</p> <ul style="list-style-type: none"> • The Quality Improvement Planning Process is an annual process which will take place at beginning of the academic year. • The Self-Evaluation Process is a three-year cycle. The schedule of self –evaluation sessions will be agreed in advance with an expected rollout of 10 campuses per year. • The schedule for Curriculum Review will be developed in consultation with the Strategic Regional Planning Network <p>The following Quality Measures are prioritised and allocated by the College of FET Quality Council and Strategic Regional Planning Network.</p> <p>1. Quantitative Measures</p> <ol style="list-style-type: none"> a. EQAVET indicators linked to Strategic Performance Agreement Targets. b. Broader EQAVET Indicators, Completion Rate, Employment Rate etc. c. Grade Changes at External Authentication – alignment with National standards d. PLSS Data completeness and compliance.

2 Qualitative Measures

a. Compliance

2.a.1 Child Protection and Adult Safeguarding

2.a.2 Health and Safety

b. Learner and Stakeholder Feedback

The 3-year self-evaluation process reviews progress on the annual Quality Improvement Plans and considers more strategic implementation, looking at impact of progress on Teaching, Learning and Assessment and Governance, Leadership & Management.

In 2024, scheduling of three-year process across 28 campuses has been completed and self-Evaluation sessions have successfully taken place in Kilrush, Hospital, Cappamore, Kilmallock Town, Northside Campus, Tuamgraney, Ennis and Shanagolden Campuses. These sessions then are fed back and actions are identified as part of a Campus self-evaluation report.

This process offers a rare opportunity for entire staff team to reflect on their work. It is a very positive experience and helps planning for the future and in identify positive changes and quality enhancements for the benefit of all FET learners and staff.

Furthermore, in 2024, a College of FET Partner Survey was developed to be circulated in early 2025. This survey targets a wide range of industry, community and statutory partners, and will help us better understand their experience of working with the College of FET, and identify areas for improvement and opportunities for growth.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

https://collegeoffet.ie/wp-content/uploads/2025/02/24_11_20- Quality Review Framework Policy_V2.0.pdf

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>LCETB recognises that there needs to be a “more cohesive approach to staff induction (including corporate, FET and campus-level processes) should be prioritised.” (SER p50) and the review team supports this recommendation.</p>	<p>ONGOING</p> <p>The CFET continues to implement an integrated and collaborative model of Professional Learning and Development (PL&D). QA, TEL, and PL&D Support Services work together to develop QA induction and refresher training programmes. Staff induction has been prioritised in key areas like quality assurance, TEL, ESOL and the on-boarding initiative with corporate services.</p> <p>PL&D events focus on QA Induction session for new staff several times a year. This training for new teaching staff focuses on effective assessments, quality assurance, understanding standards, module descriptors, developing briefs for your own module(s), and giving feedback.</p> <p>Briefings on a range of curriculum related areas including - Traineeships, Early Learning and Care and QBS, Integration of Estimates, IV, EA and RAP Processes to the QA Client App., New Programme Derived Awards (PDAs), Setting up Programme Derived Awards (PDAs) on PLSS and QBS.</p> <p>Continuing the trend from 2022, our provision to ESOL learners has increased significantly resulting in many new ESOL staff joining the College of FET. A number of ESOL Induction sessions have been co-ordinated by the ESOL and Migrant Support Service.</p> <p>In 2024, a new Staff Digital Induction handbook was developed by the TELSS to assist staff in navigating the many online spaces and resources as they familiarise themselves with working in the College of FET.</p> <p>As part of its new action plan, the QASS will develop a FET Practitioners Handbook linked to a single QA system. The manual will articulate the key QA competencies, roles and</p>

	<p>responsibilities required by each FET role (Coordinator, Learning Practitioners, EA, etc.) and provide easy access to QA resources and PL&D opportunities to build those key QA competencies. It will be part of staff induction programmes and available online for ongoing access.</p> <p>There is further potential to work with our Head Office to develop and strengthen induction processes in the organisation – for example, looking at induction programmes for newly appointed managers, administration staff etc.</p>
<p>The review team also recommends that LCETB expand its communities of practice for learning practitioners across its FET provision. This will provide the opportunity for best practice in teaching and learning to be exchanged among staff teaching similar programmes across different divisions of FET.</p>	<p>ONGOING</p> <p>Communities of practice or learning networks have grown as a collaborative model of working and sharing knowledge and information in the CFET.</p> <p>For instance, in 2023, an Administration Staff Community of Practice/PL&D Network was set up to share best practice and in 2024, a dedicated programme of professional learning and development workshops were tailored to the needs of Admin Staff and rolled out. Administration staff play a pivotal role in our organisation. They actively engage with and provide crucial support to learners, learning practitioners, managers, and external stakeholders, contributing significantly to the effective functioning of our institution.</p> <p>The TELSS has also developed a very successful model of TEL champions in campuses, communities of practice, and a huge number of PL&D opportunities through formal training, Show & TELs, etc. The credential in design for blended and fully online learning uses a model, which involves a series of stackable, badged micro-credentials and involves a community of practice where learning practitioners are afforded the time, resources, expert support, and a</p>

	<p>community of colleagues to help plan and create what they need for their blended or fully online course.</p> <p>The QASS also continues to support and further develop the strategic sharing of QA best practice by developing Communities of Practice/Networks across campuses and, developing best practice case studies using the CoP Best Practice Toolkit.</p> <p>The emerging College of FET Department structure will play a key role in expanding communities of practice (CoP) across LCETB's FET provision by fostering collaboration among educators teaching similar programmes. This structure facilitates the sharing of best practices, professional development, and innovation, while bridging divisions and ensuring consistency in teaching standards. By creating a unified framework for CoP, the Department model supports continuous improvement in teaching and learning, enhancing outcomes for both educators and learners. The organisation will need to develop clear guidelines to support the proposed growth in use of CoP models including looking at expected outcomes, resourcing and management.</p>
<p>The review team recommends that a formal mentoring scheme be introduced at centre level for new learning practitioners in addition to the induction training provided at centre and central level and that a culture of collaboration among learning practitioners is developed further.</p>	<p>IN DEVELOPMENT</p> <p>In its new Action Plan (2024-2026), the QASS plans to build the capacity of FET practitioners around quality assurance processes to ensure a consistent learner experience for all learners in the College of FET.</p> <p>Some planned actions include:</p> <ul style="list-style-type: none"> ➤ Develop a FET Practitioners Handbook linked to a single QA system. ➤ Identify QA champions at campus levels to provide ongoing staff support around QA topics. ➤ Develop a QA mentoring programme for new and existing staff who need capacity development around QA and QQI topics. ➤ Develop 'Quality Matters', a digital communication tool for FET staff to update staff on new policies and QA activities.

	<p>The College of FET will also need to consider training for potential mentors and to look at how this duty can be managed within current contracts.</p>
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1.05 Curriculum and Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team encourages LCETB to progress or lead in the implementation of their own recommendation that “discussion at national level to streamline validation requirements processes with QQI” (p55) and initiative discussions with key stakeholders.</p>	<p>In 2024, the Curriculum Development QA Officer collated and submitted the CFET response to QQI on the Draft Broad Standards in Healthcare L5 and L6 and Youth Work L5.</p> <p>Limerick and Clare ETB are involved in the national CAS module update process for levels 4, 5 and 6, within the ETB sector. In the current pilot phase, there are 28 modules under review. Limerick and Clare ETB are part of the overarching working group and partnering with GRETB, we are reviewing the Special Needs Assisting modules at L5 and L6. This process involves recruiting subject matter staff, programme writers and QA management from both ETBs. After the writing and review process, the partnered ETBs engage an external evaluator from the ETBI DirExA portal to independently review the updates.</p> <p>The main working group, of which we are part, has developed resources to support this process and organised briefings for each module across the sector.</p> <p>In addition, LCETB has consistently engaged with QQI re: the streamlining of the application process for differential validation. This has resulted in a more efficient validation process for ETBs.</p>

<p>The review team recommends that LCETB undertake an audit of existing legacy programmes in FET to identify the programmes that are dated and need to be updated.</p>	<p>ONGOING</p> <p>The review of all L3 legacy modules has been completed. 87 modules were consolidated into one version, from legacy VEC regional versions.</p> <p>This process commenced with the QA Officer devising a Project Plan that set out timelines and resources needed. Along with the QA Support Officer, groups of subject matter experts for vocational areas were formed and briefed. A list of all modules from all three former VEC regions was collated, and each group was assigned module(s) to work on under given timelines. The versions of the modules were reviewed and what was considered to be the better content was taken and used as part of the standardised module.</p> <p>Some modules were looked at by external, independent reviewers where they were available and as required.</p> <p>The Quality Council Sub-group (Programme Governance) was updated on the process throughout the year. The final versions were presented at the June meeting and uploaded to the staff portal StaffCONNECT. Briefings were given to all staff to update them on what was changed and how the changes were made, in advance of delivery.</p> <p>Legacy versions were archived on the QASS Team portal, should they be required for reference.</p> <p>All new versions are in use from September 2024.</p> <p>The review of all L4 legacy modules is underway, in a similar fashion, with a planned completion date of Summer 2025, for use in September 2025.</p>
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<p>The review team recommends that LCETB give consideration to seeking the resources required to speed up the process of reviewing and revising existing programmes and dated AISs.</p>	<p>ONGOING</p> <p>With respect to utilisation and updating of dated Assessment Instrument Specifications (AISs), a strategic organisational decision was made in November 2024 to work towards the harmonisation of Quality Assurance policy/procedures and curriculum for all programmes other than craft apprenticeships.</p> <ul style="list-style-type: none"> • Implementing a pilot harmonisation project for Community Training Centres, Clare Youth Service and Limerick Youth Service in 2025. • Work towards transitioning, over a two-year period, all programmes within these providers to the quality assurance and curriculum requirements of Limerick and Clare ETB, transitioning from TQAS and AIS. • Planning to implement this harmonisation for all non-craft apprenticeships, phasing out TQAS and AIS, thus the requirement to update curriculum for these instruments will be negated, with a single focus on one common curriculum across the College of FET.
<p>The review team recommends that the further education programmes associated with the three defunct VECs should be streamlined into one set of programmes that can be delivered across the three ETB regions.</p>	<p>ONGOING</p> <p>The Strategic Regional Planning Network and Quality Council continue to govern requests for programme development, including apprenticeships. The National Course Calendar (NCC) QA Approvals Process was developed by QASS to ensure that a consistent approach is used across the FET Provision when scheduling courses on the NCC, and that clear and accurate information is provided to learners on the courses being offered.</p> <p>In 2024, there was a review of and development of three new programme governance application forms and associated guidelines for the organisation to ensure streamlining of the application process. This includes a separate application form for the Proposal to Develop a new Programme or Module.</p>

	<p>Following the appointment of a new CEF role in the QASS with responsibilities around curriculum development, priority was given to review and update existing Further Education legacy programmes.</p> <ul style="list-style-type: none"> • In 2024, the review of all L3 legacy modules was completed. 87 modules were consolidated into one version, from legacy VEC regional versions. Content was updated as appropriate and all new versions are in use from September 2024. See information earlier in the document. • The review of all L4 legacy modules is underway with a planned completion date of Summer 2025, for use in September 2025. • In parallel, there is a review process in place for all applications for Remote, Mixed Mode and Blended and Fully Online Learning. • In addition, following a pilot initiative in 2023 for a new Applied Social Studies programme delivered in Mulgrave Street and Ennis Campuses, key decisions have been made around curriculum structure.
<p>The review team recommends that more consideration be given when prioritising the development of new programmes like apprenticeships, which by their nature, are resource intensive while existing dated programmes continue to be delivered.</p>	<p>In 2024, the College of FET has increased its apprenticeship and traineeship offerings, now the largest in Ireland, including a mix of craft apprenticeships and consortium-led apprenticeships (LCETB as a coordinating or a collaborating provider).</p> <ul style="list-style-type: none"> • Consortium-led Apprenticeship: <ul style="list-style-type: none"> ○ Successful revalidation application for the <i>National Hairdressing Apprenticeship</i> and certificate of Revalidation issued by QQI in June 2024 ○ A new Apprenticeships Network was set up and the College of FET hosted a day-long workshop in Kilmallock Road Campus in December 2024. 35 representatives from consortium-led apprenticeships from around the country discussed ways to develop a community of practice, learn from each other and develop more streamlined operational, administration and assessment practices. • A new Traineeship in Youth Work, developed in Raheen Campus in partnership with local youth officers and partners. The first of its kind in the region, local youth group partners will

	<p>provide the 3 months of work experience required, as well as likely employment opportunities on completion of the traineeship. This course was developed to help address the shortage of Youth Workers in the region and nationally. It is scheduled to have the first intake in Spring 2025.</p> <ul style="list-style-type: none"> • In 2024, the College of FET continued to promote female’s participation in apprenticeships, and there was increased female participation in Raheen Campus in Electrical, Motor Mechanics, and EI apprenticeships. In addition, 20 gender bursaries were processed by the campus <p>Further developments are planned for 2025 including:</p> <ul style="list-style-type: none"> • National Barbering Apprenticeship – expected to commence delivery in September 2025. • National Beauty Therapy Apprenticeship – expected to commence delivery in January 2026. • National Bakery and Confectionery Apprenticeship – expected to commence delivery in September 2026.
<p>The review team recommends that LCETB work in collaboration with other ETBs and SOLAS on developing new ways of measuring learning outcomes (other than certification) associated with non-certified programmes.</p>	<p>ONGOING</p> <p>The Strategic Regional Planning Network and Quality Council continue to govern requests for programme development, including apprenticeships. The National Course Calendar (NCC) QA Approvals Process was developed by QASS to ensure that a consistent approach is used across the FET Provision when scheduling courses on the NCC, and that clear and accurate information is provided to learners on the courses being offered. This process applies to both certified and non-certified courses.</p> <p>As part of this process, in conjunction with FET provision, a bank of descriptors and learning outcomes for non-certified courses has been developed, and must be used for all non-certified courses being scheduled. This process ensures quality standards around the governance of non-certified provision is maintained, through the use of the agreed Descriptions and Learning Outcomes document. This document has been a huge success with centres sharing their</p>

experiences and ideas. It has also been shared widely with other ETBs following a Briefing with them.

In addition, progression of non-formal learning can be monitored, using the FET Capturing the Wider Benefits of Learning Tool. This is used to measure skills development and capture the impact of a CE course in key areas namely personal development, health and wellbeing, family and community and education and employment. On completion of the course the learners proceed to compare where their skill levels were on starting the course and where they believe their skill levels have progressed to, using agreed learning outcomes. There is also an ongoing national initiative, led by ETBI to adopt a common WBL tool.

Commentary and Reflections

A new QASS/CEF position has been advertised for the coordination of LCETB consortium-led apprenticeships.

Link to Published Policies and Procedures

Click here to enter text.

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recognises that progression pathways are critical to learners' ambitions and recommends that these be further developed.</p> <p>To advance the development of progression pathways to higher education, the review team recommends that LCETB consider appointing a single point of contact for HEIs in relation to collaboration.</p>	<p>The College of FET takes a partnership approach to enable seamless transitions from post-primary to tertiary education. The CFET Information, Recruitment and Guidance Support Service, the Active Inclusion Support Service and external partners work together to build awareness and connections for the benefit of learners to fulfil their personal, learning and career potential.</p> <p>The College of FET offers a professional and confidential Information, Recruitment, and Guidance Support Service (IRGSS) for all learners. This service plays a vital role by providing clear, transparent, and accessible learner-centred guidance and support, both before and during their learning journey, to enhance access and facilitate progression. It is integrated into all our programmes and promotes progression options for learners.</p> <p>The AISS together with FET provision continued to prioritise the development of structured pathways for post-primary learners. The Information Pack for principals, deputy principals, school completion coordinators, home school community liaison officers, and guidance counsellors was updated in 2024 and expanded to provide comprehensive, up-to-date details on FET options. Taster courses and Pathway Courses also provide many opportunities to make connections with new learners, from school or other partners.</p> <p>In 2023, the National Tertiary Programme (TP) was established by the Department of Further and Higher Education, Research, Innovation and Science in a joint initiative between the Higher Education Authority and SOLAS. The National Tertiary Office (NTO) was tasked with the development of these new progressive pathways through further education to higher education towards a unified tertiary education system. Two Regional Tertiary Managers were appointed (in LCETB and TUS).</p> <p>In 2024, a key part of the work of the tertiary programme over the past year has been the development of Tertiary Programme policies. The National Tertiary Office (NTO) through</p>

engagement with the Tertiary Managers, has co-created a Tertiary Programme Framework Document. Its purpose is to support existing and new partnerships re: the Tertiary Programme. Developments in 2024 included:

- Guidance Toolkit to support Guidance/Campus professionals in making sure that all up-to-date information about Tertiary Degrees is available to all potential applicants. The toolkit provides a clear and accessible outline of the key tertiary degree features, as well as timelines and application guidelines, etc.
- NTO Flier for students and potential applicants and includes key features as well as links to relevant website information pages.
- Applicants Guidelines: How to write a personal statement, How to prepare for an interview: A guide to assist students with the Tertiary Degree Application process.
- TORs for a Funding Group Matrix
- NTO Tertiary Risk Registers.

In addition, the College of FET QASS and Tertiary Managers from LCETB and TUS developed an integrated process for Internal Verification, External Authentication, and Results Approval that satisfied the QA requirements of both organisations.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

- [CFET Access, Transfer & Progression Policy](#)
- [Information for post-primary schools](#)

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
Click here to enter text.	Click here to enter text.
Commentary and Reflections	

1.08 Information and Data Management

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that there be a stronger emphasis on the evaluation of courses by learners as a valid source of feedback and performance review and that this data should be collected in a timely manner at periods during course delivery to allow for an impact on the learners' experience.</p> <p>The review team recommends that LCETB establish clear mechanisms to capture learners' feedback in a consistent manner at class level across FET provision.</p>	<p>ONGOING</p> <p>A new College of FET Learner Voice Policy was developed in 2024. It sets out the scope, key principles, and objectives of the meaningful engagement of FET learners to share their views about their learning experience. It also outlines 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.</p> <p>Some mechanisms are already in place, such as annual Learner Voice Survey that captures FET learners feedback on what is going well and areas of enhancement across the CFET. In 2024, the survey received 1,977 responses from across all FET provision.</p> <p>In 2025, a new development as part of the Learner Voice policy, will see the CFET roll out a series of campus focus groups. The purpose of the focus groups is to capture feedback from current learners attending campuses, and to provide an additional face to face opportunity for learners to share their learning experience in LCETB CFET campuses. The feedback captured from focus groups will complement other Learner Voice feedback mechanisms outlined in LV Policy, such as the CFET Learner Survey, complaints procedures, etc.</p>

	<p>In addition, in its new Action Plan 2024-2026, the QASS intends to develop a standardised approach to mid- and end-course evaluations for learners and learning practitioners.</p>
<p>The review team recommends that LCETB seek ways for enhancing their systems for managing learner data.</p>	<p>ONGOING</p> <p>There is ongoing collaboration between ETBs and SOLAS to enhance the FET systems for managing learner data.</p> <p>Coordinated by the FET Operations Support Service, procedures are in place to monitor FET activities across campuses. All courses, learners, and outcomes are recorded on PLSS. Yearly planning is recorded in FARR and reports generated on a quarterly basis. Classroom activity and attendance are recorded on Timetabler and Attendance App. Attendance and learner payments are recorded on TACS and PeopleXD.</p> <p>In 2023, there were enhancements to PLSS and the Timetabler rollout across all FET campuses. Of note in 2023, the IRGSS Limerick City piloted the recording of Guidance activities on PLSS for one-to-one and group guidance.</p> <p>Furthermore, in 2024, there was enhanced development of the QA Client App with the integration of estimates, IV, EA and RAP processes to the Client App (See Case Study 3).</p> <p>An Information Guide on the scheduling of Programme Derived Awards (PDAs) was also developed. This Guide illustrates how to schedule PDAs on PLSS and QBS and has since been rolled out for use across the ETB sector.</p>

<p>The review team recommends that LCETB develop the critical data required to monitor the effectiveness of non-certified programmes. This new data should inform the decision making of the organisation at centre and central level.</p>	<p>ONGOING</p> <p><i>‘The unaccredited nature of much community education provision is valid and central to wider FET objectives to foster inclusion and widen participation of target groups’ – SOLAS Community Education Framework.</i></p> <p>While core skills and community education programmes are themed, all modules delivered incorporate individual learning, peer learning, social and personal development, team building, communication skills, active citizenship and development of both generic and transversal skills.</p> <p>Non-certified learning has been part of the College of FET’s QA approval process since late 2022. Over the past 2 years, the QASS has developed, in conjunction with FET provision, a growing bank of descriptions and learning outcomes for non-certified courses, which must be used for all non-certified courses being scheduled.</p> <p>Learners benefit by being able to see the relevant course descriptions on fetchcourses.ie, helping them to make the right choice for them.</p> <p>Progression of non-formal learning can be monitored, using the FET Capturing the Wider Benefits of Learning Tool.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures CFET Learner Voice Policy</p>	

1.09 Public Information and Communication

<p>Recommendation (as recorded in the review report)</p>	<p>Update - Note progress/changes made to P&P, timeline.</p>
<p>The review team recommends that LCETB continue to be proactive in developing an open and transparent approach to making information available to the public, and its internal and external stakeholders. It is important that, as the use of data is improved to measure the outcomes of its programmes, LCETB publish the outcomes of these processes.</p>	<p>In October 2023, in line with compliance requirements with public information, the College of FET (CFET) website started a process of redesign, to ensure all stakeholders have easy access to key information. The focus is on the learner interface to ensure existing and potential learners can access relevant information.</p> <p>The QASS will input into the development and review the CFET website learner page to provide easy access to FET policy and procedures. In addition, it will develop a standardised CFET Learner Handbook to map all QA activities to the learner experience.</p> <p>In addition, in the Autumn of 2023, the TEL Support Service led the redevelopment of the CFET Sharepoint sites, including TEL, QA, PL&D, Information, Recruitment & Guidance, Enterprise Engagement, Planning, Monitoring & Evaluation, Operational Planning & Support. The aim of the redevelopment was to improve communications and clearly signpost resources for all FET Staff users.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB continue to develop case studies setting out exemplars of good practice using existing systems to further disseminate these to learning practitioners across the FET division.</p>	<p>ONGOING</p> <p>The CFET has developed a Basic Toolkit for Sharing Best Practice. It is a simple tool to help learning practitioners across all FET campuses and support services to identify and put together short case studies around identified good practice, using a CFET Template.</p> <p>A repository of case studies/exemplars can be accessed via the Planning, Monitoring and Evaluation Sharepoint site, where all FET staff can read about innovative initiatives that have been tested and worked elsewhere.</p> <p>The case studies/exemplars can be used internally or externally to share expertise developed in Limerick and Clare with other partners at local, national and European levels.</p> <p>The QASS continues to support and further develop the strategic sharing of QA best practice by developing Communities of Practice/Networks across campuses, and develop best practice case studies using the CoP Best Practice Toolkit.</p> <p>In relation to sharing exemplars of best practice in digital learning, the College of FET use strategic approaches such as Show & TEL (throughout the year) and 12 Apps (Christmas) to disseminate learning across FET on an ongoing basis. Initiatives like this see active engagement increase as content is shared (e.g. - 380 active users in TEL Learning Zone in Winter 2024)</p>
<p>It is recommended that LCETB examine the possibility of opening a portal to enable all</p>	<p>COMPLETED</p> <p>The redesign of the College of FET Sharepoint site (StaffCONNECT) in 2023 enables all community providers to access all of the required Quality Assurance information – policies, procedures,</p>

<p>staff of community providers to access policy and procedures documents and templates.</p>	<p>templates, curriculum etc. The issue of access to the internal sharepoint site for partner organisations requiring such information has thus been resolved.</p>
<p>The review team recommends that LCETB establish clear mechanisms to capture learners' feedback in a consistent manner at class level across its FET provision. Learner evaluations should also be included in the centre's self-evaluation process and in the evaluation meetings with the QASS.</p>	<p>As previously mentioned, the annual online College of FET Learner Voice Survey seeks feedback from all FET learners across all provision in Limerick and Clare. Findings from the survey are considered at all levels of our quality governance structures, and summary feedback is individualised by FET Campus. This feedback is part of the evidence documented for the campus quality review discussions. Due consideration is given to addressing themes and concerns identified by learners, and actions for improvement are identified.</p> <p>The CFET will use the new Quality Review Process to emphasise the learners' role in monitoring quality at campus level. In April 2024, the new CFET Quality Review Framework was piloted in two Campuses, and feedback was used to finalise the process for complete rollout. The aim of the Quality Review Framework is to continue to promote an ongoing culture of quality assurance and enhancement throughout the College of FET. The 3-year self-evaluation process reviews progress on the annual Quality Improvement Plans and considers more strategic implementation, looking at impact of progress on Teaching, Learning and Assessment and Governance, Leadership & Management.</p> <p>In 2024, scheduling for the three-year process across 20 campuses has been completed and self-Evaluation sessions have successfully taken place in Tuamgraney, Ennis and Shanagolden Campuses. Findings from these sessions are then fed back to the larger group, and actions are identified as part of a Campus self-evaluation report.</p> <p>This process offers a rare opportunity for entire staff team to reflect on their work. It is a very positive experience and helps planning for the future and in identify positive changes and quality enhancements for the benefit of all FET learners and staff.</p> <p>In 2025, the QASS will also develop a standardised approach to mid- and end-course evaluations for learners and learning practitioners.</p>
<p>The review team recommends that LCETB explore more structured learner engagement and representation at centre level as this</p>	<p>IN DEVELOPMENT</p> <p>The CFET Learner Voice Policy outlines our approach to learner representation. Our intent is to develop a consistent approach to the development of formal learner structures, which can fit all types of learning, and include a clear purpose.</p>

would give more ownership to learners and more responsibility to the ETB to respond to the matters raised.

In 2025, the CFET will work with AONTAS to provide key FET staff some training on learner voice principles and share practical tools and resources necessary to set up sustainable Learner Voice structures.

There are a range of College of FET structures, which could include learner representatives:

- Quality Assurance and Governance Structures: A learner representative sits on the College of FET Quality Council. Learner representation is also featured as part of the policy on the College of FET Quality Review processes.
- Cross-campus Working Groups: Learner representatives are encouraged to sit on FET Campuses' special focus working groups, such as Mental Health and Wellbeing working group, International Women's working group, etc.
- Learners Unions/Councils in College of FET settings: Some FET campuses have developed learner formal structures. This should be further encouraged.

Campus induction processes and ongoing communication with learners should regularly signpost opportunities for learners to become representatives on FET structures, committees, social clubs, etc.

All learner representatives should be supported in their role at campus level. The College of FET will avail of national or local training available to support learners to effectively carry out their representation roles.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

https://collegeoffet.ie/wp-content/uploads/2025/02/24_11_20- Quality_Review_Framework_Policy_V2.0.pdf

2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>LCETB reach a decision on the future of the assessment system in the near future, as that decision will inform the strategic direction of the QA policies and procedures in respect of assessment and give direction to staff development requirements.</p>	<p>COMPLETED</p> <p>The QASS has led the development of key policies, processes and procedures in relation to assessments:</p> <ul style="list-style-type: none"> • The Teaching, Learning, and Assessment Policy clarifies differentiated instruction, accessible assessment tools, and the integration of universal design for learning principles. • The Attendance & Engagement Policy outlines combined <i>Short-term Extensions</i> and <i>Compassionate Consideration Assessment Procedures</i> into a new streamlined <i>Assessment Deadline Extensions in Extenuating Circumstances Assessment Procedure</i> • New Assessment Procedures forms have been developed for: <ul style="list-style-type: none"> ○ Assessment Malpractice (new forms for new procedure) ○ Secure Storage (record of missing evidence) ○ Assessment Procedures Appeals (combined single form) ○ Assessment Deadlines Extensions (new forms for new procedure) <p>In addition, several initiatives have focused on clarifying assessment procedures in specific contexts:</p> <ul style="list-style-type: none"> • AI became a central theme across professional development workshops, resource creation, and classroom applications, enabling staff and learners to explore innovative methods for teaching, learning, and assessment. In March 2024, in collaboration with QASS colleagues, the TELSS launched the version 2 of the CFET Guidance On AI Use In Education. This approach to AI use was shared nationally with inputs to FESS (3 Webinars), the AHEAD national conference, QQI national conference in Dublin and the UK Open Education Resources Conference in Cork. Between May and September 2024, 77 workshops were scheduled across our FET Campuses with 813 attendees overall. The workshops covered areas such as AI for Teaching Learning and Assessment, Classroom Set Up, VLE Preparation, Digital Storytelling & Assessment & TEL Tools. A key element

of these workshop was the collaborative delivery for many offerings with our QA colleagues for assessment and AISS colleagues for TEL and accessibility.

- **NHA - HairApp 2.0** and devolved management of assessments and Learning Content.

Since its launch the National Hairdressing Apprenticeship programme has been a national leader in its use of technology for teaching and learning. LCETB is the coordinating body for the NHA and collaboration between key TELSS and NHA Team members has helped to create an integrated bespoke learning programme where technology use significantly enhances the apprentice experience using a bespoke Moodle site www.hairapp.ie. In 2023 a new version of the site 'HairApp 2.0' was developed with a much enhanced learner experience. A key focus in 2024 was supporting providers to manage both assessments and learning content locally as we move to more devolved model for the use of HairApp.

- **Alternative Assessments** - a number of modules have been revised to include the option of moving from an examination to an assignment. This was taken from the Covid-19 Contingency Measures for Assessment and it was requested by staff that this was kept as an option for assessment. The process is overseen by the QA Officer. This means changes to Section 11 and the Individual Learner Marking Sheet in the module descriptor. Teaching staff apply for this option through an MS Form on StaffCONNECT, the request is screened by the QA Officer, consultation takes place with the applicant and a wider SME group if applicable, and the application is either noted and/or discussed at the next Quality Council Sub-group (Programme Governance) meeting. The applicant must submit the new assessment brief and the marking sheet(s) before the module can be finalised. The module is updated with a clear statement on the front cover - "this module has been approved for Alternative Assessment". This helps others such as IV and EA personnel to work with the updates.
- **Templates for Traineeship Programmes** - a number of templates have been developed to support the delivery and the assessment of Traineeship programmes, These include **General Templates** – these include an Agreement Form for the workplace and the ETB, a Checklist for Traineeships to be completed by the centre outlining the details of each trainee's work placement, a set of Guidelines for Employers, a letter requesting work placement and a letter of understanding between the learner, ETB and the work placement provider.

	<p>Task Sheets – the practitioner populates a task sheet for each module in the Traineeship. This contains a statement of the module aim, instructions for the mentor and a list of the module learning outcomes. The workplace mentor initials if the tasks have been completed or the skills used in the workplace and signs the sheet. The learner also initials each outcome. This is then included in the learner’s final portfolio as evidence of the tasks undertaken in the workplace.</p> <p>Work Practice Supervisors Report Templates – for the Work Practice modules at L4-6.</p> <p>The new QASS Action Plan (2024-2026) includes key actions around assessments such as:</p> <ul style="list-style-type: none"> • Continue to develop a comprehensive PL&D programme around the design of inclusive locally devised assessments, to include second providers. • Support the College of FET Department structure in assuring mechanisms for upskilling and reskilling staff through PL&D initiatives, developing shared teaching, learning and assessment resources for staff working within departments utilising shared curriculum cross campus.
<p>LCETB strengthen the role of the EAs in monitoring consistency of assessment and ensure effective and timely feedback to learning practitioners.</p>	<p>ONGOING</p> <p>In addition to the 2023 action plan update outlining the structured approach to EA engagement, training and allocation, the newly devised Teaching, Learning and Assessment policy now defines a set period following Results Approval Panel meetings for External Authentication feedback to be returned to Learning Practitioners, ensuring a timely feedback loop.</p> <p>Following each assessment period, Limerick and Clare ETB have introduced a process of distributing a feedback survey to all External Authenticators in order to gather feedback on the process from their perspective.</p>

	<p>External evaluation is often engaged when modules are updated, such as the standardisation of modules from the old VEC legacy modules, for alternative assessment queries, or if there are queries from staff on particular vocationally based modules that the QA Support Service cannot answer.</p>
<p>LCETB address the legacy dated assessment instruments currently operating under the TQAS.</p>	<p>ONGOING</p> <p>As previously described, with respect to updating of dated Assessment Instrument Specifications (AISs), a strategic organisational decision was made in November 2024 to work towards the harmonisation of Quality Assurance policy/procedures and curriculum for all programmes other than craft apprenticeships, phasing out TQAS and AIS, thus the requirement to update curriculum for these instruments will be negated, with a single focus on one common curriculum across the College of FET.</p>
<p>The current communities of practice be expanded to provide further opportunity for learning practitioners to obtain peer support and to review their own work against shared standards.</p>	<p>ONGOING</p> <p>Over the past few years, Communities of practice or learning networks have grown as a collaborative model of working and sharing knowledge and information. There are now many examples of communities of practice across the CFET:</p> <ul style="list-style-type: none"> • The TELSS has developed a very successful model of TEL champions in campuses, communities of practice, and huge number of PL&D opportunities through formal training, Show & TELs, etc. • In 2023 a new Administration Staff Community of Practice/PL&D Network was set up to share best practice and in 2024, a dedicated programme of professional learning and development workshops was tailored to the needs of Admin Staff and rolled out. • At provision level, there are examples of teaching staff communities of practice. For instance, a new Applied Social Studies programme delivered in Mulgrave Street and Ennis Campuses was introduced as pilot initiative in 2023, with common agreed modules. A Teacher Community of Practice was set up to consider integrated assessments across modules being delivered simultaneously. • A new Apprenticeships Network was set up and the College of FET hosted a day-long workshop in Kilmallock Road Campus in December 2024. 35 representatives from consortium-led apprenticeships

from around the country discussed ways to develop a community of practice, learn from each other and develop more streamlined operational, administration and assessment practices.

- The credential in design for blended and fully online learning uses a model which involves a series of stackable, badged micro-credentials and involves a community of practice where learning practitioners are afforded the time, resources, expert support, and a community of colleagues to help plan and create what they need for their blended or fully online course.

Commentary and Reflections

To expand and grow Communities of Practice (CoPs) effectively, clear guidelines are needed, covering purpose, membership, facilitation, meetings, and expected outcomes. Challenges such as workload, sustainability, and engagement must be addressed through allocated time, alignment with organisational priorities, and incentives. A strong management framework, including structured onboarding, resource support, and regular reviews, will ensure CoPs remain effective in driving professional learning and curriculum development.

Link to Published Policies and Procedures

- [CFET Access, Transfer & Progression Policy](#)
- [CFET Teaching, Learning and Assessment Policy](#)
- [CFET Attendance & Engagement Policy](#)
- [Links to CFET QA Assessment Procedures and Forms](#)
- [CFET Guidance on Artificial Intelligence](#)

2.03 Supports for Learners

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB ensure that the support provided to vulnerable learners by the guidance counsellors continues to be prioritised given the increasing number of such learners enrolling on its programmes.</p>	<p>ONGOING</p> <p>The College of FET takes a partnership approach to enable access and seamless transitions into and from the FET sector. The CFET Information, Recruitment and Guidance Support Service, the AISS and external partners work together to build awareness and connections for the benefit of learners to fulfil their personal, learning and career potential. Guidance counsellors offer one-to-one, or group settings pre-entry guidance at FET colleges, campuses, and community locations across the region, tailored for a defined target group. Three main areas are covered: Personal/social guidance, vocational guidance and educational guidance.</p> <p>The Active Inclusion Support Service (AISS) leads the development of the CFET’s approach to learner supports and ensures that, wherever reasonably possible, all learners are provided with the necessary supports to enable them to benefit fully from the educational opportunities available while participating in a programme delivered by the College of FET in Limerick and Clare. In 2024, the CFET Learner Support Framework was updated to outline a holistic approach to supporting learners across FET campuses, addressing academic, social, and personal development needs. It emphasises digital inclusion, mental health and well-being to ensure all learners can achieve their potential.</p> <p>The College of FET has expanded its network of Learning hubs, integrating it into the design of the new College of the Future concept. The Learning Hubs play an essential role across campuses, acting as centralised points for learning support and resources. They provide facilities for both self-directed and tutor-led learning, ensuring that learners have access to the tools they need to succeed. Strategically situated in areas of</p>

deprivation, the hubs offer personalised, targeted support, significantly improving educational access and learner participation rates.

In collaboration with the Technology Enhanced Learning Support Service Team, a virtual hub was developed on Moodle to complement the work of the physical hubs. This digital resource ensures that learners can benefit from learning supports regardless of location, further promoting inclusivity and accessibility.

Throughout 2024, the network of Learning Hubs grew to 9 locations, which continued to offer one-to-one and small group support, fostering professional and supportive relationships with learners and staff alike.

Through the collection of learner support data, the AISS highlights emerging trends that will inform future planning and resource allocation to ensure all learners can access the support they need to succeed.

- Reasonable Accommodation vs Diagnosed Disability: While 13.2% of learners reported a diagnosed disability in 2024, only 8.3% sought reasonable accommodations. This gap suggests that some learners who initially do not request accommodations may eventually receive them as part of their ongoing support.

In 2024, a new Disability Officer was appointed for the College of FET. She focuses on ensuring equitable access and support for learners with disabilities, including developing comprehensive support services, ensuring compliance with relevant legislation, and assisting staff in embedding inclusive practices. A new **Disability Awareness for FET Practitioners Resource** was also developed to provide FET practitioners with essential tools and insights to support learners with disabilities effectively.

In 2024, AISS also developed and delivered training on interpreting and applying Learning Education Needs Summary (LENS) Reports. These reports are crucial documents that outline the specific learning needs and reasonable accommodations required for learners with disabilities. The training aimed to ensure that staff across FET

	<p>understand how to interpret LENS Reports and integrate the recommendations into their teaching and support strategies.</p> <ul style="list-style-type: none"> • <u>Counselling Services</u>: Of the 144 learners who requested psychological counselling in 2024, 126 (87.5%) were successfully referred to MyMind through our code provision system, ensuring access to tailored support. • <u>Device Equity Trends</u>: Requests for devices remain the most common form of support (50.2%) in 2024, although this has decreased significantly compared to 2021 when they accounted for 75% of requests. This decline reflects changing learner needs and the impact of previous device distributions. <p>In 2024, the Active Inclusion Support Service (AISS) and FET Provision collaborated extensively to support the Traveller and Roma communities across both Limerick and Clare. Their joint efforts focused on enhancing access to education, vocational training, and community support services, ensuring that these communities have the resources needed for success.</p>
<p>The review team recommends that LCETB explore the development of an internationalisation strategy to expand opportunities for international / EU projects to develop support staff, managers, learning practitioners and learners.</p>	<p>The organisation has significantly increased its engagement in Erasmus+ projects, including a new KA2 Strategic Partnership and participation in a Centre of Vocational Excellence. These initiatives build on the success of existing KA1 staff and learner mobility projects, which provide fully funded international professional development opportunities. The VET and Adult Education KA1 projects (2022-2025) offer 15-20 places annually for staff, while two KA1 learner mobility projects support students in gaining international experience. Additionally, the newly launched KA2 partnership connects the College of FET with institutions in Norway, Finland, Cyprus, Turkey, and Portugal to drive innovation in entrepreneurship for green rural destinations (2023-2025).</p>

The College of FET offers staff the chance to engage in professional development opportunities abroad, fully funded through our Erasmus Projects centralised CFET Internationalisation budget.

In 2024, our Erasmus Plus Staff Mobility Programme expanded, offering staff increased opportunities to participate in mobility trips through our VET and Adult Education Accreditation Projects. A total of 29 staff members (13 VET and 16 ADU) took part in these international experiences, which included attending courses or job shadowing to support their professional development. In 2024, the CFET also hosted Erasmus visitors from the Netherlands. Staff from Firda, one of the largest VET (FET) institutions in The Netherlands came to share best practice and learn more about the progress made by the CFET around RPL.

These opportunities allowed our staff to deepen their knowledge and bring new perspectives to their work, supporting the continued growth and development of our organisation.

In February 2024, 30 learners in Business, Tourism, Sport and Hairdressing participated in the Erasmus Plus programme. They had the opportunity of a two-week work placement in Malaga, Spain. They completed their work placement while living independently and gained experience in their vocational area, enhanced their language skills and also experienced the culture of another EU country. In addition, FET learners mobility is supported through Erasmus grants for learners with fewer opportunities

Constructing a skilled future: International Network for Sustainable and Innovative Digital Excellence in Construction Vocational Education (INSIDE-CoVE). The College of FET, through our Training Centres are part of the INSIDE-CoVE project, which seeks to modernise vocational education and training (VET) in the construction sector by focusing on green, digital, and sustainable skills. This CoVE will develop specialised skills for the sector, integrating digitalisation, automation, and sustainability, with a focus on Building Information Modelling (BIM) technology. This CovE has its first meeting in March 2025.

The E4GreenRD project is an Erasmus Key Action 2 Partnership between educational institutions in Norway (Lead), Cyprus, Finland, Portugal and Turkey and the College of FET. The goal of the project is to evaluate entrepreneurship approaches that can play a role in promoting sustainable greening in rural destinations and to create new, innovative or joint curricula or courses on sustainable entrepreneurship for rural areas

The College of FET has also hosted a number of Staff and Learners from different locations to both participate on programmes of learning or job shadow. Our QASS hosted groups from Malta and the Netherlands who were looking at our processes for Recognition of Prior Learning. Youth Education and Training hosted two groups for Denmark who will be sending learners in 2025. A return visit will take place in May with the expectation of development of a short term learner mobility project for Youthreach. A delegation from the Nouvelle Aquitaine region of France visited our campuses in Raheen, Shannon and Roxboro. The hope is to progress a MOU for reciprocal visits. There were also job shadows visitors from Spain and Finland. Finally, the Moyross Youth Academy Campus and Green Innovation Campus hosted 19 painting and carpentry trainees and five teachers from the Traunstein district of South-Eastern Bavaria to Ireland. Staff from Moyross Youth Academy are planning to visit Bavaria in March 2025.

Group leader Thomas Mayr said: “Both tours were extremely interesting and inspiring for our apprentices. Our trainees learned a lot about Irish craftsmanship on this visit. A very big thank you goes to our partner, Limerick and Clare Education and Training Board, who once again made an enormous effort and invested a lot of time and energy to be able to offer us a wonderful varied programme. The feedback from our learners has been excellent, with many saying it was the best trip they were ever on.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

- [CFET Learner Support Framework 2024](#)
- [CFET Disability Awareness Information FET Practitioners 2024](#)

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that that LCETB further develop and maintain its focus on self-evaluation and on ensuring that it is both valid and reliable.</p>	<p>The ETB is committed to the quality assurance and enhancement of all its programmes and support services, to improve the learner and learning practitioners' experience across the College of FET.</p> <p>This new Quality Review Framework (2024) enables this by providing a consistent approach to reflecting on and assessing the quality of the College of FET activities through a self-monitoring process of Quality Improvement Planning, Self-Evaluation, and Curriculum Review processes.</p> <p>This Quality Review Framework sits within the wider context of the College of FET Monitoring and Evaluation Framework, which guides our practice around the collection and analysis of data and uses an evidence-based approach to inform planning and decision-making processes. The Framework also meets our accountability duties as a public funded body, and further strengthens and positions the College of FET to respond to the planned introduction of an outcomes-based funding model.</p> <p>The quality review framework is supported by the Quality Assurance Support Service.</p> <p>It consists of three complementary processes: Quality Improvement Planning, Self-Evaluation, and Curriculum Review.</p> <ul style="list-style-type: none"> • The Quality Improvement Planning Process is an annual process, which will take place at beginning of the academic year. <p>In 2024, the former QIP process has been aligned with the Quality Review Campus self-evaluation action Planning and self-monitoring processes. In line with this, the title of these meetings has been changed to Provision Quality Planning (PQP) meetings. The purpose of these meetings is to provide opportunity for FET Provision to share best practice, to relay QASS related information to Provision Managers and to document any relevant actions arising from meetings to feed into a Campus Quality Planning report (CQPR). Indeed, following completion of PQP Meetings within a Campus, collated reports will be prepared by QASS to feed into Campus Self-Evaluation Action Planning and Self-monitoring processes.</p>

	<ul style="list-style-type: none"> • The Self-Evaluation Process is a three-year cycle. The schedule of self –evaluation sessions will be agreed in advance with an expected rollout of 10 campuses per year. • The schedule for Curriculum Review will be developed in consultation with the Strategic Regional Planning Network.
<p>The review team recommends that LCETB develop a common self-evaluation framework implementable across all FET centres.</p>	<p>COMPLETED</p> <p>In April 2024, the Quality Review Framework was piloted in two Campuses, and feedback was used to finalise the process for complete rollout. The aim of the Quality Review Framework is to continue to promote an ongoing culture of quality assurance and enhancement throughout the College of FET. The 3-year self-evaluation process reviews progress on the annual Quality Improvement Plans and considers more strategic implementation, looking at impact of progress on Teaching, Learning and Assessment and Governance, Leadership & Management.</p> <p>Elements feeding into the main components include:</p> <ul style="list-style-type: none"> • Quality Improvement Action Plan from annual self-monitoring process. • The Learner Voice • Child Safeguarding • Programme and Curriculum Review • Information and Data Management • Evidence Gathering of Key Performance Indicators • Stakeholder Feedback • Review of key Operational Policy and Procedures • Review of Learner Support Services and Frameworks • Curriculum Review <p>In 2024, scheduling for the three-year process across 28 campuses has been completed and self-Evaluation sessions have successfully taken place in in Kilrush, Hospital, Cappamore, Kilmallock Town, Northside Campus, Tuamgraney, Ennis and Shanagolden Campuses.</p>

Findings from these sessions are then fed back to the larger group, and actions are identified as part of a Campus self-evaluation report, and communicated through a 'You said this, We did this' approach adopted by the CFET for all its stakeholders consultations to close the feedback loop.

Annual Monitoring of Campus Action Plan will occur via Quality Action Plan Review meetings.

This process offers a rare opportunity for entire staff team to reflect on their work. It is a very positive experience and helps planning for the future and in identify positive changes and quality enhancements for the benefit of all FET learners and staff.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

https://collegeoffet.ie/wp-content/uploads/2025/02/24_11_20- Quality_Review_Framework_Policy_V2.0.pdf

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB review its current bank of programmes to ensure that courses offered are relevant to the learning needs and progression ambitions of learners. Programmes that are outdated should not be offered to learners and should be prioritised for updating.</p>	<ul style="list-style-type: none"> • In 2024, the review of all L3 legacy modules was completed. 87 modules were consolidated into one version, from legacy VEC regional versions. Content was updated as appropriate and all new versions are in use from September 2024. • The review of all L4 legacy modules is underway with a planned completion date of Summer 2025, for use in September 2025. • Alternative Assessments - a number of modules have been revised to include the option of moving from an examination to an assignment. This means changes to Section 11 and the Individual learner marking sheet in the module descriptor. Teaching staff apply for this option through an MS Form on StaffCONNECT, the request is reviewed, consultation takes place with the applicant and a wider SME group if applicable, and the module is updated on StaffCONNECT. The applicant must submit the new assessment brief and the marking sheet(s) before this is finalised. • In parallel, there is a review process in place for all applications for Remote, Mixed Mode and Blended and Fully Online Learning. • In addition, Limerick and Clare ETB have recently submitted all required documentation for the approval of delivery of blended and fully online programmes.
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

3.03 Oversight, monitoring & review of relationships with external parties

<p>Recommendation (as recorded in the review report)</p>	<p>Update - Note progress/changes made to P&P, timeline.</p>
<p>The review team recommends that LCETB explore the development of common application and reporting systems for community providers under a common contract or MoU and move away from two separate systems under training and further education. (not referring to Contracted Training providers)</p>	<p>COMPLETED</p> <p>In 2021, Community Education and Training Provision across the ETB agreed a harmonised streamlined approach to developing and engaging with community partner groups throughout the region.</p> <p>The CFET Community Education Local Business Process is open and inclusive to all community groups/organisations across Limerick and Clare to register as a community partner with the ETB. This enables them to apply for funding i.e. tuition hours to deliver locally-based learner-centred courses. SLAs are then put in place. Community Education processes and systems are streamlined and efficient (i.e. course outline, code of conduct, photo permission, risk assessment, lone worker policy, timetabler, PLSS, FETCH.)</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

4.0 Quality Developments and Enhancements

In this section, please provide an update on QA developments and enhancements within the ETB. This could include programme and curriculum developments and initiatives, and enhancements of teaching, learning and assessment.

Guide:

An update should be provided on any objectives/planned actions for the year **not already addressed in the Interim quality report** in sections 1-3.

The table is designed to assist in this process and should include headline information only.

No.	QA Objectives These should relate to objectives not already discussed in the progress report.	Update on Status Provide brief update on status, whether completed or in progress.	Link to updated/new Policy
1	Policy Development	<p>Completed - There has been significant policy development to provide clear guidance, promote consistency, and enhance communication. In 2024, there was intense collaboration between the QASS, campus staff and other support services, to develop key policies and create associated digital resources to support learners and staff alike. These included:</p> <ul style="list-style-type: none"> • Access, Transfer, and Progression Policy to address barriers to access and progression for underrepresented groups. • Learner Voice Policy to ensure meaningful learner engagement and feedback. • Teaching, Learning, and Assessment Policy to clarify differentiated instruction, accessible assessment tools, and the integration of universal design for learning principles. • Attendance & Engagement Policy: Combined <i>Short-term Extensions</i> and <i>Compassionate Consideration</i> Assessment Procedures into a new streamlined 	<ul style="list-style-type: none"> • CFET Access, Transfer & Progression Policy • CFET Learner Voice Policy • CFET Teaching, Learning and Assessment Policy • CFET Attendance & Engagement Policy • Links to CFET QA Assessment Procedures and Forms

		<p><i>Assessment Deadline Extensions in Extenuating Circumstances Assessment Procedure</i></p> <ul style="list-style-type: none"> • New Assessment Procedures forms for: <ul style="list-style-type: none"> ○ Assessment Malpractice (new forms for new procedure) ○ Secure Storage (record of missing evidence) ○ Assessment Procedures Appeals (combined single form) ○ Assessment Deadlines Extensions (new forms for new procedure) 	
2	<p>Information and Data Management – QA Client App</p>	<p>In September 2024 an updated version of the QA Client App was released. The functionality of the app now includes the:</p> <ul style="list-style-type: none"> • Recording of the estimates for certification • Planning and recording of the IV process • Booking of EAs • Recording of RAP results. <p>The integration of these processes within the app has removed the use of shared excel files etc. and provides an up-to-date view of the entire certification process for both Provision and the Quality Assurance Support Service.</p> <p>The app also supports the policy requirement that certification for learners is processed within 90 days of course finish date.</p> <p>A working group was established to monitor the roll out of the app and a number sub working groups have also been established to focus on specific areas e.g. Training Provision.</p>	<p>See Case study 1</p>

3	Access – Approach to RPL	<p>In 2024, the College of FET, through the QASS, continued to develop its approach to RPL. Significant progress has been made, and we now have a dedicated RPL budget, an RPL Assessment Procedure, RPL included in ATP Policy, RPL projects for learners and staff. There has been an effort to further embed RPL into FET provision and to develop it as a standalone strand of FET provision.</p> <p>In 2024, key developments included:</p> <ul style="list-style-type: none"> • Development of a marketing and promotion campaign to be launched in January 2025 (See Case Study 2) • Ongoing PL&D around RPL: In February and March 2024, in-house RPL PL&D sessions were delivered to 11 ETB staff. In addition, an RPL Information Workshop was delivered to FET Managers in May 2024. • RPL projects were delivered both for learners and CFET staff. These included: <ul style="list-style-type: none"> ○ RPL for Admin staff project ○ SEED project with Defence Forces led by O’Connell Ave., Campus ○ Ennis Campus RPL in FT Provision project ○ Support for RPL for individual learners working with RPL Mentors and Assessors ○ Ongoing iterations of RPL for the Level 6 Advanced Certificate in Hairdressing. Notably in 2024, 7 College of FET hairdressing learning practitioners received their major awards via RPL at the College of FET graduation ceremony. 	
4	ETB Mission and Strategy – College of FET Department Structure	<p>Completed</p> <p>The identification of a process to develop a Department structure was initiated by the Strategic Regional Planning Network (SRPN) and was the initial step in identifying the alignment of Departments, Programmes and Specialisms across Campuses, to provide a single, coherent structure to underpin Limerick and Clare</p>	

	<p>ETB's College of FET and support the development of the College, its Campuses and programmes into the future.</p> <p>Eight Departments have been set up to align with the International Standard Classification of Education (ISCED). These include:</p> <ul style="list-style-type: none"> • Department of General Learning & Employment Skills • Department of Childcare, Health & Social Care • Department of Arts & Media • Department of Business & Administration • Department of Natural Sciences • Department of Computer Science & Technology • Department of Engineering, Manufacturing & Built Environment • Department of Personal and Professional Services <p>Each CFET Department will promote a shared vision and help guide Campuses in the development of integrated implementation plans for full-time and part-time FET Provision and Support Services. The work of each CFET Department will ensure the avoidance of programme duplication, enhanced communications and integration to ensure a strategic focus in achieving the targets as set out in the Strategic Performance Agreement (SPA) and the implementation of recommendations as set out in the Inaugural QA Review.</p>	
<p>5</p>	<p>Blended and Fully Online Learning</p> <p>In preparation for validation to deliver Blended and Fully Online Learning programmes, Limerick and Clare Education and Training Board recently submitted the following to QQI for review:</p> <ul style="list-style-type: none"> • Notification of Extension to Extend the Scope of Provision • A Self-Evaluation Report 	

- Blended and Fully Online Learning Action Plan

As part of its strategic approach to the development of blended and online learning the Blended and Online Learning Support Service are engaging in the QQI application process whilst continuing to strategically develop the capacity of LCETB College of FET to design and deliver high quality Blended and Online Learning. Key developments include

1. **Policy & Procedures:** The Blended and Fully Online Learning Policy and Procedure document has been reviewed by the QA and TEL teams and is currently with the Quality Assurance Subgroup for comment. It will be submitted to Senior Management for final review before being presented to the Quality Council for approval.
2. **Staff Professional Learning and Development (PL&D):** Currently 48 learning practitioners are in the process of completing badges as part of the Credential in Design for Blended and Fully Online Learning. The Credential is made up of 5 badged micro-credentials, three of which are compulsory (Backward Design, Course Outlining and Virtual Class Design), along with two other badges that learning practitioners can choose from a suite of options we currently offer.
3. **Online Induction Programme:** Working with TELSS and the AISS Learning Hubs to develop resources for an Online Induction Programme for learners.
4. **Resource Bank:** Working with learning practitioners to develop and gather resources for a Resource Bank.
5. **Information and Support:** We are working collaboratively with key stakeholders on the development of a range of information and support documentation for both staff and learners e.g. learner and staff handbook, procedure documents etc.
6. **Virtual Learning Environment:** We are working with colleagues to enhance user experience (ux) and standardise course layouts in both Moodle and MS Teams for blended and fully online learning courses.

6	Semesterisation	<p>As approved by the College of FET Strategic Regional Planning Network, a consistent approach to the delivery of an Award is being adopted across all campuses in terms of 1) Curriculum Structure and 2) Semesterisation.</p> <p>Curriculum Structure</p> <ul style="list-style-type: none"> • Only a single version of each Award is to be delivered apart from where exceptional circumstances exist and where the prior approval of the Director of FET has been given; • Advance annual approval is required to continue current practice; • Eight (8) modules per Award type will be agreed for delivery across all Campuses where that Award is delivered; • Part-Time provision and/or contracted training will be used for any additional: <ul style="list-style-type: none"> ○ focused modules; ○ specialism modules designed to meet identified local industry needs; • Where an existing Award type is being used and is not reflective of the programme specialism, then a process of curriculum development will take place via the Curriculum Development Support Service. • Learning outcomes and assessments for high workload modules to be reviewed and reconfigured in support. <p>Semesterisation</p> <ul style="list-style-type: none"> • Delivery of programmes to be migrated on a phased basis to semester delivery. • All modules for each programme to be delivered on a single semester basis (e.g. 4 and 4). <p>Following review of pilot implementation of semesterisation in certain programmes across multiple campuses, the review highlighted the following -</p>	
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	<p>Positive Aspects:</p> <ul style="list-style-type: none"> • Reduced workload pressure – completing modules by December eased the burden of having all assessments in April. • Better learner experience – learners could focus on fewer modules at a time, making assessments more manageable. • Improved balance – both learners and teachers had a more evenly spread workload. • Encouraged progression – finishing modules in the first semester motivated learners to continue into the second. • Support for semesterisation – some believe it should be implemented across the board, but with better planning. <p>Negative Aspects:</p> <ul style="list-style-type: none"> • Fast-paced learning – some learners found the course too fast, especially with theory-heavy modules. • High pressure in December – both learners and teachers felt rushed to complete assessments before the break. • Managerial difficulties – hard for managers to assess the impact without direct teacher feedback. • Lack of variety – learners had fewer subjects each day, which some found limiting. • Planning issues – the academic calendar needs to be better structured to avoid stress in early January. <p>Overall, semesterisation has clear benefits in terms of workload balance but also significant challenges related to pace, pressure, and planning. Better preparation and adjustments could make it more effective.</p> <p>The main focus re: planning related to assessments in terms of IV and EA processes.</p>	
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7	<p>Critical Evaluation of Learning Technologies</p>	<p>The Critical Evaluation of Learning Technologies project serves the dual purpose of ensuring that a values-led approach is applied to the selection, purchase and support of learning technologies, and that staff are supported to critically explore the use of technologies in teaching and learning.</p> <p>Learning technologies are explored with a critical lens with a view to ensuring that technologies purchased and supported in the College of FET reflect the values of the organisation and are ethical, transparent and inclusive.</p> <p>Following the success of last year’s Critical Evaluation of AI Learning Technologies Project, the TEL Support Service used participants’ feedback to improve the 2024 iteration and opened it up for all FET Staff to evaluate any TEL tool of their choosing in a critically reflective community.</p> <p>For participants this project involves:</p> <ul style="list-style-type: none"> • attending an initial online briefing; • carrying out some independent research into a Learning Technology tool guided by a number of questions; • discussing their findings with their peers and TELSS in an online check-in meeting; • trialling the tool and seeking learner feedback; and • reflecting on their experiences in a collaborative and reflective in-person workshop. <p>The programme plays a central role in the procurement and support of learning Technology tools. Participants explore the impact of technology use on learning whilst also evaluating ethical issues including the business model employed by vendors, data and security of the tool, accessibility and inclusion considerations and the environmental impacts of use.</p>	<p>A map of the Critical Evaluation Process is available here</p>
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5.0 Additional Themes and Case Studies (optional)

Limerick and Clare Education Board has submitted three case studies:

- LCETB Case Study 1 – Title: QA Client App – Integration of Certification process, planning & recording
- LCETB Case Study 2 - Title: Raising Public Awareness of Recognition of Prior Learning (RPL)
- LCETB Case Study 3 – Title: TEL And QA Support Services Collaborative Response To An Evolving Digital Assessment Landscape.

Please Note LCETB College of FET Case studies have been uploaded on the QCI Sharepoint provided under a new folder: LCETB Case studies.

6.0 Follow-Up Report Survey

Please complete a short survey in relation to the Follow Up Reporting **process** using this [link](#).