

# QASS ACTION PLAN – 2024-2027

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## What is the Quality Assurance Support Service (QASS)?

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- The QASS is part of the Innovation, Development and Quality (IDQ) Department of Limerick and Clare Education and Training Board's College of FET (CFET), which drives the promotion of a positive quality culture. The IDQ supports the delivery of high-quality teaching and learning and a rich learning environment across the organisation, through coordinated, strategic, effective and integrated support services.
- The QASS plays a key role in supporting the attainment of the CFET quality strategic priorities. By promoting a consistent approach to quality across the CFET, maintaining quality standards, and fostering continuous improvement within FET campuses, the QASS enables the One Strategy, One Team, One College approach.
- Quality assurance is about managing risks that could affect the quality of teaching, learning and assessment in the CFET. The QASS supports the overall performance and reputation of the ETB by promoting a quality culture, while also ensuring compliance with statutory quality obligations set by accreditation bodies, and educational authorities.
- Ultimately, the QASS' focus is on enhancing the learner experience at all delivery points, through promoting consistent quality standards, identifying areas for enhancement and addressing them effectively in collaboration with CFET Co-ordinators and practitioners.

### **The QASS key functions include:**

- Supporting CFET Governance Structures.
- Developing policies and procedures for internal and external quality assurance responsibilities, and overseeing their implementation across the CFET.
- Developing and reviewing CFET Curriculum.
- Supporting teaching, learning, assessment and certification.
- Supporting continuous improvement, monitoring and review at campus level.
- Building partnerships to promote quality and best practice.

## SECTION 2 - ACTION PLANNING

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### PRIORITY 1 – LEARNER-CENTRED APPROACH

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*This is about recognising that each learner is unique and brings their own circumstances, strengths, needs, skills, past experiences, and aspirations when they join FET.*

#### Learners and QA:

This is about ensuring the learner voice is at the centre of the development and maintenance of quality processes in the College of FET through monitoring and review. It is also about enhancing the learner experience at all delivery points in the organisation.

#### Picture of success:

- More **consistency across campuses** in the delivery of FET operations and implementation of policies relating to quality teaching, learning and assessments.
- **Quality provision is recognised** by learners, staff and other stakeholders.
- **RPL is mainstreamed and supported** by trained staff.
- **Learner Voice activities** are embedded across the CFET.

KEY ACTIONS (10)	TIMEFRAME
1.1 Develop a standardised College of FET Learner Handbook in collaboration with the CFET Support Services to map all QA activities to the learner experience.	July 2025
1.2 Input into the development and review the CFET website learner page to provide easy access to FET policy and procedures.	Ongoing
1.3 Continue to carry out a cross-FET Learner Survey and ensure data informs decision-making processes at campus and College of FET levels.	Ongoing
1.4 Develop a standardised approach to mid- and end-course evaluations for learners and learning practitioners.	June 2025
1.5 Ensure learner representation on College of FET governance structures.	Ongoing
1.6 Engage learners in curriculum development and review.	Ongoing
1.7 Use the Quality Review Process to emphasise the learners' role in monitoring and informing quality at campus level.	Ongoing
1.8 Ensure a consistent CFET Campus approach to Child Safeguarding compliancy.	Ongoing
1.9 Continue to develop RPL projects to ensure RPL is available to all learners.	Ongoing
1.10 Develop a marketing/promotion campaign to ensure RPL is recognised as a strand of provision open to all learners.	June 2026

## PRIORITY 2 – STAFFING

*This is also about providing space for FET learning practitioners to build on their expertise and learn new skills to enhance the teaching and learning experience, and to implement our strategic priorities.*

### Staff and QA:

This is about promoting a quality culture in the College of FET. It involves developing effective communication mechanisms to ensure that all FET practitioners understand how QA processes and activities can positively impact and benefit learners and staff in their campus. It is also about building the capacity of FET practitioners around quality assurance processes to ensure a consistent learner experience for all learners in the College of FET.

### Picture of Success

- **CFET staff are fully aware and responsive to QA compliance requirements** and are supported to meet those expectations.
- **Improved FET practitioners' capacity** around implementation of QA policies and procedures.
- **FET Colleagues have a better awareness/understanding, perception and clarity about the role, remit and purpose of QASS**

KEY ACTIONS (14)	TIMEFRAME
2.1 Develop a College of FET Practitioner's Handbook linked to a single QA system.	July 2026
2.2 Identify QA champions at campus levels to provide ongoing staff support around QA topics.	June 2026
2.3 Develop a QA mentoring programme for new and existing staff who need capacity development around QA and QQI topics.	June 2026
2.4 Develop an internal community of practice for apprenticeship staff to share knowledge and resources for the development of new programmes.	December 2025
2.5 Develop 'Quality Matters', a digital communication tool for FET staff to update staff on new policies and QA activities.	December 2025
2.6 Review QA Newsletter to include a digital version.	May 2025
2.7 Continue our integrated and collaborative model of Professional Learning and Development (PL&D) by: <ul style="list-style-type: none"> <li>• Using the PL&amp;D calendar outlining all local, regional, national, and international (Erasmus +) QA training opportunities for all FET Staff.</li> <li>• Continuing to work with TELSS to develop QA induction and refresher training</li> </ul>	Ongoing
2.8 Develop a comprehensive PL&D programme around the design of inclusive locally devised assessments.	December 2025
2.9 Continue to facilitate the PL&D programme to build FET practitioners' capacity around Recognition of Prior Learning.	Ongoing
2.10 Continue to build on RPL initiatives to ensure RPL is available to all staff.	Ongoing
2.11 Develop a support system for trained RPL Mentors and Assessors whereby they are mentored by experienced RPL practitioners to support their practice.	June 2025
2.12 Work with other support services to develop regular thematic Staff Voice surveys focusing on strategic FET priorities	Jan 2026
2.13 Continue 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 CFET Best Practice Toolkit.	Ongoing
2.14 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.	Ongoing

## PRIORITY 3 – FET CURRICULUM

*This is about strengthening our capacity to review and develop our FET provision, to ensure it is quality-assured, relevant and responds to the needs of individuals and communities, and address industry skill gaps in the region.*

### FET Curriculum and QA:

This is about putting quality assurance at the centre of FET curriculum, and teaching and learning design processes.

### Picture of Success

- **Quality provision is recognised** by learners, staff and other stakeholders.
- The **leading role of QASS in the curriculum development processes** in the context of ongoing developments, specifically College of FET Department Structure..

KEY ACTIONS (9)	TIMEFRAME
3.1 Finalise the standardisation of the legacy VEC programmes into a single College of FET version.	June 2025
3.2 Develop a scheduled process of programme reviews across the CFET, supported by PL&D opportunities for staff.	Ongoing
3.3 Review and update the Programme Development, Design and Review Policy to articulate a CFET consistent approach to the Programme design cycle (i.e. needs identification, programme development, approval, pilot/implementation & assessment processes, and programme review)	June 2025
3.4 Develop a PL&D programme to build staff skills around curriculum review/design, using Universal Design for Learning approach.	December 2025
3.5 Develop a staff secondment model to attract the best subject experts in the CFET to develop new curriculum and programmes.	Ongoing
3.6 Set up and adequately resource a Curriculum Development Unit within QASS and clarify and communicate its role in relation to: <ul style="list-style-type: none"> <li>➤ New College of FET Departments structure</li> <li>➤ New apprenticeships</li> <li>➤ New traineeships</li> <li>➤ Tertiary education</li> <li>➤ Semesterisation</li> <li>➤ National Module Review Process</li> </ul>	Ongoing
3.7 Ensure QASS is represented at decision-making stage for all new provision delivery (departmental meetings), so it can effectively develop and support associated curriculum cycle and QA processes.	Ongoing
3.8 Continue to maintain quality standards around the governance of non-certified provision, through the use of the agreed Descriptions and Learning Outcomes documents.	Ongoing
3.9 Build CFET staff capacity and competencies around the development, implementation and roll out of curriculum development processes for all new apprenticeships.	Dec 2026

## PRIORITY 4 – FET INFRASTRUCTURE AND PERFORMANCE

*This is about ensuring FET facilities provide the best learning and working environments that reflect quality and industry standards, and promote innovation and sustainability. This is also about developing an outcomes-based approach to measuring our performance that leads to accountability, informed and effective decision-making, and enhanced quality assurance processes.*

### QA and FET Infrastructure and Performance

This is about supporting the integration of a single College of FET quality assurance system across all FET campuses, promoting a consistent approach to quality across the CFET. It is also about supporting the continuous improvement within FET campuses and adapting our monitoring and evaluation approaches to changing FET structures. We will use technologies to support the evidence-based approach to measuring performance.

### Picture of Success

- A **fully integrated QA support system** across the College of FET.
- **An integrated team with defined and transparent roles that cover quality assurance in FET, training and apprenticeships.**
- The **implementation of QA policies across campuses is systematically monitored**
- QA policies and procedures that are **integrated into the day-to-day operations** of all FET campuses.
- **Certification data and trends are available, analysed and used to inform decision making** at all levels of the College of FET.
- **Campus quality reviews** are embedded across the CFET.

KEY ACTIONS (15)	TIMEFRAME
4.1 Develop a FET Policy Framework to promote consistency and efficiency and reduce organisational risks.	Dec 2025
4.2 Set an agreed schedule for policy review and development.	June 2025
4.3 Communicate and disseminate new and updated CFET policies and QA procedures.	Ongoing
4.4 Monitor and review CFET policies and QA procedures and communicate outputs.	Ongoing
4.5 Ensure all classroom-based FET practitioners are fully up-to-date on key policies and procedures, through on-boarding and online refresher QA training.	Ongoing
4.6 Enhance collaboration with Training Standards Officers in Raheen and Shannon Campuses to ensure all applicable QA policies and procedures are implemented.	Ongoing
4.7 Include Training Standards Officers in collaborative curriculum and QA development initiatives	Ongoing
4.8 Ensure the annual Quality Improvement Planning (QIP) and the Campus Quality Review processes are linked to support the drafting and monitoring of effective campus self-evaluation action plans.	Ongoing
4.9 Develop a simple self-monitoring system to ensure compliancy to QA requirements across all FET campuses.	June 2025
4.10 Explore IT solutions to link data from PLSS and QBS, streamline processes, and facilitate automated reports on FET certification data.	December 2025
4.11 Continue to support the operation and review of QA Approvals Process via the Client App.	Ongoing
4.12 Collaborate with other ETBs and SOLAS to develop national Certification Management System.	Ongoing
4.13 Develop learner tracking mechanisms to capture learner early-exit and progression within FET and FET-HE.	Ongoing
4.14 Review governance structures ToRs to highlight roles and responsibilities to relay information across campuses.	Ongoing
4.15 Further develop consistent QASS communication processes to promote the service and ensure staff can easily access supports and resources.	Ongoing

## PRIORITY 5 – PARTNERSHIPS

*This is about creating partnerships that work to provide access, seamless transitions and progression opportunities for FET learners. It is also about working with community, industry and education partners to create a 'skills eco-system' that supports the regional, sustainable economic and social development in the Mid-West.*

### QA and Partnerships:

This is about fostering positive and supportive relationships with our College of FET Colleagues to promote a quality culture across the organisation. It is also about developing collaborative partnerships at regional, national and international levels, to identify best practice and share learning on quality assurance developments.

### Picture of Success

- A balanced, organisation-wide approach to the implementation of standardised quality assurance procedures that promotes a quality culture, rather than distract from the primary focus on quality improvement.
- **Stronger and more positive relationships** are maintained with FET colleagues.
- **Continued partnerships** at regional, national and international level to promote best practice in QA.

KEY ACTIONS (11)	TIMEFRAME
5.1 Continue to promote the QASS support role through regular face-to-face visits on CFET campuses to identify and address QA support needs.	Ongoing
5.2 Continue to develop effective links with all CFET support services (EESS, TELSS, AISS, PLDSS).	Ongoing
5.3 Build on partnerships with key regional, national and international partners with shared strategic priorities/expertise, to develop collaborative projects, share knowledge, resources and best practice.	Ongoing
5.4 Enhance our partnership work with industry to ensure a consortium-led approach to the development of apprenticeships, in line with national policy.	Ongoing
5.5 Develop a certification framework to integrate tertiary education to our FET QA system.	Ongoing
5.6 Continue to work with partners to maintain quality standards of certified and non-certified provision.	Ongoing
5.7 To develop a consistent CFET mechanism for gathering the partner voice to inform Campus Self-Evaluation and Monitoring Action Plans.	April 2025
5.8 Schedule regular QASS team meetings to monitor the implementation of QASS plan.	Ongoing
5.9 Continue to participate in QA professional learning opportunities including conferences, workshops, seminars, webinars etc. to develop the knowledge and skills of the QASS staff.	Ongoing
5.10 Maintain the centralised system for recruitment and management of External Authenticators and the authentication process.	Ongoing
5.11 Continue development of the EA Portal.	June 2026