

College of Further Education and Training

QUALITY ASSURANCE NEWSLETTER

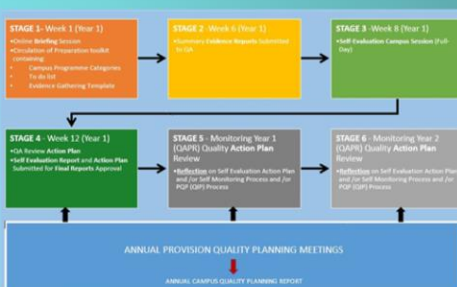
Policies and Procedures



Curriculum Development



Quality Review Process



Recognition of Prior Learning



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1. Governance and Management of Quality

QQI QUALITY IMPROVEMENT PLAN REPORTING

Limerick and Clare ETB have recently submitted the [2025 Interim Quality](#) Report to QQI.

As per requirements – “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.”

The Interim Quality Report is now published on the Self-Evaluation and Quality Improvement section of the [College of FET QA Webpage](#).

In addition, there are three associated case studies published.

- [Case Study 1](#) – QA Client App – Integration of Certification Process, Planning and Recording
- [Case Study 2](#) – Raising Public Awareness of Recognition of Prior Learning (RPL)
- [Case Study 3](#) – TEL and QA Support Services Collaborative Response to An Evolving Digital Assessment Landscape.

Many thanks to Maud Baritaud for the significant work in leading the development of this important report.

QUALITY ASSURANCE SUPPORT SERVICE ACTION PLAN

The Quality Assurance Support Service is part of the Innovation, Development and Quality (IDQ) Support Services 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.

Facilitated by Maud Baritaud, Research, Planning and Evaluation Officer, the Quality Assurance Support Service have completed an Action Plan 2024 – 2027, in line with the College of FET Strategic Framework and reflecting the priorities: Learner Centred Approach, Staffing, FET Curriculum, FET Infrastructure and Performance, and Partnerships.

The Action Plan can be viewed on the College of FET Quality Assurance page - [QASS ACTION PLAN – 2024-2027](#)

2024 COLLEGE OF FET ANNUAL REPORT

Each year, as part of its work around corporate compliance, the College of FET produces an Annual Report, which reflects our progress around the three pillars of the CFET Strategic Framework 2022-2025, i.e. Building Skills, Fostering Inclusion and Creating Pathways. Thanks to individual inputs from FET Managers, FET Provision Coordinators and Support Services, a CFET Annual Report is produced to highlight key achievements and innovative initiatives that took place across Limerick and Clare during the calendar year.

You can access the 2024 Annual Report via [the Strategic Planning, Monitoring and Evaluation SharePoint Page](#), using [this link](#).

2. Documented Approach to Quality Assurance

POLICY AND PROCEDURE DEVELOPMENT AND REVIEW

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

	Title	Link to location in StaffCONNECT
1	New Teaching, Learning, & Assessment Policy (Oct 2024)	College of FET Policies (StaffCONNECT) Quality Assurance College of FET
2	New Attendance & Engagement Policy (Oct 2024)	
3	New Programme Delivery, Development & Validation policy forms PG01, PG02 and PG03, accompanied by guidelines for completing each	
4	Updated Learner Disciplinary Procedure and associated templates (June 2024)	
5	New Assessment Deadline Extensions in Extenuating Circumstances: Assessment Procedure and associated forms (Oct 2024)	Assessment Procedures and Forms (StaffCONNECT) Quality Assurance College of FET
6	Updated Recognition of Prior Learning (RPL) Assessment Procedure (July 2024)	
7	New Repeat of Assessment Procedure	
8	New Assessment Procedure Appeal Form (single form for all Assessment Procedures) (Nov 2024)	
9	New Malpractice Assessment Procedural forms (Sept 2024)	

Published schedule of review of approved Policies and Procedures is available via [this link](#).

3. Programmes of Education and Training

SUMMARY OF NEW PROGRAMMES DEVELOPED AND IN DEVELOPMENT

New Programmes Validated for use in LCETB. Note all new programmes are PDAS (non-CAS)	New Programmes pending validation
Level 3 SPA in Introduction to Climate Justice	National Barbering Apprenticeship
Level 3 SPA in Drugs and Alcohol Awareness	
Level 3 SPA in Sustainability	Programmes in Development
Level 3 SPA in Online Awareness and Responsibility	L3 Stone Carving Abbeyfeale Campus
Level 4 SPA in Digital Citizenship	L5 Special Purpose Certificate in F-gas Fire Extinguishant Handling
Level 4 SPA in Social Innovation in the Community	National Beauty Therapy Apprenticeship
Level 4 SPA in Barista Skills	National Bakery and Confectionery Apprenticeship
Level 5 SPA in Volunteering for Community Engagement	
Level 5 SPA in Immersive Technology	
Level 5 SPA in Wind Energy with Immersive Technologies	
Level 5 SPA in Dementia Care and Support	
Level 6 SPA in Work Based Learning Practices	

CONSOLIDATION OF LEVEL 3 MODULE DESCRIPTORS

The review of all Level 3 legacy modules has been completed. A total of 87 modules, previously existing as separate regional versions from legacy VEC areas, were consolidated into a single, standardised version.

The process commenced with the Quality Assurance (QA) Officer developing a comprehensive Project Plan outlining timelines, required resources, and key milestones. In collaboration with the QA Support Officer, groups of subject matter experts were established for each vocational area and provided with detailed briefings. A complete inventory of modules from the three former VEC regions was compiled, and module groups were assigned for review according to a schedule. Each group evaluated the content of the existing versions, selecting the most suitable and relevant material to incorporate into the final, standardised module.

Where appropriate and available, external independent reviewers were engaged to provide an additional layer of review for selected modules. Throughout the year, regular updates were provided to the Quality Council Sub-group (Programme Governance). The final consolidated versions were formally presented at the June 2024 meeting and subsequently uploaded to StaffCONNECT. Briefing sessions were held for all staff to outline the changes made, the rationale behind them, and the revised process for module delivery.

Legacy module versions have been archived for reference purposes only. The new, standardised versions of all Level 3 modules are in use since September 2024.

CONSOLIDATION OF LEVEL 4 MODULE DESCRIPTORS

The review of all Level 4 legacy modules is currently underway, mirroring the process used for Level 3. Regional legacy versions are being consolidated into a single standardised set, led by the QA Officer with support from the QA Support Officer and vocational subject matter expert groups.

Final versions are planned for completion in Summer 2025, for implementation from September 2025. External reviewers will be involved as required, and regular updates are being provided to the Quality Council Sub-group (Programme Governance). Legacy versions will be archived for reference.

NATIONAL CAS MODULE UPDATE PROCESS (LEVELS 4, 5, 6)

Limerick and Clare Education and Training Board is actively participating in the national Common Awards System (CAS) module update process for some Levels 4, 5, and 6 modules within the ETB sector. In the current pilot phase, 28 modules are under review.

As a member of the national working group, the ETB is collaborating with Galway and Roscommon ETB to review and update the Special Needs Assisting modules at Levels 5 and 6. This process involved subject matter experts, programme writers, and Quality Assurance (QA) management personnel from both ETBs. Three rounds of feedback have been implemented (May and November 2024 and February 2025) allowing teaching staff, co-ordinators and managers, EAs and other stakeholders the opportunity to give their input to the updates. Following these stages, the partnered ETBs engaged an independent external evaluator via the ETBI DirExA portal to review the updated modules and provide objective feedback. The overarching working group, of which Limerick and Clare ETB is an active member, has developed a range of resources to support the module review process that have been rolled out to all ETBs in early May 2025.

Based on Strategic Regional Planning Network decision, the updated 28 modules will be implemented on a phased, pilot basis from January 2026. It is planned that the modules will be piloted initially within part-time provision from January, with full-time provision adopting the updated versions from September 2026.

A programme of staff Professional Learning and Development with associated communities of practice will be initiated from September 2025 to support the rollout of these updated modules.

APPRENTICESHIP PROGRAMME DEVELOPMENT

1. The **National Hairdressing Apprenticeship** (NHA) was approved for revalidation on June 12th, 2024, by QQI at their Programme Awards Executive Committee (PAEC) meeting. Congratulations to everyone who was involved in the revalidation process. The new Level 6 Advanced Certificate in Hairdressing, 6M22525 began delivery in January of this year.

During the revalidation process diversity and inclusion were significant themes that emerged during consultations and as such, the inclusion of diverse hair types and groups to the Occupational Profile and the module learning outcomes (MIMLOs) were the most impactful changes to the programme. These changes required revision of existing MIMLOs and in some cases, new ones. Some other changes to MIMLOs were made to streamline curriculum delivery while others serve to streamline assessment. Some of the programme learning outcomes (MIPLOs) were also revised to better reflect their importance in RPL assessments for industry applicants.

Changes were also made to the programme assessment strategy, and these are based on feedback gathered over the years of delivery of the programme. The changes primarily serve to reduce the number of assessments carried out by apprentices, particularly in Stage 2 of the programme.

There were no changes made to the award credits, aims, objectives, duration, schedule or the on- and off-the-job delivery ratio of 80:20. Full details can be obtained from the QA Support Service on request.

2. Recently submitted to QQI for validation is the new **National Barbering Apprenticeship**. It is planned to commence in September 2025 pending the duration of the QQI validation process. A new Training Barbershop is currently being designed in Ennis Campus which will further contribute to the expanded apprenticeship offerings in the Limerick and Clare region.

The National Barbering Apprenticeship will be a two-year programme with a 60% on-the-job and 40% off-the-job delivery model. This is three days per week in the Barbershop and two days per week in the FET Campus for the apprentices following on from an initial six-week block in the FET Campus at the beginning of each Stage (year) of the programme.



3. In advanced stages of development is the new **National Beauty Therapy Apprenticeship**. The curriculum development team are busy preparing the programme for QQI validation. It is planned to submit to QQI by the end of May 2025 with the scheduling of a pilot group planned for early 2026.
4. The Occupational Profile for the new **National Bakery & Confectionery Apprenticeship** was approved by the National Apprenticeship Alliance on 21st March 2025, and curriculum consultations are currently underway with industry. It is planned to submit the programme to QQI for validation by the end of 2025, with a pilot cohort enrolled for a September 2026 commencement.

National Curriculum Consultations took place recently in Limerick and Portlaoise with industry and education partners developing broad module content and a schedule for delivery. Further consultations planned for this year include a Writer's Symposium and Peer Review Conference along with regular meetings with the Consortium Steering group (CSG) which continue to inform development.



4. Staff Recruitment, Management and Development

PROFESSIONAL LEARNING AND DEVELOPMENT

The PL&D Support Service collaborates with staff, coordinators, and other stakeholders to identify and arrange professional learning opportunities in several key areas, with the goal of fostering a culture of continuous learning throughout the organisation by providing a calendar of events, monthly updates, training needs analyses, and resources.

Guided by the 2019-2024 PL&D Action Plan, the service delivers a range of support initiatives, including:

- **Event Coordination:** Developing a calendar of events that enables FET staff to enhance their skills in teaching and learning.
- **Monthly Updates:** Sharing regular email updates featuring internal and external professional development opportunities.
- **Needs Analysis:** Conducting training needs analyses to inform the design and delivery of in-house training.
- **Recognition:** Awarding PL&D Digital Badges via Moodle for staff participation.
- **Peer Collaboration:** Supporting learning networks and communities of practice to encourage staff collaboration.
- **Funding & Policy Development:** Providing campus-specific funding and developing PL&D policies.
- **International Projects:** Overseeing Erasmus+ staff mobility projects and international initiatives within the College of FET.

Key resources are –

- Please refer to the [PL&D Calendar](#) for additional information and new events. Always ensure that you obtain approval from your line manager prior to completing your registration.
- Further Education Support Service (FESS) training - The [FESS PD Calendar](#) has been released for 2025 featuring online workshops.
- If you have any queries, please do not hesitate to get in contact and check out the [PL&D StaffConnect Page](#) for more information on what the PL&D Support Service does to support learning and development in the College of FET.
- Always ensure that you obtain approval from your line manager prior to completing your registration.

5. Teaching and Learning

COLLEGE OF FET GUIDANCE ON THE USE OF AI IN EDUCATION

The TEL and QA Support Services are currently reviewing the [College of FET Guidance on AI use V2.0](#) in response to the ever-changing world of AI tools. New guidelines for learning practitioners will be available from May followed by a series of PL&D workshops to support assessment design in the summer and autumn. Dates and registration forms will be circulated in the coming weeks.

BLENDED AND FULLY ONLINE LEARNING

Limerick and Clare ETB College of FET are in the process of submitting a validation application to QQI to deliver Blended and Fully Online Learning programmes, in line with the Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes. The current temporary extension of scope of provision for blended and fully online learning is set to expire on 30 June 2025, with the removal of the Covid emergency provisions and sanctions. The validation process will set a new comprehensive framework for blended and fully online programme delivery.

There are a number of stages to this validation application process, where an application form and extensive supporting documentation are required to be submitted to QQI so they can assess the College of FET capacity to develop and deliver quality assured blended and fully online programmes that lead to a QQI award.

The process is well underway and recently submitted to QQI are the following.

- **Extension of Scope of Provision:** A request to extend the scope of provision to include both blended and fully online learning programmes.
- **A Self-Evaluation Report:** This considers the College of FET quality assurance processes relating to blended and fully online programmes and if they are at an emerging, developing or mature stage.
- **Blended and Fully Online Learning Action Plan:** The [action plan](#) has been approved by the QA Council and outlines a framework to guide the integration of blended and fully online learning at the College of FET.

Work is continuing in the following areas:

Policy & Procedures: The Blended and Fully Online Learning Policy and Procedure document has been developed and reviewed by the QA and TEL teams. It was submitted to Senior Management for final review and presented to the Quality Council for approval.

A number of other policies and procedures are being updated to include any additional requirements for blended and fully online learning e.g. Programme Delivery, Development and Validation Policy, Assessment Procedures, Attendance Policy etc.

Additional policies will need to be developed, for example, data analytics, intellectual property & copyright etc.

Staff Professional Learning and Development (PL&D): Learning practitioners teaching a blended and fully online learning course from September will need to complete the three compulsory badges (Backward Design, Course Outlining and Virtual Class Design) of the Credential in Design for Blended and Fully Online Learning. There are several learning practitioners currently progressing through the badges. The focus is on those who will be delivering a blended or fully online course in September, and we are asking them to complete the first three badges. The final two badges can be completed later.

Other projects include the development of a learner induction programme, a resource bank, and information and support documents for learners and staff e.g. handbooks and guideline documents.

6. Assessment of Learners

SUMMARY OF FEEDBACK FROM RESULTS APPROVAL PANELS

General Summary of Results Approval Panel Meetings (February and April 2025)

The summary reports from the Results Approval Panel meetings held in February and April 2025 reveal several common themes and insights across different campuses and provisions. Here are the key themes:

1. Internal Verification (IV) Process

- Completion and Robustness: All reports indicate that the IV process was completed thoroughly, with minor errors identified and corrected. The process was described as robust, with evidence of peer learning and collaboration.
- Good Practices: Use of rubrics, clear signposting, and detailed feedback were common good practices. The IV process ensured that all learning outcomes were covered and mapped accordingly.

2. External Authentication (EA) Process

- Learner and Portfolio Numbers: The number of learners and portfolios varied across campuses, with a significant number of portfolios not being presented for EA due to risk categorisation.
- Assessment and Awards: Major awards were achieved at various levels, with specific mention of awards in areas such as Graphic Design, Community Health Services, Business Administration, Healthcare Support, and Early Learning & Care.
- Good Practices: Clear instructions in assessment briefs, well-organised folders, and detailed marking schemes were highlighted. The use of model answers and clear labelling of learner evidence were also noted as good practices.

3. Areas for Improvement

- Consistency in Feedback: There was a need for more consistent and individualised feedback to learners. Some reports mentioned varying methods of feedback and the need for clear and specific comments to support learner improvement.
- Referencing and Use of AI: Inconsistent referencing practices and the need to address the use of AI in assessment briefs were common areas for improvement. Ensuring proper referencing and clarity on AI guidelines were emphasised.
- Integrated Assessment: The potential for integrated assessment across minor awards was suggested to prevent over-assessment and allow learners to focus on key components.

4. Grade Changes

- Minimal Grade Changes: Most reports indicated that there were no grade changes, with only minor calculation errors noted and corrected during the IV process.

5. Other Awarding Bodies

- Submission to Other Bodies: Results were submitted to various other awarding bodies, including the British Horse Society (BHS), Solas, ITEC, and LCETB. The reports highlighted successful outcomes and high standards in practical examinations.

6. Overall Comments and Observations

- High Standards and Professionalism: The overall standard of learner work was high, with detailed tutor folders and well-organised assessment materials. The professionalism and dedication of staff were consistently praised.
- Challenges and Recommendations: Tight turnaround times, especially around holiday periods, were noted as challenges. Recommendations included ensuring all submitted work is included, even if unsuccessful, and providing guidance on removing work from platforms like TEAMS for non-presenting students.

Conclusion

The summary reports from the Results Approval Panel meetings reflect a strong commitment to quality assurance and continuous improvement across various campuses and provisions. The common themes highlight the importance of thorough verification processes, clear and consistent feedback, proper referencing, and the effective use of assessment tools and technologies. The dedication of staff and the high standard of learner work were consistently recognised, contributing to the overall positive outcomes and successful certification of learners.

RECOGNITION OF PRIOR LEARNING

Congratulations to Limerick and Clare ETB's hairdressing learning practitioners who received their QQI Level 6 Advanced Certificate in Hairdressing on October 24th at the ETB's 2024 awards ceremony in The Radisson Blu Hotel. The graduates of this RPL process worked extremely hard to compile their portfolios of evidence which served to acknowledge all their years' experience and skills achieved throughout their hairdressing careers.

Recipients of the award are:

- Kathleen Curtin, College of FET, Ennis Campus, National Hairdressing Apprenticeship
- Claire Delap, College of FET, Ennis Campus, National Hairdressing Apprenticeship
- Louise Kearney, National Hairdressing Apprenticeship Programme Support Officer
- Margaret Curtin, College of FET, Raheen Campus, National Hairdressing Apprenticeship
- Helen Irwin, College of FET, Raheen Campus, National Hairdressing Apprenticeship
- Martin Kiely, College of FET, Raheen Campus, Hairdressing Traineeship
- Claire O'Brien, College of FET, Raheen Campus, National Hairdressing Apprenticeship



Several exciting events and projects are ongoing or have taken place in the area of RPL:

- **Communicating and Marketing RPL – Raising Public Awareness**

Our Marketing & Communications team have devised a strategy to raise the profile of RPL in our region. They came up with a public awareness campaign encouraging people to **“Recognise Your Past, Empower Your Future”**. The campaign features our RPL Heroes Natalia, Matoko, Cristina and our own Michelle Nugent and Thomas Downes. Our heroes share their inspiring stories of completing RPL and transforming their lives, highlighting the impact that RPL can have on someone's life. Read their stories on the newly optimised landing page: [Recognition of Prior Learning \(RPL\) | College of FET](#) and keep an eye out for the billboards, buses and social media advertising as phase 2 of the campaign has just begun. Many thanks to the Marketing & Communications team for the amazing outputs from this project. Hard copies of the RPL Information Guide are available from the QASS on request.



- **Presentations and Webinars:**

Limerick and Clare Education and Training Board's reputation for the work being done in RPL has steadily grown over the years. In recent months invitations have been extended to present at the ETBI FET Conference, to other ETBs, the South East Technological University (SETU), to QQI, the National Tertiary Office, the mid-west region's Explore Engineering Talent Group and ETBI. The ETBI webinar is available to view in the ETBI Digital Library: [RPL as an Enabler to Lifelong Learning](#).

- **RPL PL&D:**

Our QASS RPL PL&D, Introduction to RPL for Mentors and Assessors is currently underway with 11 Limerick and Clare Education and Training Board staff. This PL&D is offered annually, or bi-annually if there is demand. We encourage anyone with an interest in being an RPL Mentor or RPL Assessor to take part in our own or any of the national PL&D opportunities available.

- **College of FET Staff RPL Opportunity:**

Following on from two information sessions held online in March 2024, to-date 23 administration staff have completed the expression of interest form to register their interest in participating in an RPL process to have their work experiences and skills formally recognised. To-date, eight admin staff have completed or will soon be completing the RPL process in areas such as ICT, administration and Work Experience. It's not too late to register! Scan the QR code and fill in the form and a member of the QASS will get back to you. You can begin as soon as you are ready and have the time.

- **RPL Communities:**

Please join our RPL Community of Practice in our MS Team: [CFET QASS RPL Network](#) which is open to everyone to join. This is a sharing and collaboration site and a place where RPL practitioners, new and experienced, can share learning, resources, ask a question or learn from others.

Another community to become a part of is the RPL Practitioner Network Ireland. This is a national cross-sectoral community of RPL practitioners which was formed 2015 and is going from strength-to-strength: [RPL Practitioners Network Ireland \(rpl-ireland.ie\)](#). Follow [RPL Practitioner Network Ireland: Overview | LinkedIn](#). Use this link to join: [RPL Practitioner Network Ireland | Groups | LinkedIn](#).



7. Supports for Learners

Development of a single College of FET **learner handbook** has been identified as a key priority of the College of FET. The Quality Assurance Support Service will be leading the development of this important learner resource. A working group is being established to progress this development. If you wish to get more information or to be involved in this working group, please contact the Quality Assurance Support Service at qa@lcebt.ie.

8. Information and Data Management

QQI PUBLICATION - NEW BOOK OF CASE STUDIES PUBLISHED TO ACCOMPANY SYNTHESIS REPORT

QQI have published of a new Book of Case Studies to accompany the recently released Synthesis of the Education & Training Board Follow-Up Reports. This comprehensive collection of case studies provides valuable insights into the quality assurance developments, enhancements, and activities within the sector, as reported by the 16 Education and Training Boards (ETBs) in their follow-up reports.

The synthesis report highlights key themes and topics, including stakeholder engagement, amplification of the learner voice, enhanced data management, and continuous professional development. The accompanying Book of Case Studies offers a detailed summary of initiatives implemented by ETBs in response to the recommendations made in the review reports.

This publication reflects the ongoing evolution and development of quality assurance within the ETBs and aims to encourage the sharing of good practices across the sector and highlights the innovative approaches being taken to enhance the learning experience for students.

The link to the publication is here - [News Update: New Book of Case Studies Published to Accompany Synthesis Report | Quality and Qualifications Ireland](#)

The College of FET is constantly looking for examples of good practice to document and share internally and with other key stakeholders. We have developed a [CFET Best Practice Toolkit here](#) to help you identify and write a case study about a practice you would like to share with your colleague. The toolkit provides tips on how to identify a best practice, and a basic template to communicate key information about your good practice. Also see short presentation video about the [Best Practice Toolkit in Show and TEL here](#).

CHANGES TO QQI AWARD CERTIFICATES AND PROVIDER BRANDING

QQI Award certificate

QQI have developed a new simplified certificate template to reflect QQI's new corporate branding. It contains the same strong security features to protect the integrity of the certificate. This new template will be used in our February certification run. Learner certificates will be issued on Monday 10 March 2025 as expected.

Approved QQI Award provider branding

QQI are retiring the QQI Award logo and replacing it with a new approved QQI Award provider logo. Providers of programmes leading to a QQI Award should no longer use the QQI Award logo and should instead use the new logo wherever needed, such as on websites, in promotional materials, and on letterheads.

The new logo and guidance on its use can be downloaded by approved providers from [QHub](#).

CERTIFICATION DATA

Annual reports are issued by QQI to each ETB, including Limerick and Clare ETB, with extensive detail on validated programmes, award per year, with attached spreadsheet breaking down all of the validated programmes, by centre and by module.

The folder containing all of the QQI Certification History Reports is available on StaffCONNECT via [this link](#).

QQI CAMPUS NUMBER CONSOLIDATION

New QQI centre numbers have been introduced to encapsulate a Campus wide approach, with one unique QQI code per Campus. There are now 36 QQI centres across the organisation. New additions include the two Outdoor Education Centres, Cappamore Campus, Hospitality Campus, Newcastlewest Campus and Northside Campus. A number of QQI centre numbers have been merged and are now under a single Campus number - Ennis Campus, O'Connell Avenue Campus and Mulgrave Street Campus.

All programmes (PG codes) previously aligned to Provision have been realigned to the single Campus number. A request has been submitted to QQI who are in the process of aligning programmes (PG codes) to the new Campus numbers.

QQI Centre Name	QQI Centre Number	
Administration Centre, Limerick and Clare ETB	38710T	
College of FET, Abbeyfeale Campus	42511M	1
College of FET, Cappamore Campus	39037Q	2
College of FET, Croom Campus	71840V	3
College of FET, Ennis Campus	39001S	4
College of FET, Ennistymon campus	70840Q	5
College of FET, Hospital Campus	40679R	6
College of FET, Hospitality Campus	39038S	7
College of FET, Kilmallock Road Campus	40008Q	8
College of FET, Kilmallock Town Campus	38999A	9
College of FET, Kilrush Campus	40075I	10
College of FET, Miltown Malbay Campus	40581A	11
College of FET, Mulgrave Street Campus	39016I	12
College of FET, Newcastlewest Campus	39043L	13
College of FET, Northside Campus	39039U	14
College of FET, O'Connell Avenue Campus	39042 J	15
College of FET, Organic Campus	71850B	16
College of FET, Raheen Campus (Community Services)	722362	17
College of FET, Raheen Campus (Training Services)	79069	18
College of FET, Scariff Campus	40096Q	19
College of FET, Shanagolden Campus	40627V	20
College of FET, Shannon Campus	79155	21
College of FET, Shannon Town Campus	40623N	22
Education Unit, Limerick Prison	40457W	23
Outdoor Education and Training Centre, Kilfinane	39040F	24
Outdoor Education and Training Centre, The Burren	39041H	25

Additional Centres		
Mary Immaculate College	38710T	1
Training services Limerick HSE	38504Q	2
VSCCS Schools		
Kilrush Community School	91448K	3
Mary Immaculate Secondary School Lisdoonvarna	62000W	4
St Joseph's Secondary School Spanish Point	62010C	5
LCEN Centres		
Adapt Domestic Abuse Services	40769S	6
Moyross Adult Education Group	40500U	7
Northside Family Resource Centre	40493D	8
Our Lady of Lourdes Community Services Grp	40742V	9
Southill Family Resource Centre	41120P	10
St Marys Adult Education Group	38135L	11

QA CLIENT APP – UPDATES

Since September 2024 the functionality of the QA Client App has now been extended to include capability to support the planning for each QQI certification period and the recording of outcomes for same. The integration of these functions into the app replaces legacy processes that were in use across the different Campuses in the College of FET. This business process aims to provide an up-to-date view of the entire certification process for both centres and the Quality Assurance Support Service.

The QA Support Service identified a number of areas where improvements could be made, including:

Collating of certification estimates - QQI Certification estimates were gathered previously via the sharing of Excel files by QA Support Officers with centres from across the organisation. The potential for files to be edited/deleted was identified as a risk. It was also difficult for the QASS to identify the subject areas requiring EA across the organisation when dealing with multiple excel files.

Ensuring the timely processing of certification - Planning for each period is supported as the app highlights which modules are due for submission based on the organisation's 90-day certification rule. All certified courses scheduled on the NCC are included in this process.


EA bookings – The booking of EAs is managed through a centralised system by the QASS. This resulted in the sending of multiple emails to centre co-ordinators providing details of EA bookings etc. Any amendments required further emails. The app provides near real time data for all those involved in the certification process.

The app has another functionality where new PDAS programmes are identified, allowing Provision to track these certifications and alerting Provision prior to submission of awards on QBS.


The digitalisation of this process now provides QASS with a helicopter view of all certifications (QQI and other awarding bodies) across the organisation, to include IV planning and EA bookings. There is a built-in capability in the app to generate and download a number of reports including that for due and overdue modules.

Further updates will be applied once current usage has been tested.


Results Approval Process


RAP Submissions & Outcomes Form
Include courses finishing within days: 183


Internal Verification Planning


Verification Planning Form


External Authentication Planning


Authentication Planning Form

Miscellaneous Reports


Miscellaneous Reports

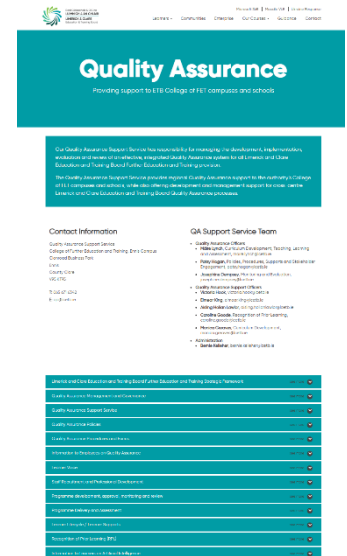
Programme Derived Award Standards


PDAS Management Form

9. Public Information and Communication

The College of FET Quality Assurance webpage <https://collegeoffet.ie/our-courses/quality-assurance/> has been updated with the following updated content:

- Quality Council Meeting Agendas and Minutes
- Quality Assurance Support Service Action Plan
- Quality Assurance Policies
 - Access, Transfer and Progression Policy
 - Teaching, Learning and Assessment Policy
 - Attendance and Engagement Policy
 - Learner Voice Policy
 - Quality Review Framework Policy
- Quality Assurance Procedures and Forms
- Quality Assurance Newsletters
- Learner Voice Survey Reports
- Recognition of Prior Learning
- Information to Learners on Artificial Intelligence
- Referencing and Academic Writing Handbooks
- Inaugural Review of Quality Assurance Reports, Follow-Ups and Interim Quality Reports



10. Other Parties Involved in Education and Training

COLLABORATING PARTNERS SURVEY

Partnership is a key priority focus embedded in our [CFET Strategic Framework 2022-2025](#) to provide access, seamless transitions and progression opportunities for FET learners.

The College of FET has long had a vibrant and extensive reach to community partners within the region. In recent years apprenticeship and traineeship offerings have also increased significantly and this collaboration, including a mix of craft apprenticeships and consortium-led apprenticeships (LCETB as a coordinating or a collaborating provider) is now the largest in Ireland.

In late 2024, a Collaborating Partners Working Group was formed to look at how the College of FET could capture the Partner Voice in order to identify areas for improvement and explore new opportunities for growth.

The working group set out to develop a survey which would help to continue to build on the strength of partnerships, strengthen our collaboration and ensure mutual success. This would enhance our partnership and deliver even greater value to the organisations we work with.

In April 2025, over 200 groups and individuals working in collaboration with the college of FET were invited to complete the newly developed [College of FET Partner Survey](#).

The survey remains live until May 2025 after which time all feedback data will be considered, reviewed and collated into an overall Collaborating Partner Survey 2025 Report. This report will document examples of where successful collaborations have been reported by respondents along with areas where actions are required to enhance partnership relationships. Feedback of report findings will be issued to survey participants.



11. Self-Evaluation, Monitoring and Review

COLLEGE OF FET LEARNER VOICE POLICY

The development of the Learner Voice has been identified as a key strategic priority for the FET sector and the [College of FET Strategic Framework 2022-2025](#) refers to **Learner Centredness** and the development of **clear consistent mechanisms** to capture learner feedback as core values. The [College of FET Learner Voice Policy](#) in its objectives also refers to providing coherence and consistency of approach in all College of FET Learner Voice activities.

As part of the implementation of the [CFET Learner Voice Policy](#), working groups have met over the last few months to develop consistent approaches and tools to help us gather feedback from learners:

Working Group on Campus Focus Groups:

In the LV Policy, learner focus groups have been identified as a useful mechanism 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.

From September 2025, a series of focus groups will take place annually in Limerick and Clare FET campuses. These focus groups will provide a safe, informal and learner-only space to get feedback on the learner experience on FET Campuses.

Each year, **the focus group process will prioritise campuses scheduled for campus self-evaluations** and will be scheduled/timed to ensure feedback can be used for campus self-evaluation sessions.

Trained facilitators will use the 'You Said This, We Did This' template from the LV Policy, to send feedback from focus groups to Campus and FET Coordinators, so that they can easily link their actions to learner feedback.

Please Contact Maud Barिताud, Research, Planning & Evaluation Officer (maud.barिताud@lcebt.ie) if you would like to organise a Focus group in your campus.

Working Group on Mid-course and End of course Questionnaire

In the LV Policy, guidance on Mid-Year and End of Year Course Surveys is outlined. These state that *“Mid-year surveys can be carried out to capture feedback for learners and ensure action can be taken to benefit learners while they are still on the programme”, also “End of year classroom feedback can be sought by FET practitioners and/or FET coordinators on campus to get feedback from learners on specific courses. The feedback is used to refine course design and delivery and is an essential element of provision planning for the College of FET”.*

In January 2025, following a well responded to 'expression of interest request to Managers/Learning Practitioners', a working group was formed to develop a generic process for gathering Mid-Course and End of Course learner feedback.

The working group are using existing practises to inform a consistent and standardised template for College of FET Mid-Course and End of Course questionnaires.

More information will follow, and these templates will be available for Semester 1 2025-2026.

Learner Mid-Course Evaluation		Course Delivery and Learner Experience		At the start of the course:		Additional Information																																																																																																					
<p>We want to know how your course is going to be.</p> <p>Your answers will help us make things better for you and other learners.</p> <p>This form is private. No one will know what you think.</p> <p>If you have a personal problem or complaint, talk to us, look at the Learner Complaints Procedure, or speak to the Course Coordinator.</p>		<p>Please tick how much you agree with the statements below.</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th><th>Don't know</th></tr></thead><tbody><tr><td>Q1 This course is the right one for me.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Q2 We do group work in the class.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Q3 I get to work on my own too.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>Q4 This course is helping me to identify my learning and experience from before about this course.</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input 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(for example: class timetable, room space, cleanliness, toilets, canteen, online classes...)</p> <p>Thank you for making the time to provide us with feedback. Your answers and comments will remain anonymous.</p>	
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COLLEGE OF FET LEARNER VOICE SURVEY

Building on the success of the College of FET Learner Voice Surveys in 2023 and 2024, where over 2,000 learners annually completed the short but very informative survey, the College of FET 2025 Learner Voice Survey was distributed and completed during **Learner Consultation Week** from 7th to 11th April. Learners could access the survey in a number of ways -

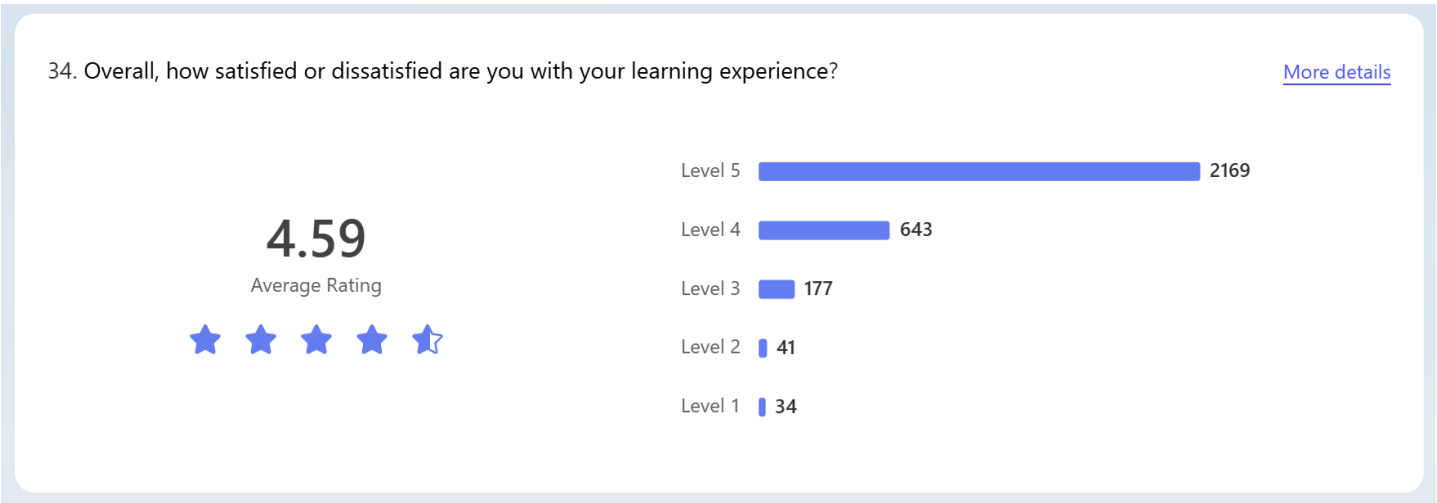
- The survey link was forwarded to all learners via SMS during the week commencing **7th April 2025**.
- Posters advertising the live Survey, with an embedded QR code link to the survey displayed in all College of FET Campuses.
- Shared on Signagelive screens at ETB College of FET campuses via a helpful video providing background for why the survey is important and some guidelines to help with its completion, also available on [this link](#).
- Learners who missed the email/text notification or may not be on the PLSS system could also access the survey via this QR code (see below).



- The survey reached all learners/apprentices undertaking programmes in College of FET campuses and its associated centres aligned to the ETB’s Quality Assurance responsibilities. This included full-time and part-time delivery, apprentices (craft and 2016+), trainees, second providers, contracted training learners, centres aligned by Memorandums of Understanding (LCEN centres, VSCCS schools etc).
- The survey design was updated this year to capture the voice of learners who may have left without completing their course, or who may have completed a short course.
- There was also an option for those who completed the survey to enter their details for a **competition to win one of three €100 One-4-All vouchers** to thank learners for participating. Entry in the competition was separate from the survey, so their survey responses remained anonymous.

This year’s survey was live until Wednesday, 30th April 2025, and we were delighted to receive over **3,200 responses** to this year’s survey. Many thanks to all staff who supported the rollout of the survey this year. The response rate is significantly higher than previous years and the information received from learners will provide invaluable feedback.

The Final Reports are expected to be circulate to FET Campuses by the end of May. These reports will provide a concise overview of the findings, complemented by clear visuals that break down responses by theme. Campus Management and staff teams will use this feedback to celebrate areas of strength and develop targeted action plans for improvement. These actions will be captured in the upcoming ‘Closing the Loop’ process, using the [CFET Learner Voice Policy](#) approach.



COLLEGE OF FET QUALITY REVIEW FRAMEWORK (QRF) SELF-EVALUATION AND SELF MONITORING PROCESS

The aim of the Quality Review Framework is to continue to promote an ongoing culture of quality assurance and enhancement throughout Limerick and Clare Education and Training Board's College of Further Education Training. The process reflects an embedded and dynamic process that is continuous, reflective, enhancement and inclusive focussed.

The Quality Review Framework enables this by providing a consistent approach to reflecting on and assessing the quality of the College of FET activities through three complementary processes:

- Quality Improvement Planning.
- Self-Evaluation.
- Curriculum Review processes.



The **Self-Evaluation** process is 3-year cycle reviewing quality of learner's experience and impact service has on their achievements. It incorporates contributions from the many key stakeholders aligned with Campus Programme Categories.

- Two key components evaluated during the Self-Evaluation Session include Teaching Learning and Assessment and Governance, Leadership and Management.
- The key aim of the Self Evaluation Session is to ensure that best practice is highlighted, and that Campuses develop a Campus Self Evaluation report containing a realistic and relevant timeframe of quality enhancement actions.
- Campus Management staff and their teams are requested to ensure their Quality Action Plans are reviewed regularly throughout the year.
- Monitoring and implementation of Campus Action Plans is embedded into the three-year cycle and supported by QASS.

Progress to Date

- In April 2024, two self-evaluation sessions took place as part of the **QRF Self Evaluation pilot stage**, involving Cappamore, Kilmallock Town and Hospital Campuses, with the second being Kilrush Campus.
- Following approval by the Director of FET of the Pilot Phase Review Process Report in June 2024, invitations were extended to Campus Management teams to schedule their Campus self-evaluation sessions.
- Briefing Sessions and rollout out commenced in September 2024, and since then the following Campuses have completed Self-Evaluation.
 - CFET Tuamgraney Campus
 - CEFT Ennis Campus
 - CFET Shanagolden Campus
 - CFET Northside Campus
 - Education Centre Limerick Prison
 - CFET O'Connell Avenue Campus
- Up to six Campuses have been [Scheduled](#) to complete their self-Evaluation process per semester. All 28 Campuses will have completed the first iteration of the three-year process by December 2027.



Nov 2024 Ennis Campus Self-Evaluation Governance, Leadership and Management Review Session

The QRF Self Evaluation Process is evolving to meet the needs of the many Campuses and collaborating partners learning environments across the College of FET. Many staff are experiencing this type of self-reflection for the first time and their feedback is constantly captured for review and consideration by the Self Evaluation Working Group in the ongoing enhancement of the process.

The attendance by those who have gone through the process at Briefing Sessions has been welcomed and has provided guidance and assurances for Campuses about to commence their Self Evaluation journey.

CHILD SAFEGUARDING UPDATES

The College of FET Campus Child Safeguarding Compliancy Process continues to be supported and monitored by QASS in 2025. Training for DLP/DDLPs took place in March 2025 and was attended by 24 College of FET Staff, bringing the total number of staff who have attended DLP/DDLP training since 2023 to 101. The training was facilitated by Suzanne Phelan, Child Welfare Consultant and feedback following the session was extremely positive.

What did you find most useful about the training, and is there anything that could have been improved or done differently?

"Very informative, good scenarios and case studies."

"Real live cases are so memorable to help prompt thinking about things. Do not assume anything is key message."

"The session was interesting and informative"

"It was really informative but would have liked more



Approved mandated templates are available for download for displaying from [Child Safeguarding-Campus Folders](#) section on StaffCONNECT.

Campus DLP/DDLP have just completed submissions for Q1 2025 using Child Protection quarterly oversight report app on StaffCONNECT.

Please contact [Josephine Dempsey](#), Lead Representative for College of FET Child Safeguarding if you have any queries.

CONTACT DETAILS

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FET Manager, Innovation, Development and Quality

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QA SUPPORT SERVICE

Quality Assurance Officers

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Monica Greaves	Curriculum Development Support Officer	monica.greaves@lcetb.ie	087 640 7648
Caroline Goode	Recognition of Prior Learning Support Officer	caroline.goode@lcetb.ie	087 124 9243

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Jackie Kavanagh	QA/Apprenticeship Administration	jacqueline.kavanagh@lcetb.ie	



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR

LIMERICK & CLARE
Education & Training Board