

College of Further Education and Training

QUALITY ASSURANCE NEWSLETTER

Welcome to the May 2026 Quality Assurance Newsletter for Limerick and Clare ETB College of FET.

This issue reflects a busy and important period for Quality Assurance across the College of FET. Over the past year, work has continued to strengthen governance, support programme development, update policies and procedures, improve assessment practice, build clearer learner pathways and use learner feedback to inform quality enhancement.

The developments described here show quality assurance as a shared and practical part of College life: something visible in departments, programme planning, admissions, learner support, assessment, certification, self-evaluation, apprenticeship development, learner information and day-to-day decision-making.

2025-2026 QA Cycle at a Glance	Figure
2025 certification periods completed	6
Learners recorded across 2025 certification periods	8,215
QQI Portfolios recorded across 2025 certification periods	15,179
QQI Major awards recorded across 2025 certification periods	1,242
Grade changes at External Authentication	32
Learner Voice Survey 2025 responses	3,200
Learner Voice Survey 2026 responses to date	1,431
Programme delivery approvals through SRPN	20
Module delivery approvals through Programme Governance	23
New Programmes Developed and Validated	9
Reviewed modules updated through national process	27
QRF self-evaluation sessions completed by May 2026	16

1. Governance and Management of Quality

INTERIM QUALITY REPORT HIGHLIGHTS PROGRESS IN QUALITY ASSURANCE

The College of FET has completed its Interim Quality Report for QQI in March 2026, which records progress made since the inaugural QQI review of quality assurance across the ETB sector. The report provides an update on actions, quality developments and ongoing priorities across governance, teaching and learning, assessment, self-evaluation, monitoring and review. It was approved by the College of FET Quality Council prior to submission. The report highlights progress in areas such as policy development, campus self-evaluation, professional learning, curriculum development, learner supports and partner engagement. It also includes a number of interesting case studies that are well worth reading, as they show how quality assurance is being applied in practical ways across the College.

The Interim Quality Report can be accessed on the College of FET website QA page.

https://collegeoffet.ie/wp-content/uploads/2026/05/26_03_19_LCETB_QAIR_Followup_Report.pdf

QQI PUBLISHES THEMATIC ANALYSIS OF ETB INTERIM QUALITY REPORTS 2025

A very useful and informative publication by QQI in January was the Thematic Analysis of ETB Interim Quality Reports 2025, which provided an overview of developments and challenges across its further education and training (FET) delivery. The Interim Report focuses on the 16 ETBs' continuing response to recommendations made during the Inaugural Review process.

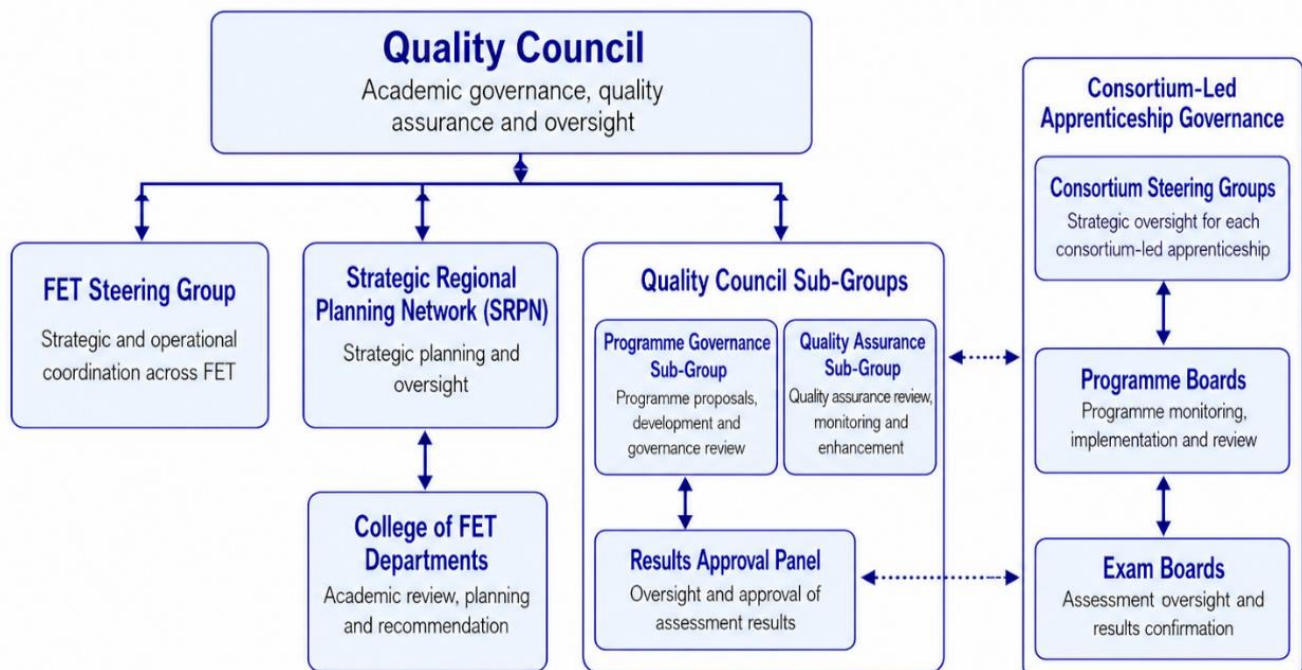
<https://www.qqi.ie/news/qqi-publishes-thematic-analysis-of-etb-interim-quality-reports-2025>

STRENGTHENING GOVERNANCE ACROSS THE COLLEGE OF FET

The College of FET governance structure continues to support clear oversight, quality assurance and strategic planning across provision. A governance graphic has been developed to show how the main structures connect, including Quality Council, FET Steering Group, Strategic Regional Planning Network, College of FET Departments, Quality Council Sub-Groups, and the governance arrangements for consortium-led apprenticeships. Across the year, these structures meet regularly to review proposals, monitor implementation, support decision-making and strengthen consistency across the College.

College of FET Governance Structure

Strategic, quality assurance and apprenticeship governance relationships



Note: Consortium-led apprenticeship structures operate within the wider College of FET governance and quality assurance framework.

COLLEGE OF FET DEPARTMENTS

The College of FET Department structure moved into a more active phase during 2025. Quarterly Department meetings provided a space to review curriculum, discuss programme delivery, consider semesterisation issues, identify PL&D needs, review learner and assessment data, and bring forward recommendations to SRPN.



As Described in the new College of FET Learner Handbook

The Department Terms of Reference were updated in December 2025 to include additional responsibilities for programme approval and semesterisation exceptions. Departments now act as an initial academic review and recommendation stage for campus-originated programme delivery and programme/module development proposals. This helps ensure that new proposals are considered in relation to academic alignment, curriculum coherence, avoidance of duplication, quality assurance compliance and strategic fit. Departments also have a role in reviewing semesterisation exception requests. This approach supports a more consistent College-wide view of curriculum and programme planning while still allowing campus-specific needs and specialist contexts to be considered.

Planned Department initiatives for 2026 and beyond include: -

- Strategic analysis of provision associated with each department.
- Exploration of progression maps for specific disciplines, sectors, and learner pathways.
- Embedding departments across the College of FET structure and ways of working.
- Development of departmental Communities of Practice for educators.
- Exploring specific data and information requirements for departments to support planning, quality enhancement, curriculum development, and learner progression.

In order to provide support, Monica Greaves will be taking on the role of Academic and Curriculum Support Officer for CFET Departments. Monica's responsibilities will include supporting CFET Departments by providing academic guidance and analysis to help inform decision-making and support high-quality, consistent programme provision.

NEW COLLEGE OF FET STRATEGIC PLANNING PROCESS 2026-2030

On the 5th of March 2026, FET Managers and Coordinators gathered at the Castletroy Park Hotel to kick start a College-wide consultation process for the new CFET Strategic Framework 2026-2030. Bernadette Cullen, LCETB Chief Executive, and Eamon Murphy, Director of OSD also attended the morning to introduce the ETB Corporate Statement of Strategy planning process.

Three presentations set up the context for discussions:

- Following the Mid-term review discussions (June 2024), Paul Patton, Director of FET reflected on the [achievements and impact of our first Strategic Framework 2022-2025](#).
- Bernadette Cullen, LCETB Chief Executive, and Eamon Murphy, Director of OSD presented the key steps of the planning process for the new [LCETB Statement of Strategy 2027-2031](#).
- Maud Baritaud, Research, Planning & Evaluation Officer presented the EU, national and local [Policy Landscape for the CFET](#). This highlighted the key policy documents that will impact our organisation.

These presentations set up the scene for round table discussions around the 4 pillars of the new SOLAS Strategy 'Creating Futures' <https://a.storyblok.com/f/70398/x/610ecfb10d/fet-strategy-2026-30-report.pdf>

The feedback from these discussions will form the basis of a wider staff consultation which will be carried out online.

There will also be a consultation with the Heads of LCETB Pillars to ensure the CFET plan aligns with the ETB Statement of Strategy.

A review of Learners and Partners surveys will also be part of the overall feedback, which will be considered before a draft Strategy is produced, and submitted to the Quality Council and the LCETB Board for Approval.

Keep posted for news of the CFET Strategic Planning staff consultation soon !

If you have any questions or comments, please contact Maud Baritaud, Research, Planning & Evaluation Officer, at maud.baritaud@lcebt.ie.



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 and StaffCONNECT.

	Title	Link to location in StaffCONNECT
1	New Policy & Procedure Development, Review, & Approval Policy V1.0 (Dec 2025)	College of FET Policies (StaffCONNECT) Quality Assurance College of FET
2	New Reasonable Accommodation Policy V1.0 (Sept 2025)	
3	New Assistive Technology Policy V1.0 (Dec 2025)	
4	New Responding to Behaviours of Concern and Crisis Situations Framework V1.0 (Dec 2025)	
5	New Adult Safeguarding in FET Policy and Procedure V1.0 (Dec 2025)	
6	Updated Teaching, Learning & Assessment Policy V1.1 (Dec 2025)	
7	Updated Access, Transfer & Progression Policy V1.3 (Dec 2025)	
8	New Semesterisation Exceptions Procedure V1.0 (Nov 2025)	Assessment Procedures and Forms (StaffCONNECT) Quality Assurance College of FET
9	Updated Assessment Malpractice Procedure V2.1 (July 2025)	
10	Updated Reasonable Accommodation In Assessment Procedure V2.1 (Dec 2025)	
11	Updated Recognition Of Prior Learning (RPL) Procedure V2.1 (July 2025)	

Published schedule of review of approved Policies and Procedures.

<https://collegeoffet.ie/wp-content/uploads/2026/05/Policy-and-Procedure-Register.pdf>

The new **Policy & Procedure Development, Review, & Approval Policy** sets out a quality-assured approach to the development, review, approval, implementation, and retirement of College of FET policies and procedures including any related frameworks and guidelines. It ensures that all policies and procedures underpin effective teaching, learning, governance, and compliance in alignment with the standards of regulatory and quality assurance bodies such as QQI (Quality and Qualifications Ireland).

Requests for any new policy and/or procedure and/or any updates must be addressed via the Quality Council (QA) Sub-group by filling in the MS Form [Policy or Procedure Application](#). This form must be used to apply to the FET Quality Council (Quality Assurance) Sub-Group for 1) a new College of FET policy or procedure or 2) an update to any current versions of any College of FET policies or procedures. The application will be brought to the QA Sub-group for consideration and recommendation to the FET Quality Council where appropriate.

CFET REPORTING COMPLIANCE

As part of its focus on accountability and good governance, the CFET publishes key compliance documents to report on its activities, using evidence-based approaches. These documents include:

- The [2025 CFET Annual Report](#) is available to the public.
- CFET contributions to the LCETB Service Plan 2026 and LCETB Annual Report 2025.
- CFET inputs into the LCETB reports on its commitments to contribute to current local economic and community context in the Limerick (LECP 2023–2028 [local-economic-and-community-plan-for-limerick-city-and-county-2024-2028_0.pdf](#)) and Clare (LECP 2024–2030 [Clare Local Economic and Community Plan 2024-2030](#) Local Economic and Community Plans.

These set out clear priorities for LCETB in education, lifelong learning, skills, social inclusion and just transition

3. Programmes of Education and Training

SUMMARY OF NEW PROGRAMMES DEVELOPED AND IN DEVELOPMENT

New Programmes Validated for use in LCETB	New Programme pending validation
L4 Introduction to AI	L3 Stone Carving Abbeyfeale Campus
L5 Corporate Sustainability Reporting	Programme in Development
L5 Dementia Care and Support	National Bakery and Confectionery Apprenticeship
L5 Enhancing Productivity with AI	
L5 Restorative Practice for Professionals	
L5 Transversal Skills for Caregivers	
L6 Learning and Skills Development for Business	
L6 Sustainability Leadership	
L6 Advanced Certificate in Barbering	
L6 Advanced Certificate in Beauty Therapy	

CONSOLIDATION OF LEVEL 4 MODULE DESCRIPTORS

As part of the ongoing programme development process, the regional Level 4 module descriptors have been consolidated into one single version. [Level 4](#)

This work mirrors that of the L3 descriptors and represents another important step in streamlining documentation and ensuring greater consistency across delivery. Bringing the descriptors together into one standardised format will offer clarity for both staff and learners, while also aligning more effectively with current programme structures.

The consolidation process has also provided an opportunity to review and refine the content, ensuring the modules remain current and relevant to the vocational areas.

Many thanks to the staff who helped in this process, bringing their subject matter expertise to the finished products.

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

Since January 2026, a number of the updated CAS modules have been successfully delivered, with cohorts now progressing toward certification in June and August.

Briefing sessions were provided to support teaching staff in preparing for the updated material. This was complemented by regular check-in sessions throughout delivery, creating ongoing opportunities for discussion, reflection and support.

Feedback to date has been encouraging and positive. The updates include changes to the learning outcomes (now framed as MIMLOs), refreshed content, and changes to the assessment criteria, techniques and marking schemes. In particular, the enhanced and refreshed content has been highlighted as a key strength, enabling the modules to better reflect current practice and remain relevant and up to date.

All updated modules will be rolled out from September 2026, with similar preparatory briefing sessions in advance.

DEVOLVED RESPONSIBILITY

During the recent QQI Programme Awards Executive Committee meeting, Limerick and Clare ETB's application to QQI for Devolved Responsibility (DR) was approved. Our ETB was one of seven selected by QQI to be part of a pilot DR project, and our ETB was the first to submit and subsequently have our QA Procedures and Terms of Reference for DR approved. This means that the QA Support Service can now manage Validation Evaluation Panels, which will significantly decrease the timeline from submission of validation applications to QQI and being formally validated.

The National Bakery & Confectionery Apprenticeship, which is currently in the final stages of development will be the first programme to be submitted to QQI under this new process.

CURRICULUM DEVELOPMENT SUPPORT

Warm welcome to **Jillian Harty**, who joins the Quality Assurance Support Service as Curriculum Development Support Officer.

APPRENTICESHIP PROGRAMME DEVELOPMENT

Developed by Limerick and Clare ETB in collaboration with industry, both the National Barbering Apprenticeship and Beauty Therapy Apprenticeships were formally validated by QQI at their recent Programme Awards Executive Committee meeting.

The **National Beauty Therapy Apprenticeship** will be commencing in Ennis Campus on August 24th with applications currently open via the employer Expression of Interest form. Employer interest is growing, and significant work has been undertaken to support implementation, including resource planning, employer engagement, and development of promotional materials.

The start date for the **National Barbering Apprenticeship** is yet to be confirmed, currently planning for rollout of a pilot-group and national delivery continues through engagement with potential collaborating providers. Ongoing work is focused on streamlining and strengthening consistency in workplace assessment and developing a range of supports for workplace mentors. This will help to ensure a high-quality experience for apprentices across all locations.

The **National Bakery & Confectionery Apprenticeship** is currently in the final stages of development, with active input from the consortium steering group and industry representatives. Current work is focused on programme design, curriculum development, and exploring opportunities to enhance the apprentice experience, including potential integration of Erasmus+ initiatives to help incorporate international best practice. This latest addition to our suite of apprenticeships will be submitted to QQI before the end of May 2026.

The **National Hairdressing Apprenticeship** continues to go from strength to strength, with 517 apprentices enrolled nationally across the three stages in 22 locations, with 122 apprentices graduating from the programme and achieving their L6 Advanced Certificate in Hairdressing in April.

Expressions of interest for the 2026/2027 intake are ongoing with 110 apprentices already registered. The link for Employer Expression of Interest Application Form is via this [link](#).

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.

Event Coordination: Developing a calendar of events that enables FET staff to enhance their skills in teaching and learning. On average we schedule approximately 240 in house PL&D events in a year.

- Monthly Updates: We share regular email updates featuring internal and external professional development opportunities that staff can avail of.
- 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. Staff mobility is one of our most popular programmes – and we send between 30-40 staff on international staff development each year. A programme we are really proud of.

As the world around us changes, PL&D like all our Support Services in the College of FET are changing and adapting to different needs and circumstances with one of the fundamental challenges being the lack of time away from the classroom/office. Over the last 12 months we are changing our model of PL&D delivery in 2 fundamental ways.

In Campus On Demand Provision: Collaborating with Support Services and Coordinators to develop and deliver a menu of campus-based PL&D during non-teaching times. These are generally at the start and end of semesters and other times when learning is not timetabled. This is something that we piloted in 2025 and are looking at rolling out further in 2026 and beyond in the hope that this will allow staff to receive key messages and support in high priority training areas.

Self-Managed and Flexible Learning: Following on from the lead of our Blended and Fully Online Team, we are looking at ways of delivering training using a 'just in time model' and badged credentials where staff can engage in learning in areas of high priority when they need it.

Key resources for PL&D 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.
- 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.

5. Teaching and Learning

COLLEGE OF FET GUIDANCE ON THE USE OF AI IN EDUCATION

In May 2025, LCETB College of FET introduced a significant update to its guidance on the use of AI in education and assessment. The [revised guidance](#) simplified the approach for teachers and learners through a clear “twin-track” model, where every assessment is identified as either **AI-supported** or **AI-prohibited**. The guidance emphasises that the key challenge is not the detection of AI use, but rather the design of assessments that remain authentic, meaningful, and aligned to learning outcomes in an increasingly AI-enabled world.

Following the publication of the updated guidance, the TEL Support Service and QA Support Service jointly delivered a comprehensive programme of professional development at the beginning of the 2025–26 academic year. This included assessment design workshops focused on the practical application of the guidance across different modules and contexts. In addition, the TEL Support Service has continued to provide a wide range of AI-related professional development opportunities throughout the year, including TEL Cafés, workshops, demonstrations, and ongoing supports focused on the ethical, critical, and effective use of AI in teaching, learning, and assessment. In addition, supported by ALL funding the ‘AI in Everyday Life’ project focused on AI literacy for learners and all citizens in collaboration with the library services in Limerick and Clare.

Now, following a full academic year of implementation, and in response both to the continuing challenges posed by AI and wider concerns around learner engagement and attendance, the TEL and QA Services will deliver a further series of collaborative workshops from May to October. These sessions will provide opportunities for staff and managers to share current practice, explore assessment approaches that support authentic learner engagement, and further develop confidence in applying the College of FET AI guidance in practice.

BLENDED AND FULLY ONLINE LEARNING

In January, we welcomed **Laura Tighe** to the Blended and Online Team within the TEL Support Service. Laura brings extensive experience in education, instructional design and digital tools, and is working closely with learning practitioners to support blended and fully online course design. We also acknowledge the significant contribution of our former colleague **Cohen Ambrose**, whose PL&D work continues to inform our practice.

Extending Scope of Provision

We continue to work with QQI on our application to extend our scope of provision to include blended and fully online learning. As part of this process, learning practitioners delivering blended or online courses are required, at a minimum, to complete the three mandatory badges of the Credential in Design for Blended and Fully Online Learning. These badges are designed to support practitioners not only in learning design and planning, but also in the effective use of digital tools such as Moodle, MS Teams, and Padlet. The Credential offers one-to-one support, is practice-based with no formal assessments, and operates on a rolling intake.

PL&D Summer Sessions

Move to Moodle: From May and throughout the summer, targeted support is available for practitioners delivering blended or online courses who are moving to Moodle. The VLE Badge builds on Backward Design and Course Outlining and ensures courses are well structured and learner-friendly.

Course Planning & Design: We are also supporting practitioners to complete the mandatory PL&D badges over the summer. The Credential in Design for Blended and Fully Online Learning supports both new and experienced staff and promotes a consistent, outcomes-aligned approach to course design. Teaching staff with experience of online delivery typically complete the badges quickly, drawing on their existing knowledge of course design, virtual classroom management and technology use.

Teaching Staff New to Limerick and Clare ETB

We can also begin the badge process with new staff over the summer. Early engagement provides time to understand module descriptors, plan learning activities and assessments, set up courses on Moodle, and practise using Teams for live sessions.

Register

To register for a badge, please complete the [Expression of Interest Form](#), and a member of the Blended and Online Team will be in touch.

Expression of Interest - Design for
Blended & Fully Online Learning
Badges



6. Assessment of Learners

Assessment and certification activity continued across multiple certification periods during 2025. The integration of IV, EA and RAP processes into the QA Client App remained an important development, supporting more consistent planning, recording and oversight across campuses and provision areas.

QQI Certification data across the 2025 certification periods recorded:

Certification Period	Learners	Portfolios	Major Awards	Grade Changes at EA
February 2025	788	1,202	107	0
April 2025	1,472	1,647	174	2
June 2025	2,804	8,851	512	22
August 2025	1,044	1,113	182	1
October 2025	1,516	1,667	121	7
December 2025	591	699	146	0
Total	8,215	15,179	1,242	32

RAP and Quality Council continued to highlight the importance of clear evidence of learner feedback, consistent application of assessment procedures, clarity around attendance and assessment requirements, and continued development of digital assessment processes. June and August RAP reports noted positive practice in the integration of assessment and the overall standard of teaching, learning and assessment. They also highlighted areas for continued attention, including meaningful feedback in portfolios, calculation or transcription errors, PLSS and QBS data issues, appeals timelines, and the importance of a robust Internal Verification process.

The RAP reports also reinforced that MS Teams and Moodle are the approved platforms for digital assessment. USB sticks are not permitted. Support is available from the QA and TEL Support Services, and further training on digital assessment tools was planned for the new academic year.

- [Programme Module Revision Form](#) – Please complete this form if you are requesting amendments to an LCETB FE module descriptor. The form lists the sections of the module descriptor where amendments can be made. This process is subject to consultation with the QA Support Service and / or subject matter experts.
- [Request for Alternative Assessment](#) - If you wish to change the current mode of assessment **from an examination to an assignment**, you must complete and submit this Form in advance, along with any assessment briefs and assessment material (for this assessment only). Your request will be reviewed, and any agreed changes will be made to the module descriptor. Please ensure that you consider the use of AI or not, in each task. Refer to the current College of FET Guidelines on AI Use.
- [Application to use a Module and/or Major Award for RPL or Once off Certification](#) - Where modules are being scheduled for RPL purposes only, or if you require access to a module and/or an award on a once off basis for certification, staff should complete the relevant MS Form on StaffCONNECT so that the certification process can be planned and recorded appropriately.
- [Digital Assessment for QQI Certification V.2. 2026](#) - Revised and Updated June 2025: Inclusion of VLE Assignment Type by Programme Information, update of Roadmap.

TRACKING OF MIMLOS

Further to recent discussions around the tracking of the achievement of MIMLOs in the updated CAS modules, QASS are reviewing the application of Section 11d Eligibility for Certification as specifically stated in the descriptors - i.e. learners are eligible for certification when they have demonstrated achievement of all MIMLOs.

There are a number of reasons for this, and it will be brought through our QA Governance meetings in June and included in updates to the relevant QA Policies and Procedures.

Notwithstanding a similar statement in the QQI component specifications for all modules, teaching staff **should continue with current practice and grade learners according to the QQI grading criteria** i.e. a learner who has achieved 50% in a module is deemed to have achieved the outcomes and thus passed the module. This infers that the assessor has included all relevant learning outcomes or MIMLOs in the assessment task, therefore affording the learner the opportunity to achieve all learning outcomes or MIMLOs. How well they are achieved will be evident in the final awarding of marks, affording the learner to achieve a pass, merit or distinction.

DEFERRING THE DELIVERY OF SOME UPDATED CAS MODULES

Recognising that some teaching staff may be faced with delivering a number of updated CAS modules in September, management are being requested to consider this and give consideration where there may be instances of one staff member delivering perhaps three or more updated CAS modules. Local consultations should be carried out with the relevant staff member and a decision made locally on whether the staff member continues with the current module and defers the delivery of the updated CAS module. This should be guided by the number of updates to the module, some having more than others.

Where this is agreed, a form is completed by the staff member, following consultation with their Manager / Co-ordinator / Principal - [The Deferred Delivery of some Updated CAS Modules \(2026-27\) – Fill out form](#) so the QASS can track this, notify EAs, bring to QA Governance processes etc. This information is also required so QASS can organise the publication of the updated CAS modules on StaffCONNECT, as the current versions of modules will be archived over the summer.

A briefing session for all staff on the updated CAS modules on Wednesday 20th May from 3-3.45pm. This will be recorded and repeated again at the start of the new academic year in late August/early September. It is appreciated that teaching staff are busy with certification at this time of the year. [Briefing Session - Updated CAS Modules](#)

RECOGNITION OF PRIOR LEARNING

RPL activity continues to increase in the College of FET with some significant projects currently underway. Currently there are 31 RPL applicants, six of which are our own staff members, working with four mentors in the following areas:

Music (6M20602) – 4 minor awards	Management (6M4587) – major award
ELC Stage 1 - 3 applicants doing 5 components.	Administration (6M5013) – major award
Animal Care (5M2768) – minor award	ELC Stage 2, Inclusive Education

Overall, from last October 2025 to the upcoming August 2026 period, 25 different modules for 68 learners have gone through or are going through authentication with typical modules being Level 5/6 Work Experience, Level 5 Safety and Health at Work, Level 5 Communications and Level 5 Care of the Older Person, Care Support and Care Skills, along with the others already mentioned above.



- A substantial project has just begun with Clare Care employees. There are 111 employees seeking RPL for various numbers of modules to achieve their major award in healthcare. The first group of 10 applicants have been screened for suitability and started the RPL process on 5th May. The others will go through in groups over the coming months.
- Another project in the pipeline is with Limerick Youth Services for the Level 5 Youth Work Award 5M4732. This is in the early scoping phase but has great potential for our youth workers.
- RPL of the Level 6 Advanced Certificate in Hairdressing will be returning to Ennis Campus in May. To-date, 64 experienced stylists from around the country have achieved the award over the last four years from our ETB (Ennis Campus with Michelle Nugent), Cork ETB and Waterford Wexford ETB.

RPL PL&D

- The QA Support Service will announce dates before the summer for the next iteration of the in-house **Introduction to RPL for Mentors and Assessors** 6-week digitally-badged course.
- Patsy Hogan from the QA Support Service recently delivered RPL for External Authenticators for ETBI. The session was recorded and is available to all EAs in their ETBI EA Moodle Space in www.etbonline.ie along with the support resource developed collaboratively by Patsy and ETBI.

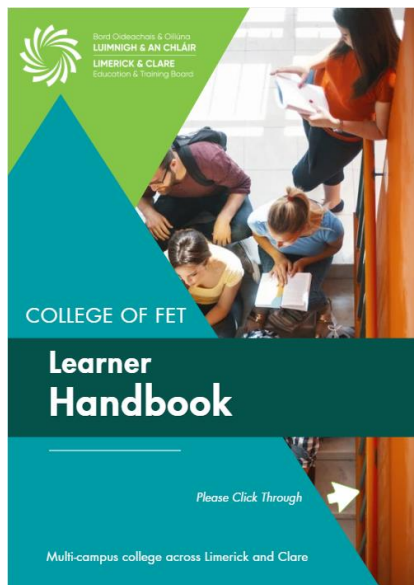
RPL Communities:

- 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 in 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 LEARNER HANDBOOK, CAMPUS GUIDE AND LEARNER ASSESSMENT GUIDE

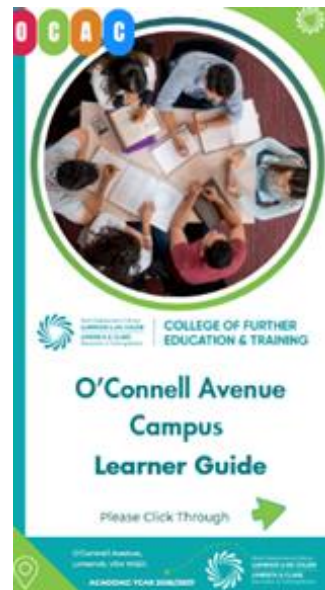


In early 2026, development commenced on a single College of FET Learner Handbook. This initiative aims to provide learners with a consistent, accessible, and user-friendly source of information on supports, expectations, rights, responsibilities, and key processes.

A working group, led by Quality Assurance Support, has been established to progress this initiative. It is expected to enhance consistency across campuses and provision types, while supporting a more cohesive learner experience across the College of FET service.

The Learner Handbook is expected to be published and available to campuses in June 2026.

In parallel, the working group is collaborating with campus staff on the development of local Campus Guides. Content for these guides has been informed by focus group sessions involving front-of-house staff and learners. These guides will include campus-specific imagery, programme information, and community-based activities.



The first Campus Guide is expected to be published alongside the Learner Handbook in June 2026. Printed versions of both documents will be made available as required.

Additionally, the development of Learner Assessment Guides will commence in the next academic year.

8. Information and Data Management

We are 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](#).

CERTIFICATION DATA

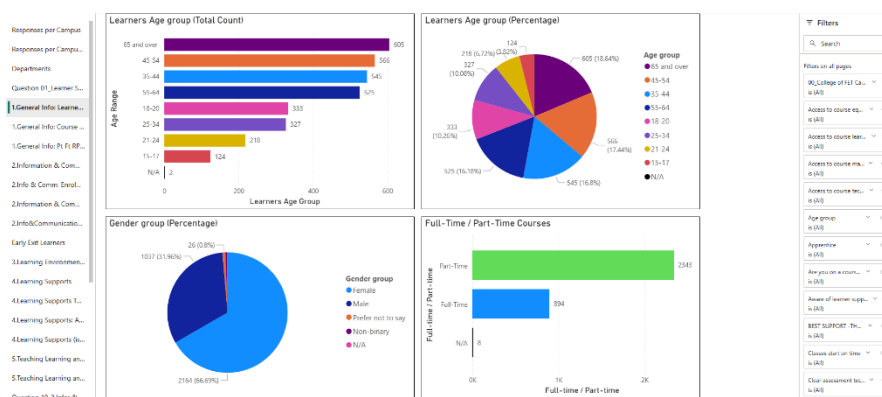
Annual reports are issued by QQI to each ETB, including Limerick and Clare ETB, with extensive detail on validated programmes, award per year, with attached spreadsheet breaking down all of the validated programmes, by centre and by module.

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

FOCUS ON ANALYTICS

To support the development of a stronger evidence-informed quality culture across FET through the analysis, interpretation and presentation of learner, programme and quality-related data, Aisling Holian Lawlor has taken on the role of FET Quality Analytics Support.

The role will initially focus on Learner Voice survey analysis and dashboard development and will broaden into wider quality analytics and reporting, including work aligned to relevant quality assurance and continuous improvement priorities, including EQAVET-informed approaches where appropriate.



9. Public Information and Communication

Public information and communication continued to be a significant quality assurance theme during 2025 and early 2026. In line with QQI's Core Statutory Quality Assurance Guidelines, the College of FET continued to focus on making learner-facing information clear, accurate, current and accessible. This work is visible in several connected developments, including the Admissions Process, Campus Learner Guides, Learner Handbook and Assessment Handbook work, updated policy and procedure documentation, Learner Voice communications, and clearer information on learner supports, complaints, guidance and progression routes.

A key focus has been reducing variation in how information is presented across campuses and services. The Campus Learner Guides will provide a practical mechanism for communicating local campus information alongside College-wide expectations, supports and procedures. Learner Voice findings and the Closing the Loop report also show why this matters: learners value their course experience, but important information about supports, complaints processes, guidance and DLP/DDLP roles needs to be more visible and easier to find.

ADMISSIONS OFFICE

The development of the College of FET Admissions Office aims to support a more consistent and learner-centred approach to admissions across employment, progression, pathway and apprenticeship provision. The Admissions Office manages the applicant journey from initial enquiry through application, referral, eligibility checks, programme-specific entry requirements, provisional place offers, and handover to campus. This helps ensure that applicants receive clear information, that applications are processed consistently through FETCH and PLSS, and that course entry requirements, supports, documentation and timelines are managed in a transparent way.

The QA Support Service will be responsible for receiving and processing referrals from the Admissions Office for all non-standard entry (NSE) applications to full-time programmes from May 2026. This process involves independent determination of an applicant's eligibility to participate in a course where they do not meet the standard entry requirements, e.g., have a major award at level 4 (or equivalent) to enter a level 5 course. Applicants will be screened for eligibility and referred to the Admissions Office when deemed eligible. Ineligible applicants will be referred to the IRG Support Service.

10. Other Parties Involved in Education and Training

COLLABORATING PARTNERS SURVEY

Partnership is a key priority of the ETB, supporting access, seamless transitions, and progression opportunities for FET learners.

2025 Partner Voice Survey

Partner Survey 2025 report is available here –

[https://collegeoffet.ie/wp-content/uploads/2026/05/College_of_FET_Collaborating- Partner_Survey_Report_2025.pdf](https://collegeoffet.ie/wp-content/uploads/2026/05/College_of_FET_Collaborating-Partner_Survey_Report_2025.pdf)

A total of 85 community and external partners replied to the survey before the closing date in September 2025.

Challenges identified include communication gaps, administrative burden, system limitations and under resourcing. Suggestions for improvement include such as greater consultation, enhanced access and inclusion, and community engagement.

The feedback gathered through both the Collaborating Partner and Closing the Loop survey reflects the strength of College of FET partnerships as the College's ongoing commitment to collaboration, transparency and continuous improvement. Actions taken demonstrate responsiveness to partner feedback, while the suggestions provided will help refine future iterations of the survey process.

2026 Partner Voice Survey

Following the successful Community-Based Partners Survey in 2025, a CFET Employer and Industry Partners Survey was circulated in March 2026. The purpose of this survey was to gain a better understanding of the strengths and areas for improvement in relationships with employer and industry partners, while also exploring opportunities for growth. There have been 26 responses to the survey to date, with the survey currently being redistributed for completion.

The feedback will be analysed by the Quality Assurance Support Services (QASS), and findings will be shared with relevant provision areas. A "Closing the Loop" Partnership Enhancement Plan will be developed and is intended to enhance partnerships and deliver greater value to participating organisations.

Purpose of Partnership



11. Self-Evaluation, Monitoring and Review

COLLEGE OF FET LEARNER VOICE SURVEY

2025 Learner Voice Survey

The 2025 Learner Voice Survey recorded 3,200 responses and provided significant evidence for reviewing learner experience across the College of FET. The findings were reported through the Quality Council and helped to identify both areas of strong learner satisfaction and areas requiring clearer communication, particularly around learner supports, guidance, wellbeing, progression information and campus-level communication. The survey also supported the continued embedding of the Learner Voice Policy and informed related work on learner information, including the Learner Handbook, Assessment Handbook and Campus Learner Guides.

A Closing the Loop survey was then issued to management in September 2025 to check how campuses had reviewed and responded to the findings. Responses confirmed that the survey report had been discussed with relevant staff and management, and that feedback was being shared through staff meetings, department and course meetings, Teams, email, posters, signage screens, induction, social media and local engagement events. Actions identified included improved promotion of learner supports, guidance and wellbeing services; facilities improvements such as quiet spaces, accessible toilets and upgraded learner areas; further work on communication; and the use of findings in campus and programme action plans.

Stage	What happened	Why it matters
2025 Learner Voice Survey	3,200 learner responses recorded	Provided a large evidence base on learner experience across FET provision
2025 Learner Voice Report	Survey findings were brought through Quality Council reporting	Connected learner feedback to governance, monitoring and quality enhancement
https://collegeoffet.ie/wp-content/uploads/2026/03/25_07_14_Learner_Voice_Survey_2025_Report.pdf		
Closing the Loop survey	Distributed to management in September 2025, outcomes reported in January 2026	Checked whether campuses had reviewed the 2025 findings and identified actions
https://collegeoffet.ie/wp-content/uploads/2026/05/26_01_14_Learner_Voice_Survey_Closing_the_Loop_Report.pdf		
2026 Learner Voice Survey	1,431 learner responses recorded to date	Provides the next evidence point for checking progress and setting new actions

Power BI-Generated Dashboard of Learner Voice Survey Data

In 2025, integration of technology advances in the area of Business Intelligence (BI) facilitated the analysis of feedback data collated as part of the College of FET Learner Voice Survey. This resulted in the development and use of BI-generated dashboards.

Feedback from the survey is displayed visually using the Power BI dashboard and can be filtered and displayed by Campus, Department, Age, Gender, etc., for ease of accessibility. The collated findings on the dashboard represent a thematic summary of qualitative responses, which is useful to inform reflections, discussions and decision-making at campus level.

Full details, including link to Power BI Dashboards are available on [StaffCONNECT](#).

2026 Learner Voice Survey

The 2026 FET Learner survey campaign is now underway and forms part of the College of FET’s ongoing commitment to learner engagement, consultation, and continuous improvement. The 2026 Learner Voice Survey went live during Learner Consultation Week, which took place from 13 to 17 April 2026.

Learners can access the survey in several ways:

- Direct survey links circulated to learners via SMS and email, QR codes displayed on posters in College of FET campuses
- Promotion through campus digital signage and learner communications
- Tutor and staff support during Learner Consultation Week activities

The Learner Voice Survey remains a key mechanism for ensuring that learner feedback directly informs decision-making, planning, and the ongoing enhancement of the learner experience across the College of FET.

Further updates, response milestones, and findings from the 2026 survey will be shared throughout the year.



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

Since April 2024, the CFET has continued to implement its Quality Review Framework (QRF) through a series of campus-level self-evaluations. The aim is to promote an ongoing culture of quality assurance and enhancement throughout the College of FET.

The three-year self-evaluation process reviews progress on annual Quality Improvement Plans and considers strategic implementation, with a particular focus on the impact of progress in Teaching, Learning and Assessment, as well as Governance, Leadership and Management.

This work aims to strengthen a shared approach to quality self-assessment by requiring campuses to:

- Review progress against action plans
- Identify areas for improvement
- Develop actions to address these areas

The process supports a more systematic approach to identifying campus-level issues, escalating organisation-wide actions and documenting evidence of effective practice within campuses and their external engagements.

Feedback from participating campuses has been positive, with staff welcoming the opportunity to reflect on their work and contribute to the development of quality enhancement action plans.

As part of the QRF Campus Self-Evaluation Process, evidence of best practice is now being gathered from both Programme Category and Department perspectives. The process is currently being updated to ensure alignment with the new FET Strategy 2026–2030.

Quality Action Plan Review (QAPR) meetings are also taking place for campuses in year two of the three-year cycle. All Quality Council-approved Self-Evaluation Reports and QAPR Reports are available in the Quality Review Framework, Learner Voice Survey, and Child Safeguarding section on StaffCONNECT.

Completed to date

Status	Campuses / Services
Completed in 2024	East Limerick Campuses; CFET Kilrush Campus; CFET Tuamgraney Campus; CFET Ennis Campus; CFET Shanagolden Campus; CFET Northside Campus
Completed in 2025	CFET O'Connell Avenue Campus; Education Centre Limerick Prison; MoU schools: Mary Immaculate Secondary School, St Joseph's Spanish Point and Kilrush Community School; CFET Croom Campus; Outdoor Education and Training Centre Kilfinane; Limerick School of Music;
Completed in 2026	CFET Mulgrave Street Campus; MSC Evening Provision; CFET Scariff Campus; CFET Kilmallock Road Campus;

Quality Council approved reports are available on [StaffCONNECT](#).

Scheduled beyond May 2026

Status	Campuses / Services
Scheduled in 2026	CFET Shannon Campus; CFET Raheen Campus; Outdoor Education and Training Centre The Burren; Music Generation Clare, Limerick City, Co. Limerick; CFET Miltown Malbay; CFET Organic Campus; LCEN Centres
Scheduled in 2027	CFET Shannon Town Campus; CFET Newcastle West Campus; CFET Green Innovation Campus; CFET Hospitality Campus; CFET Ennistymon Campus;

CHILD SAFEGUARDING UPDATES

A Campus approach to Child Safeguarding Compliancy was adopted across the College of FET three years ago and is now well established with DLPs and DDLPs in place in all campuses.

Mandatory Campus DLP/DDLP training for the College of FET has been scheduled for 26th May 2026. This face-to-face training will take place at the Ennis Campus and will incorporate updates from the revised Child Protection Guidelines 2025.

All mandatory templates relating to Child Safeguarding compliance have been updated by the Child Safeguarding Working Group, led by Quality Assurance Support. Consultation has taken place with the Department of Education and Youth Inspectorate, as well as Tusla's Child Safeguarding Statement Compliance Unit (CSSCU), and full compliance with their requirements has been confirmed.

The CFET Child Safeguarding Compliance Toolkit will be made available on StaffCONNECT following the training on 26th May.

COLLEGE OF FET STAFF VOICE SURVEY 2026

Following inputs from a representative Staff Voice Working Group, the first FET Staff Voice Survey was developed using a thematic approach. The 2026 FET Staff Survey focussed on **Staff Wellbeing and Communication**. It aims to enhance staff experience and foster a culture of trust and collaboration.

The Staff Voice process provides:

- A structured approach to gathering and analysing staff feedback.
- Summary reports and recommendations for the Staff Voice Task Group.

The working group responsible for developing the survey included representatives from all FET staff categories:

- Learning Practitioners
- Managers
- Administration and Ancillary Staff
- Support Staff

Representation included full-time, part-time, temporary, and contract staff, ensuring inclusivity across all College campuses.

The survey was distributed to all FET staff in early May 2026 and remained open until 15th May 2026.

A CFET Staff Voice Findings Report, incorporating a Staff Experience Enhancement Plan, will be developed and shared with all staff.

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