

Interim Quality Report

Cavan and Monaghan Education and Training Board

Date: February - 2025



PREFACE

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

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

This is the interim quality report for Cavan and Monaghan Education and Training Board (CMETB)

It is to be submitted by [28/02/25]

The interim quality report has been approved by FET Management and Quality Council and is submitted by Dympna McCarron, Director of Quality Assurance and Enhancement

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GUIDELINES ON COMPLETING THE REPORT

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

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

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

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

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

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

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

1.0 Interim Quality Report

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

Please add or delete rows in the tables below, as required.

1.01 ETB Mission and Strategy

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
|---|---|
| <p>1. The review team recommends that there be consistency when reporting findings in quantitative and qualitative terms.</p> <p>Dissenting voices can potentially reveal perspectives not widely experienced or shared by the majority. Such perspectives could enrich the processes and efforts in the true spirit of equality and inclusion.</p> | <p>Annual Learner Voice Survey</p> <p>Based on feedback received in respect of the 2022/23 CMETB Learner Survey, a number of changes were made to the 2023/24 version:</p> <ul style="list-style-type: none">• Two separate versions of the survey were developed – one for learners on unaccredited and accredited courses up to and including National Framework of Qualifications (NFQ) Level 4 and a second version for learners on courses at NFQ Levels 5 and 6.• The number of questions in each version of the survey was reduced considerably.• In consultation with the Regional Literacy Co-ordinator, a Plain English review was carried out on both versions of the survey.• Both versions of the survey were linked to the PLSS Course Calendar to better and more accurately capture data at a programme-by-programme level. <p>These changes were positively received and resulted in an increase in the number of learner responses received, increasing from 760 in 2022 to 1,250 in 2023, representing a 61%</p> |

increase. The 2024/25 version had garnered 1,200 responses when the survey closed on 31st January 2025.

The 2024/2025 version of the survey was circulated in November 2024 with some minor changes made to both versions:

- Some questions were removed/replaced,
- Some questions were updated/reworded,
- An optional Learner Voice section was added to the end of both versions of the survey to help gather some baseline data on the wider awareness and success/limitations of existing learner voice mechanisms and activities. This data will be used to help inform CMETB's approach to the proposed establishment of a CMETB FET Learner Council in Q4, 2025.

Furthermore, the data garnered from the optional learner voice section of the learner survey will complement the data gathered via a short learner voice and wellbeing evaluation that was conducted with FET learners as part of CMETB's inaugural Learner Voice Week which took place between 11th and 15th November 2024 to coincide with International Students Day which is celebrated on 17th November annually.

An interactive Power BI database houses learner survey data dating back to 2019/20. Individual centres have access to this data on an ongoing basis, while QAES collates and analyses this data on an ongoing basis. A synthesis report based on key findings and trends between 2019 and 2024 will be produced and launched in Q1, 2025.

To further assist with ongoing efforts to make the learner survey as accessible as possible for all FET learners, further revisions to the survey will be carried out as part of a continuous improvement process.

Annual Staff Survey

The 2023 staff survey focused on widening input into the CMETB FET Services branding consultation. The results of this consultation were collated, along with inputs from the wider internal and external stakeholder consultation process, by Creative Media who were engaged to independently oversee the process. The outputs from this process have been received by senior management and will be reviewed in the context of the new SOLAS FET Strategy 2025 – 2029 and ongoing developments in respect of the development of the CMETB FET College of the Future.

The 2024 iteration of the staff survey was postponed in favour of staff inputs into the SOLAS consultation process on the development of the new FET Strategy 2025 – 2029. Following formal publication of this new strategy, CMETB will undertake a similar consultation process to support the development of the new CMETB FET Strategy. This new strategy will reflect the key objectives and targets of the SOLAS FET Strategy.

In addition, staff were consulted on an ongoing basis throughout 2024 in respect of various projects and initiatives to include the national Common Awards System (CAS) programme review process and the development of blended learning and Recognition of Prior Learning (RPL) frameworks and policies. Staff are also being consulted on QQI green papers as

required; for example, the green papers on Intermediate Qualifications at NFQ Levels 5 and 6 and QQI's Access, Transfer and Progression Policy.

Programme Evaluations/Reviews

CMETB is currently partnering with Donegal ETB as part of the national CAS programme review pilot process, reviewing Work Experience modules at QQI Levels 4, 5 and 6. Upon completion of this pilot process, the learnings gained will be reviewed in terms of identifying the resource requirements and how the process can be scaled up as part of a wider national programmatic review process.

In addition, CMETB has devised an internal programme evaluation process which has been approved by the FET Management and Quality Council. The focus of this process is to identify and update programmes with outdated content, references to legislation and or/regulations that are no longer relevant/valid etc.

Furthermore, CMETB will continue to develop new Programme Derived Award Standards (PDAS) programmes that respond to identified needs within the wider Cavan/Monaghan region. Such programmes will be developed using CMETB's tried and tested stage/gate programme development process, which is co-ordinated by the Programme Design, Validation and Review (PDVR) Officer.

Professional Learning and Development Evaluations/FET Meet

The Professional Learning and Development (PL&D) and Policy Officer continues to evaluate all staff training and upskilling events organised as part of the annual PL&D calendar. The

findings are shared with the PL&D Working Group and are used to inform the approach to, and content, of future PL&D activity in line with the CMETB FET Strategy and PL&D Action Plan.

As part of the 2024 review, the PL&D Working Group, in consultation with the FET Management and Quality Council, has agreed to move the annual FET Meet in 2025 from the end of May to be part of the annual PL&D Week which takes place at the end of August/start of September. The impact of this will be monitored and reviewed to assess the effectiveness of moving this flagship event to coincide with the wider PL&D schedule.

Learner Advisory Network

As part of the review of the Learner Advisory Network (LAN) structure, and in line with ongoing developments and new initiatives from AONTAS, CMETB is currently engaging with AONTAS regarding the establishment of a CMETB FET Learner Council. Staff training is scheduled for late February 2025 and will focus on creating a whole organisation approach, with a view to formally launching the council as part of Learner Voice Week in November 2025.

CMETB has also expanded its direct engagement with learners in respect of the learner voice process. While the annual learner survey and learner forums remain the primary vehicle for gathering substantive learner feedback, CMETB, as part of its inaugural Learner Voice Week, directly engaged with learners at individual centre level in respect of awareness of the various learner voice and wellbeing initiatives. 226 learners from across all FET Services engaged with this initiative via a short survey. Building on the success of this event, the second annual Learner Voice Week is planned to take place from 17th to 21st November 2025.

The data garnered from the optional learner voice section of the learner survey will be collated with the feedback received during Learner Voice Week and will help inform and guide CMETB's ongoing discussions with AONTAS regarding the establishment of a CMETB FET Learner Council, as well as informing how to better promote the learner voice. A total of 1,131 learners completed this section of the learner survey, representing 94% of the overall number of respondents and 32% of the overall FET learner population at the end of November 2024.

Learner Forum/Learner Connects Week

Based on the success of the Youthreach specific learner forum in 2023, CMETB conducted individual service level learner forums for Youthreach, PLC, Training Services and Adult Education learners in Q1, 2024. A follow up FET-wide learner forum, facilitated by AONTAS took place in March 2024.

Based on feedback received in respect of these events, CMETB has opted to focus on conducting individual service level learner forums in 2025 with a wider FET services learner forum to be conducted by AONTAS in Q1, 2026. This was seen to be the most effective and transparent way of garnering learner voice inputs. In addition, this approach is helping CMETB move towards centre specific QA plans and responses.

Taking a 'you said, we did' approach, CMETB collates the data from these learner forums and cross references it with learner survey feedback and presents this back to learners and management in the respective centres, as well as sharing headline data with the wider FET staff via a FET Breakfast briefing.

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| | <p>Furthermore, as part of the widening of learner voice initiatives, CMETB launched The Journey podcast series in Q1, 2024. This series features interviews with past CMETB FET learners where they discuss their journeys back into education and their experiences while studying with CMETB and the impact this has had on them, both personally and professionally. Based on the positive reaction to the first series, a second series launched in Q4, 2024. All episodes are available to stream via Spotify.</p> <p>Review of External Authenticator Reports</p> <p>In addition to the continued circulation of 6-monthly review reports, CMETB has reviewed its External Authentication (EA) process in line with QQI's draft EA guidelines to ensure compliance. CMETB also provided feedback to QQI on these draft guidelines via its stakeholder consultation process in Q3, 2024.</p> <p>The QA Working Group is also in the process of updating the CMETB External Authentication (EA) Policy, taking into consideration QQI's draft guidelines as well as feedback from individual centres. It is anticipated that this policy will be finalised and approved by Q2, 2025.</p> <p>All of these staff and learner consultations ensure opportunities for CMETB's stakeholders to have their inputs heard and acted upon.</p> |
| 2. The review team recommends that CMETB continue in its efforts to work more cohesively by improving internal communications and developing and implementing its strategy in a more cohesive | <p>FET Rebranding</p> <p>The FET rebranding project will now be progressed in line with the CMETB FET College of the Future building project and national developments such as the new SOLAS FET Strategy 2025 – 2029 and/or Department of Further and Higher Education Research Innovation and Science (DFHERIS) guidance.</p> |

manner. Specifically, the review team recommends that CMETB develop a cohesive communications plan for internal and external communications to inform and support future strategic planning and implementation. While the ETB centres and services are deeply embedded in the communities they service, the review team recommends that CMETB take proactive steps to strengthen its profile.

CMETB Communications Strategy

In respect of the CMETB Communications Strategy, a number of key goals and milestones have been achieved to date. These include:

- **Brand awareness and internal campaigns** – CMETB shares internal newsletters to promote awareness of organisational activities and to support a shared CMETB identity.
- **Digital Organisation Chart** – Work is ongoing on the development of a digital organisational chart utilising Microsoft Teams. This will help better connect staff across locations.
- **SharePoint Utilistation and Training** – SharePoint resources such as branding guides and event protocols have been made available to staff. Training is being provided to support CMETB's digital accessibility obligations.
- **Employers as Ambassadors** – CMETB's LinkedIn following has surpassed 2,000 in 2024, with a significant proportion of these followers being employees.

In respect of CMETB's external communications goals, the following goals have been achieved:

- **Public Awareness Campaigns** – CMETB continues to pursue marketing initiatives (both traditional and digital) aligned with the organisation's strategic priorities.
- **Social Media** – Social Media is a huge asset to CMETB with engagement increasing in 2024. The number of Facebook followers has reached 11,000 while the number of Instagram followers has surpassed 2,000.
- **National Outlook** – CMETB continues to engage with ETBI, actively contributing to its national communication initiatives on a regular basis. This includes ETBI newsletters and the annual ETB Week.

- **Employer Engagement for FET Services** – In 2024 CMETB launched its employer portal, supported by a wide-ranging advertising campaign and launch event.

QQI has also conducted a monitoring exercise on the CMETB website to ensure that the most up to date versions of QA policies and procedures are publicly available and accessible. An initial report has been shared with CMETB and a follow up call to discuss the findings has taken place.

FET Breakfast Briefings

Across Q1 and Q2, 2025 three FET Breakfast Briefings are planned with the first one focused on providing an update on Recognition of Prior Learning (RPL) activity. The second briefing will focus on Learner Voice activity, while the third will explore how learner and certification data is managed, analysed and triangulated across various sources.

Commentary and Reflections

In line with the restatement of its organisational vision, mission and core values, CMETB has refocused its energy on continuing to ensure that learners remain firmly at the centre of everything it does.

Part of this has been a renewed focus on, and extension of, learner voice activity to highlight that learner voice is not merely a ‘once a year’ process that solely centres around a learner survey and learner forum mechanism. Instead, CMETB’s Quality Assurance and Enhancement Service (QAES) has expanded learner voice activity, with engagements now taking place on a multi-annual basis. Notwithstanding this, Learner Voice activity continues to centre around the annual learner voice survey and learner forum. However, the survey has been refined and defined into two distinct versions, each tailored to specific learner cohorts, while service level learner forums have been piloted and are now being extended across all FET Services. Going forward, it is intended that the data and feedback gathered from these internal mechanisms will be triangulated and independently verified on a bi-annual basis by AONTAS via the National Learner Forum. While CMETB is not participating in the National Learner Forum in 2025, it is currently engaging with AONTAS regarding the establishment of a CMETB FET Learner Council.

In addition to the above activity, in 2024, CMETB hosted its inaugural Learner Voice Week in mid-November to coincide with International Students Day which takes place on 17th November annually. Based on the success of this event, the second annual Learner Voice Week is scheduled to take place from 17th to 21st November 2025.

While annual events such as those described above are intrinsic to amplifying the learner voice, so too is the receipt of regular, ongoing feedback from enrolled learners. It is for this reason that CMETB QAES has developed, in conjunction with FET Management, end of module and end of programme evaluation forms which will be formally launched in Q1, 2025.

The staff, and indeed wider stakeholder, voice is also central to the full realisation of CMETB's vision, mission and core principles and as such it is a priority that staff and other stakeholders are regularly consulted and encouraged to provide feedback. Recent staff and stakeholder feedback has been received via the FET rebranding consultation process. This will be revisited and progressed pending publication of the SOLAS FET Strategy 2025 – 2029 and the development of the new CMETB FET Strategy for the same period. Staff input will be central to the development of the updated CMETB FET Strategy.

A comprehensive CMETB Communications Strategy has also been developed and is driving how CMETB engages with both staff and the wider public. Branding guidelines have been developed to ensure consistency and accessibility of all communications and engagement, particularly, via social media channels where interactions continue to grow.

Link to Published Policies and Procedure

CMETB PL&D Action Plan 2022 - 2024 – Updated 2024 **(In folder)**

CMETB Learner Voice Week Summary 2024 **(In folder)**

1.02 Structures & Terms of Reference for Governance of QA

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
|---|--|
| <p>3. The review team recommends that the analysis of desired results and targets could be more strongly emphasised for benchmarking trends. This approach will support the monitoring of the achievement of objectives, allowing quick reactions where needed.</p> | <p>QQI Compliance Audit and Benchmarking/Internal Audits – PLSS Cross Check with QQI Reports</p> <p>Upon completion of the annual FARR planning process, the Data Reporting Officer conducts internal audit checks. PLSS data is also cross checked with QBS.</p> <p>Using Tableau, ongoing monitoring checks are conducted, with the Data Reporting Officer highlighting possible discrepancies within centres/services. Tableau data is dispersed to the various FET centres/services via infographics.</p> <p>ESF reports are downloaded from PLSS in October each year and disseminated to specific centres with the request to address any gaps in economic and educational data.</p> <p>Increasing Data Transparency</p> <p>The Data Reporting Officer is collaborating with peers in developing a Power BI-driven database which will allow for the layering of data from PLSS and QBS to enable CMETB review QQI certification data across databases. In addition, the Data Reporting Officer is also utilising Tableau to develop a local dashboard to view data in relation to the number of starters, finishers and learners achieving certification.</p> |

PLSS Learner Dashboard/Databytes Dissemination/MIS Review

FET management continues to monitor and review achievement of CMETB's Strategic Performance Agreement (SPA) targets. Areas of interest or concern are brought to the relevant centre/service's attention and highlighted via the monthly Databytes publications which highlight the importance of ongoing audit and quality checks.

PowerBI Learner Database Reports

The 2024/25 learner survey was formally launched in November 2024 as part of CMETB's inaugural Learner Voice Week. Responses automatically feed into a Power BI database where the data can be analysed across various themes as well as across multiple years. The database now houses six years' worth of data with a synthesis report due to be published in Q1, 2025. An overview of key results and trends will also be provided as part of a series of FET Breakfast Briefings which are scheduled to take place across Q1 and Q2, 2025.

ESF Audits

Data continues to be monitored on a quarterly basis to ensure accurate and complete data capture. At the end of 2024, in terms of outstanding economic and educational 'unknowns' across all provision (not including e-Learning) there was a 6% unknown rate in education data (down from 15% in October 2024) while in terms of economic data there was a 5% unknown rate recorded (down from 14% in October 2024).

Development of Tracking System – Monitoring of SPA and KPIs

CMETB regularly updates its Excel based tracking system which has been designed to track the implementation of the inaugural review recommendations. These recommendations and

their associated updates have been traffic-lighted and are cross-checked with updates on the implementation of the actions outlined in CMETB's FET Strategy. These are reviewed by the FET Management and Quality Council on a regular basis.

Commentary and Reflections

While PLSS remains the primary source of data pertinent to all FET centres, CMETB now cross checks and triangulates data from across multiple datasets and databases. For example, PLSS data feeds into the annual learner survey to ensure accuracy of data for the different programmes that CMETB runs. This is achieved using Microsoft Power Automate.

In terms of data visualisation, Tableau continues to be used to a greater extent by the Data Reporting Officer to present data in a more visual and user-friendly manner. QBS data is imported into Tableau to provide centres with a visual overview of their provision and delivery. More recently, the Data reporting Officer has been working on using Tableau to identify key trends in respect of the number of learners starting, finishing and receiving certification.

While Power BI has been utilised for a number of years to house and analyse learner survey data, CMETB is constantly developing and expanding its use for the purpose of data analysis and triangulation. For example, the new end of module and end of programme evaluations will be linked to a Power BI database in a similar way to the learner survey. Furthermore, the Data Reporting Officer is currently developing a Power BI-driven database which will filter PLSS and QBS data to allow CMETB more accurately and easily review certification data across both databases.

Key data results, generated from across core datasets, continue to be highlighted via monthly databyte circulations.

Link to published policies and procedures

CMETB Databytes October 2024 **(In folder)**

1.03 Documentation of QA

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
|---|---|
| <p>4. Whereas the review team acknowledges that CMETB realises the importance of working towards the development and implementation of a centre-level QA plan, the review team recommends that comprehensive support be given to the development and implementation of QA plans at centre-level, enhancing cross-centre co-operation and sharing best practice.</p> | <p>QA Centre Plan Template</p> <p>The development of centre level QA templates will now be progressed in line with the forthcoming consultation on the new CMETB FET Strategy which will be developed following the publication of the new SOLAS FET Strategy 2025 – 2029. Specific service/centre level targets will be set as part of the CMETB FET Strategy and will be benchmarked against the inaugural review recommendations and other Key Performance Indicators (KPIs).</p> |
| <p>5. The review team recommends that CMETB should pay attention to achieving equality and consistency for all learners across all centres through examining how quality management procedures and documentation leads to comparable equality and consistency for learners. The review team finds, that although CMETB has built up a robust QA system with procedures, rules and</p> | <p>Addressing Inconsistencies in Learner Experiences/Learner Advisory Network</p> <p>Data is consistently monitored, and areas of concern are raised at QA governance sub-group and FET Management and Quality Council levels as appropriate. For example, service level reporting occurs as part of the PDI and QA sub-groups, while the QA Working Group supports the development and updating of QA policies and procedures.</p> <p>In addition to the annual learner survey and learner forum mechanisms, CMETB QAES is introducing new end of module and end of programme learner evaluation forms. Data garnered from these will feed into a Power BI database with the data being monitored regularly</p> |

regulations determining the management of quality, further attention is needed to ensure a unified approach across all centres.

and cross-checked with learner survey and learner forum data. Areas of concern will be brought to the attention of the relevant service and/or FET management and Quality Council. These new evaluation forms will be available in Q1, 2025.

Development of QA Policies and Procedures

A Professional Learning and Development and QA Policy Officer joined the QAES team in November 2023 and since then has been working with the QA Working Group on the development of a suite of QA policies and procedures.

In terms of policy review, the following process is followed in respect of a new policy or where a major change is required to an existing policy:

- The PL&D and Policy Officer reviews existing/emerging policy areas in FET.
- The QA Working Group is consulted and asked for their input.
- The QA Working Group consults with staff in their own centre/service.
- The QA Working Group agrees the content of the policy and forwards it to the FET Management and Quality Council for approval.
- The FET Management and Quality Council discusses and approves the policy or recommends amendments.
- The FET Management and Quality Council's decision is communicated to the PL&D and Policy Officer.
- If approved, the new/updated policy is uploaded to the CMETB Website and QAES SharePoint site.
- The QA Working Group is notified via Microsoft Lists.

- QA Working Groups informs QAES when individual Boards have approved/noted the policy.

Recently, a blended learning strategy and policy have been developed by CMETB. In addition, a self-evaluation gap analysis was conducted and a suite of documents produced. As part of this an action plan has been developed and submitted to QQI.

It is CMETB's intention to extend the scope of provision to include synchronous blended delivery in Phase 1. This will be followed by Phase 2 which will look to extend the scope of provision to include asynchronous delivery.

As CMETB was the first ETB to prepare the relevant documentation based on the updated QQI Statutory Quality Assurance Guidelines for Providers of Blended Programmes, it was agreed to share the completed documents as templates with all ETBs to potentially extend a unified approach to all ETBs in this space.

CMETB has developed guidelines on the use of Artificial Intelligence (AI) and these have been approved by the FET Management and Quality Council. These guidelines will be kept under ongoing review in recognition of the fast rate of change in respect of AI. It is also proposed that the FET Meet in 2025 will partly focus on the impact of Artificial Intelligence. In addition, CMETB is also in the process of developing an Introduction to Artificial Intelligence Special Purpose Award (SPA) at QQI Level 3.

CMETB has appointed a dedicated Recognition of Prior Learning (RPL) Officer who is responsible for the co-ordination of and roll-out of RPL across CMETB FET Services. A

comprehensive RPL Framework and RPL Policy were approved by the FET Management and Quality Council in December 2024, having been reviewed by an independent external RPL expert. Pilot staff and learner RPL initiatives are scheduled to commence roll-out from Q1, 2025. An introduction to RPL animation has been developed and will be used to support the roll-out of RPL amongst key stakeholders.

CMETB has also reviewed draft QQI policies and has fed into the public consultations when invited to do so. Some of the key draft policies that CMETB responded to in 2024 include:

- Policy and criteria for determining QQI award standards,
- Policy and criteria for provider approval,
- Policy and criteria for validating programmes leading to QQI awards,
- Policy and criteria for making awards,
- Quality assuring assessment interim guidelines for providers,
- Quality assuring assessment interim guidelines for external authenticators,
- Quality assuring guidelines on work-integrated learning.

CMETB is also reviewing QQI's green papers on intermediate qualifications at NFQ Levels 5 and 6 and on QQI's Access, Transfer and Progression Policy, with a view to feeding into the public consultation on these documents.

Commentary and Reflections

Following the appointment of a dedicated Professional Learning and Development (PL&D) and QA Policy Officer in Q4, 2023, CMETB has placed a renewed emphasis on reviewing, updating and developing its suite of QA policies, aimed towards the development of an integrated QA Handbook to be housed via the QAES SharePoint site.

Working in close collaboration with the QA Working Group, the PL&D and Policy Officer has facilitated the review of a number of key QA policies (listed below). In addition, new policies have been developed in the areas of blended learning and Recognition of Prior Learning (RPL).

CMETB has also recognised both the potential of, and risks posed by, rapid advances in the areas of malpractice and challenges to Academic Integrity and Artificial Intelligence. Guidelines have been developed in both of these areas, and key staff are consistently upskilling to keep abreast of the rapidly evolving landscape in each of these areas. CMETB is also liaising nationally via relevant working groups and bodies to ensure awareness of the most up to date guidance and advice. CMETB is currently developing a QQI Level 3 Special Purpose Award in Introduction to Artificial Intelligence. Furthermore, CMETB is also considering the development of an Academic Integrity module which could be included as part of the learner induction process.

Link to Published Policies and Procedures

Recognition of Prior Learning (RPL) Framework **(Pending formal Board sign off and will be published on CMETB website thereafter)**

Recognition of Prior Learning (RPL) Policy **(Pending formal Board sign off and will be published on CMETB website thereafter)**

The PL&D and Policy officer has led out on the review of the following policies:

- Assessment Malpractice
- Assessment Process Appeals
- Assessment Result Appeals
- Assessment Submission Deadlines: Compassionate Considerations in Extenuating Circumstances
- Assessment Submission Deadlines: Short Term Extensions
- Early Learning Childcare Placement Policy
- Early Learning Childcare Repeats Policy
- Examinations: Planning, Conducting and Concluding
- Reasonable Accommodation in Assessment
- Secure Storage of Assessment Materials, Records and Learner Assessment Evidence
- Blended Learning Policy **(Pending formal Board sign off and will be published on CMETB website thereafter)**
- Blended Learning Strategy **(Pending formal Board sign off and will be published on CMETB website thereafter)**

All of these policies, except for RPL (policy and framework) and Blended Learning (policy and strategy), are publicly available and can be accessed via [Publications and Resources – Cavan and Monaghan Education and Training Board](#)

1.04 Staff Recruitment, Management & Development

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| <p>6. The review team recommends that CMETB continue to engage in the national working group in support of an e-recruitment system to further standardise the recruitment process, enhance the candidate experience and improve efficiency in the time it takes to recruit.</p> | <p>E-recruitment System</p> <p>CMETB has procured a new recruitment system called Jobtrain. The system has been configured and staff training completed in March 2024. Following an initial Phase 1 roll-out for the summer 2024 recruitment of teaching staff, Phase 2 roll-out has now commenced and incorporates the recruitment of staff not covered by Phase 1. The new website can be accessed via https://careers.cmetb.ie/Home/Job.</p> |
| <p>7. The review team recommends that CMETB create the opportunity to address the challenges faced in the areas outlined in the SER in its 'People Strategy' with additional focus on the following areas:</p> <ul style="list-style-type: none"> As part of a branding/re-branding strategy, CMETB should focus on making CMETB an employer of choice in the region and should develop a social media strategy to reach out to potential candidates. | <p>Corporate Strategy – CMETB as an Employer of Choice/Employer Accreditations/Staff Wellbeing</p> <p>In line with ongoing work to support the development of a corporate strategy, the Human Resources (HR) Department has appointed a Training Officer, who is liaising with section heads to identify training to be provided for staff. In addition, the HR Training Officer has joined the FET Professional Learning and Development (PL&D) Working Group, supporting the work of this group from both a HR and wider organisational perspective.</p> <p>Wellbeing training and initiatives continue to be provided and promoted amongst the wider FET staff teams. Ongoing opportunities to participate in training are available via both CMETB's DCM corporate membership package, ETBI's PL&D Hub and the Further Education Support</p> |

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| <ul style="list-style-type: none"> • CMETB management should continue to support collaboration and employee engagement through CMETB wide initiatives e.g. the promotion of mental health & wellbeing initiatives and flexible working patterns for learners. • The QA induction training and CMETB-wide induction training programme should be integrated to enhance awareness around the impact of QA and the importance of a quality culture. • CMETB should identify appropriate accreditations for staff to achieve which would strengthen and improve the existing HR policies and procedures and promote external validation of CMETB as professionally valuable e.g. Great Places to Work, Keep Well Award, Investors in Diversity Award. | <p>Service (FESS) PL&D programme of events. The PL&D Officer keeps staff informed of these sessions as they are advertised and actively encourages participation.</p> <p>Wellbeing events are also organised for learners on an ongoing basis via the work of the Learner Support Officer. A number of Wellbeing Champions have been appointed within different FET centres and a Wellbeing Committee has also been established.</p> <p>CMETB staff continue to have access to the range of supports and resources provided by Spectrum.Life.</p> <p>CMETB's Remote Working Policy affords eligible staff the opportunity to apply for up to two days remote working with the policy and its impact reviewed on an ongoing basis by management. Staff are required to reapply for remote working in January of each year. New staff applying for remote working for the first time are required to complete a mandatory remote working health and safety assessment prior to their application being approved.</p> <p>CMETB is also participating in work placement programme in its administration centres, one PLC college and two second-level schools. As part of this programme, participants gain invaluable work place experience.</p> <p>The QAES induction sessions are currently being reviewed and updated to reflect recent developments in respect of PL&D, RPL and blended learning. In addition, now that the HR Training Officer has joined the PL&D Working Group discussions will be advanced on integrating the QAES induction and CMETB-wide induction training programmes.</p> |
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| | <p>CMETB PL&D Strategy and Annual PL&D Plan/Calendar</p> <p>The PL&D and Policy Officer and the RPL, Research and Evaluation Officer reviewed and updated the PL&D Action Plan in Q3, 2024. The revised Action Plan was presented to, and approved by, the PL&D Working Group in January 2025. The Action Plan will be reviewed and updated in line with the development of the new the SOLAS FET Strategy 2025 – 2029 and the CMETB FET Strategy.</p> <p>The PL&D Officer continues to actively engage with all FET centres directly and via the PL&D Working Group on the development of an annual PL&D Plan and PL&D Calendars.</p> <p>The Spring 2025 PL&D Calendar was published in January 2025 following consultation with and approval from the PL&D Working Group.</p> |
| <p>8. The review team recommends that the PL&D Co-ordinator, operating in conjunction with HR, should complete a CMETB wide Training Needs Analysis and Training Plan which will support the FET College of the Future. The review team recommends that CMETB consider expanding PL&D opportunities to include such areas as mentoring, coaching and Learning Portals (LinkedIn Learning)</p> | <p>LinkedIn Learning</p> <p>LinkedIn Learning was researched individually by CMETB and as part of ETBI's negotiated sectoral offer, but it was felt that it did not represent value for money at this point in time. CMETB's strategic approach is to promote and grow engagement with PL&D activity via its existing channels – ETBI PL&D Hub, FESS, DCM and internal training opportunities. LinkedIn Learning will be kept under review and decisions will be made in conjunction with the PL&D Working Group and FET management.</p> <p>CMETB Training Needs Analysis</p> <p>An updated staff Training Needs Analysis (TNA) will be conducted in line with the development of the new CMETB FET Strategy. The PL&D Officer will consult with the HR Training Officer (who has joined the PL&D Working Group), the wider PL&D Working Group</p> |

and FET management on the development and roll-out of this updated TNA. However, this does not mean that integrated activities with HR and FET have not been taking place.

Collaboration with SOLAS, ETBI and National PL&D Co-ordinators Network

ETBI's PL&D Hub's ongoing calendar of events is supported at CMETB level by the PL&D Officer. Once received from ETBI, details of monthly events are circulated via centre heads, who forward them on to their staff as relevant. The PL&D Co-ordinator is liaising with ETBI's PL&D Hub Manager to see if details of CMETB staff members in attendance at these events can be shared with CMETB for its own records and audit trail. DCM also provide regular updates on the number of CMETB staff registered and who attended sessions offered as part of their corporate membership package.

FET Meet

Via the annual FET Meet event, CMETB will continue to deliver taster PL&D sessions in new and emerging technologies, as well as supporting the green agenda. Planning is underway for the 2025 FET Meet which is expected to take place in early September 2025 with Artificial Intelligence and Academic Integrity expected to feature prominently. Consultation with the PL&D Working Group is ongoing to finalise the optimum format for the FET Meet.

Commentary and Reflections

The QAES Team, in conjunction with the PL&D Officer, PL&D Working Group and FET Management, has opted to pause the procurement of a dedicated CMETB PL&D Hub. Instead, CMETB has agreed to refocus efforts on increasing engagement with training and upskilling opportunities provided via existing mechanisms and platforms such as the internal PL&D Calendar, ETBI PL&D Hub, FESS CPD Calendar and DCM Corporate Membership Package. QAES is also keen to increase engagement with its existing QA SharePoint site by hosting PL&D event details, recordings and materials via the site.

The PL&D Officer, working in consultation with the PL&D Working Group and FET management, continues to interact with FET Services to help them identify and procure relevant and timely staff training and upskilling opportunities. An annual PL&D Week, taking place across late August and early September, has been introduced to centralise core PL&D activity while facilitating staff from across all FET centres to actively engage. PL&D sessions continue to be offered via face-to-face, online and blended modes. CMETB's flagship FET Meet event will also be moved from May to form part of an expanded PL&D Week schedule from 2025 onwards.

Link to Published Policies and Procedures

Professional Learning and Development Calendar Spring 2025 **(In folder)**
CMETB PL&D Support Programme 2024 **(In folder)**

1.05 Programme Development, Approval & Submission

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| <p>9. The review team recommends that CMETB develop specific Key Performance Indicators (KPIs) for tracking programme development as this does not seem to be included in the enhancement categories in the conclusions section in the SER. The team suggests these could be included as part of the QA SharePoint as this seems to be a powerful tool for accessing the most up-to-date and relevant information.</p> | <p>Programme Development Process Design</p> <p>CMETB QAES continues to link with FET centres to progress the ongoing development of new programmes using CMETB's stage/gate programme development process.</p> <p>Programme Development Key Performance Indicators (KPIs)</p> <p>As part of the response to this recommendation, CMETB set out clear targets in its action plan in respect of the number of new or revalidated programmes to be progressed in 2022, 2023 and 2024. In each of these years, CMETB not only met these targets but exceeded them.</p> <p>In 2023 a total of 20 programmes received validation/differential validation for delivery by various CMETB FET services against a target of 10 programmes. A total of 14 certificates of validation were received to include the revalidated Level 6 Original Equipment Manufacturing</p> |

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| | <p>Engineering (OEM) Apprenticeship, a new Audio and Music Production (AMP) Major Award at Level 6, Managing Money at Level 2, Online Awareness and Responsibility at Level 3 and Sustainability awards at Levels 3 and 5. Differential Validation was also received for a range of programmes under CMETB's Supply Chain, Logistics and Procurement Centre of Excellence to include, for example, Level 5 Digital Assisted Eco-Driving (HGV and Bus and Coach) and Level 6 Circular Economy in the Workplace</p> <p>In 2024 CMETB again exceeded its target of 14 new or revalidated programmes with new Special Purpose Awards (SPAs) in ESOL Levels 1 and 2 developed, Managing the Sustainable Home Level 3 and Supporting Parents Level 3. CMETB also secured differential validation for Climate Justice Level 4, Barista Skills Level 4, Door Security Skills Level 4 and Security Guarding Skills Level 4.</p> <p>In addition, CMETB is currently in the process of developing SPAs in Blended Learning Design and Delivery at Level 6, Fundamentals of Feedback in the Workplace at Level 6, Introduction to Artificial Intelligence at Level 3, and differentially validating Fundamentals of Immersive Technology at Level 5 and Wind Energy with Immersive Technologies at Level 5.</p> <p>CMETB is also leading out on the development of seven micro-qualifications in Sector Specific English Language Skills (three micro-qualifications) and Warehousing at QQI Level 5 (four micro-qualifications) as part of the SOLAS Innovation through Collaboration Fund.</p> |
| <p>10. The review team recommends that the ETB monitor and review their ongoing programmes in light of being fit for purpose</p> | <p>National CAS Programme Review</p> <p>CMETB is currently engaged in the national pilot for the review of CAS awards, partnering with Donegal ETB to review Work Experience Modules at QQI Levels 4, 5 and 6.</p> |

and meeting national and regional needs and consider gaps in provision. It is recommended that the ETB builds on the present momentum and works with other ETBs and QQI to further develop policy and programmes using a blended learning approach. The review team recommends that the ETB, in reviewing its programmes and introducing new programmes, should consider reducing the number of programmes and see if existing programme can be updated.

Blended Learning Strategy and Policy

CMETB's Blended Learning Strategy and Blended Learning Policy have been updated to reflect QQI's guidelines on digital education. Both documents were externally reviewed by Subject Matter Experts (SMEs) from National College of Ireland (NCI), and formally approved by CMETB's FET Management and Quality Council.

Both documents, along with a comprehensive self-evaluation, gap analysis and associated appendices will be submitted to QQI as part of CMETB's application for validation for synchronous blended learning delivery once CMETB is invited to do so.

Review of Validated Programmes

During 2024 QQI issued a number of communications regarding the delisting of little used CAS programmes. CMETB has been in consultation with QQI in respect of these and is also working nationally as part of a review group to ensure that required programmes can be retained where necessary by the sector until new replacement programmes have been developed and formally validated.

UK Based Awarding Bodies

CMETB is continuing to work with UK based and other international awarding bodies. However, in light of the recent enactment of the Listed Awarding Bodies (LAB) Scheme, CMETB will be reviewing its providers and range of programmes in this space and making alternative arrangements if required.

A new City and Guilds award in Drylining was rolled-out in September 2024. In respect of ILM awards, CMETB introduced the Understanding Customer Service Standards and Requirements module in 2024.

Commentary and Reflections

Based on the successful introduction of its stage-gate approach to programme development, CMETB's confidence and ability to develop timely and responsive new programmes has matured significantly. Since its inception, CMETB has developed a wide range of minor and major awards, Special Purpose Awards and micro-qualifications, while also securing revalidation for key programmes such as the OEM Apprenticeship. As well as securing differential validation for a wide range of programmes, CMETB has also opened up access to many of its newly developed programmes to other ETBs via the differential validation process.

CMETB is currently spearheading innovative and responsive programme development in the ESOL space, having to date developed 'first of their kind' ESOL Special Purpose Awards at Levels 1 and 2 against the new broad standards for foreign languages and literacy. CMETB is keen to keep the momentum going in this space and has submitted a comprehensive funding application to SOLAS for the development of ESOL awards at Levels 3 and 4. In the meantime, CMETB is progressing the development of three sector specific English language micro-qualifications at Level 5 for the healthcare, hospitality and manufacturing sectors via SOLAS' Innovation through Collaboration Fund.

In addition, CMETB is also currently engaged in a pilot CAS review process, working with Donegal ETB to review Work Experience modules at Levels 4, 5 and 6.

CMETB has also instigated an internal process for making minor changes to CAS awards in terms of updating out of date or irrelevant content, pending a wholesale expansion of the CAS review process.

Link to Published Policies and Procedures

List of CMETB Programme Validations 2023 – 2024 **(In folder)**

1.06 Access, Transfer and Progression

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| No recommendations were made under this heading. | Click here to enter text. |

1.07 Integrity and Approval of Learner Results

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| No recommendations were made under this heading. | Click here to enter text. |

1.08 Information and Data Management

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| 11. The QA platform and database support the analysis of data, performance indicators and trends. The review team recommends that CMETB develop and implement a digital transformation strategy in tandem with work at a | Development of ICT Strategy On foot of the ICT Sectoral Report, which was published in January 2024, a CMETB ICT Audit Plan 2023 – 2025 was developed. This plan will select two/three areas per annum, from a total of eight areas, each aligned to baseline standard mandatory requirements. |

national level to further support information collection and dissemination across the whole of CMETB. The review team also recommends that opportunities need to be developed to allow greater access for centres and staff to relevant data and information across CMETB also adhering to GDPR obligations.

Each ICT audit consists of two phases: Phase 1 being a consultancy approach to provide CMETB with artefacts, tools and techniques by which to implement the sector specific areas of the baseline standards being audited. After a reasonable time to allow CMETB embed these processes, Phase 2 consists of the Internal Audit Unit (IAU) verifying that the artefacts, tools and techniques provided during Phase 1 have been implemented.

Phase 1 of the ICT Audit Plan has now been completed with CMETB in the process of embedding new policies in line with the [KOSI](#) audit baseline standard template. This process has a number of different aspects which includes the adjustment of CMETB's existing policies to reflect other/additional necessary policy standards. This policy aspect of the project is undertaken by the ICT and Compliance Section of CMETB, with the Compliance Section leading and managing the overall implementation.

SharePoint Site

CMETB continues to promote the use of its internal staff SharePoint sites, including the dedicated QAES SharePoint. In addition, all CMETB programme and module descriptors have been migrated from Aquaweb to SharePoint to which certain personnel within each centre have access to.

Impact of Artificial Intelligence

CMETB guidelines on Artificial Intelligence have been developed and approved by the FET Management and Quality Council. These will be reviewed on an ongoing basis in light of the fast pace of change in this area. CMETB is also in process of developing a Level 3 Introduction to Artificial Intelligence Special Purpose Award.

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| 12. The review team recommends that the ETB consider its data protection risks and ensure it is compliant with DP and GDPR regulations | Risk Register Review Service level and overall FET risk registers are in place and are reviewed on a quarterly basis. |
| Commentary and Reflections CMETB is committed to ensuring the ongoing security and integrity of its data and as such is regularly reviewing and updating its security procedures and protocols. The IT Department regularly reminds staff about phishing and scam email campaigns, while staff are also regularly required to complete cybersecurity training via the Privacy Engine platform. To help mitigate against the negative impact of and misuse of the ever-increasing number of Artificial Intelligence (AI) applications and platforms, the CMETB IT Department has strict protocols for the approval and use of these resources. To date only Microsoft Co-pilot and Canva are the only AI applications permitted via CMETB networks. | |
| Link to Published Policies and Procedures Guidelines for Learners on the use of Artificial Intelligence in Assessment Guidelines for Practitioners in the use of Artificial Intelligence in Assessment (In folder) | |

1.09 Public Information and Communication

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| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
| No recommendations were made under this heading. | |

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| <p>13. The review team recommends that CMETB engage with relevant parties to clarify issues raised and seek to streamline and accelerate procurement processes.</p> | <p>Rollout of P2P</p> <p>ESBS regularly facilitates online training to support and update staff on the use of P2P.</p> <p>Supporting Guidelines and FAQ Documentation</p> <p>Regular updates are circulated on procurement guidelines and processes. Compliance updates are also circulated on an ongoing basis. In addition, a new Assistant Principal Officer (APO) for Property, Capital and Procurement commenced work with CMETB in Q4, 2024.</p> |
| <p>Commentary and Reflections</p> <p>CMETB continues to comply with procurement policies and guidelines in consultation with the procurement department. CMETB continually strives to ensure value for money, while procuring products and services in a timely and responsive manner.</p> <p>All CMETB orders, invoices and payments are processed via ESBS Shared Services.</p> | |
| <p>Link to Published Policies and Procedures</p> <p>CMETB Procurement Policy – Updated November 2023</p> | |

2.02 Assessment of Learners

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| <p>14. The review team recommends that CMETB develop policies and processes for RPL.</p> | <p>Central RPL Unit</p> <p>A dedicated RPL Officer has been appointed as part of the wider QAES Team. Working in conjunction with the QA Working Group and an independent external RPL expert, the RPL Officer has developed a comprehensive RPL Framework and RPL Policy. Both of these documents were formally approved by the FET Management and Quality Council in Q4, 2024 and are currently with Boards for final approval.</p> <p>CMETB is currently preparing to roll-out RPL with a number of learner and staff pilot projects being targeted to test the newly approved policy and procedures. To help facilitate this and support the wider roll-out of RPL a dedicated rpl@cmetb.ie email address has been set up. QAES has been working with an external provider on the development of an introduction to RPL animated video. It is anticipated that this new video will be formally launched in Q2, 2025.</p> <p>An RPL Working Group will also be established in Q1, 2025 to support the RPL Officer with the wider roll-out of RPL across FET Services.</p> <p>The RPL Officer has also been nominated to act as CMETB's representative on the newly convened ETBI RPL Working Group.</p> |

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| <p>15. The review team also recommends that CMETB liaise with other ETBs and networks and work to develop a tool to measure ‘distance travelled.’</p> | <p>Wider Benefits of Learning Project to Measure Distance Travelled</p> <p>CMETB has completed its pilot of the Wider Benefits of Learning (WBL) tool with the agreed learner target achieved. Both paper and online versions of the tool are available.</p> <p>Terms of Reference have been agreed for assessing the ‘face and content’ validity of the tool in terms of what it looks like, and the questions posed via the tool.</p> <p>Feedback surveys for both learners and staff have been drafted.</p> <p>Nurture Pilot</p> <p>It was decided to end the Nurture pilot as it was not working for a number of the centres involved. Cavan Youthreach and Cavan Institute piloted the platform over two years and both centres have agreed that Nurture wasn’t meeting their needs. In fact, the platform created additional work for staff and it lacked integration with Microsoft Teams and SharePoint, making it less appealing. Cavan Institute has its own procedures in place for collecting, correcting and providing feedback for learner work which has proven more productive. It was felt that the functionality available to CMETB in Microsoft Teams assignments and SharePoint was more suitable.</p> |
| <p>16. The review team recommends that work placement practices should be further enhanced to improve consistent formative and summative assessment feedback to learners.</p> | <p>Development of Marking Rubrics and Feedback Guidelines – Work Placements</p> <p>CMETB is currently partnering with Donegal ETB to review QQI Work Experience modules at National Framework of Qualifications (NFQ) Levels 4, 5 and 6. Marking rubrics and feedback guidelines will be updated/developed as part of this review.</p> |

Commentary and Reflections

CMETB has been working carefully and systemically over the past year to put in place sound policies and procedures in respect of RPL. Following the appointment of a dedicated RPL Officer, work commenced on the development of, not only an RPL Policy, but also an RPL Framework. Given that CMETB is new to the RPL space, an independent external RPL expert was brought on board to review and sense check various drafts of these documents. This externality brought to the process by the external SME leaves CMETB confident in the policy and approach to RPL to the benefit of learners.

The final versions of these documents were formally approved by CMETB's FET Management and Quality Council in December 2024. CMETB is now working on progressing a number of pilot staff and learner RPL initiatives to stress test the policy and procedures in advance of a wider ETB wide roll-out.

Link to Published Policies and Procedures

CMETB Draft Recognition of Prior Learning Policy (pending formal Board sign off) **(In folder)**
CMETB Draft Recognition of Prior Learning Framework (Pending formal Board sign off) **(In folder)**

CMETB RPL Animation will be published on the CMETB website following an internal launch scheduled to take place in March 2025.

2.03 Supports for Learners

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| 17. The review team recommends that CMETB increase efforts to ensure that learners are aware of the supports available and can access them in a timely and straightforward manner. Efforts should also be made to ensure that learners involved in the training services are aware of the | Learner Support Officer The Learner Support Officer is actively working across all services to promote and provide learner supports, which also include wellbeing and mental health supports for learners. |

guidance service offered by the Adult Guidance Service (AGS). The review team also recommends that ETB takes a proactive approach to raise the profile of CMETB among learners.

Learner Advisory Network

A learner panel engaged in the 2024 FET Meet event and was well received by staff in attendance. The participating learners generously shared their personal journeys back into FET and the impact FET has had on their lives, with some of them going on to share their stories via the Journey Podcast series.

The inaugural CMETB Learner Voice Week took place between 11th and 15th November 2024 with a series of learner events and interactions taking place across all FET Services. As part of the schedule, a series of short, pre-recorded conversations covering topics such as wellbeing and resilience and dealing with health-related setback during education, dealing with assessment anxiety and supports available via the CMETB Guidance Service were shared with learners throughout the week. These recordings have also been uploaded to the QAES SharePoint site. The 2025 iteration of Learner Voice Week is being planned for 17th to 21st November.

CMETB is currently engaging with AONTAS with a view to establishing a CMETB Learner Council in Q4, 2025. Staff training is scheduled to take place in late February 2024.

A new podcast series called 'The Journey' was launched in Q1, 2024 and is available to stream via Spotify. Each episode focuses on a former CMETB FET learner who shares his/her story of what brought them to FET and how the experience has impacted their personal and professional lives. Based on the success of the first series, a second series was launched in Q4, 2024. Based on feedback to series one, a review was carried out

and the learnings and feedback were incorporated into series two with future episodes being slightly shorter in duration.

Induction Process and Learner Supports

The QAES induction materials will be further updated throughout 2025 to include references to new initiatives such as Blended Learning and Recognition of Prior Learning (RPL).

A short introduction to RPL animated video has been developed and will be used to build a wider understanding and awareness of RPL amongst key internal and external stakeholders, including staff and learners.

Commentary and Reflections

CMETB is consistently working to expand awareness of and access to the wide range of existing learner support available. Working cohesively via the Learner Support Officer and the wider Learner Voice process, learner awareness of and use of learner supports has increased. Additional funding has also been secured and has been utilised to expand the range of learning supports to include one-to-one counselling and the loan device scheme. Particularly in the aftermath of the Covid-19 pandemic Wellbeing and Mental Health supports have become critically important and to this end a number of Wellbeing Champions, as well as a Wellbeing Committee has been established.

Link to Published Policies and Procedures

[CMETB The Journey Podcast on Spotify](#)

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| No recommendations were made under this heading. | |

3.02 Programme Monitoring & Review

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| <p>18. The review team recommends that CMETB address how programme delivery and outcomes are monitored across multiple centres, including the collection of feedback from learners/ stakeholders and how the methodology is unified between centres/programmes. The review team also recommends that CMETB ensure that the scope of its Programme Approval Committee or its successor is extended to include monitoring of instructors' and learners' feedback in periodic review of programmes so that the process</p> | <p>Incremental Review of Process</p> <p>CMETB is feeding into the national review of CAS awards, partnering with Donegal ETB on the review of Work Experience modules at NFQ Levels 4, 5 and 6.</p> <p>In addition, CMETB has approved an internal process for individual FET centres/services to propose and make minor changes to programmes at a local level.</p> <p>Augmenting Learner and Instructor Voice</p> <p>End of module and end of programme evaluation forms have been drafted, reviewed and approved by the FET Management and Quality Council for roll-out. Pending the setting up of a Power BI database to house and analyse inputs, links to these evaluation forms</p> |

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| becomes not only comprehensive but also inclusive and truly representative of all voices. | <p>will be circulated to all centres. QAES will review the data on an ongoing basis and will issue updates and highlight any issues of concern, as required.</p> <p>In addition, CMETB also uses Programme Boards to help augment the learner and instructor voice.</p> |
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Commentary and Reflections

CMETB is conscious of the need to ensure its programmes remain current and up to date and responsive to the needs of the local and wider national economies. While CMETB has developed a significant number of PDAS awards, it is also engaged in initiatives aimed at reviewing and updating the current suite of CAS awards. With a pilot project underway, CMETB is keen to see this process succeed and progress to a wholesale review of all existing CAS awards at Levels 1 to 6. With this in mind, CMETB is conscious of the importance of learner input into the review process, and for this reason the newly devised end of module and end of programme evaluations will be critical. In the interim, and to ensure CMETB remains responsive to the needs of employers, an internal review process has been approved to help make minor updates to the existing suite of CAS Awards.

Via the Skills to Advance Initiative, CMETB is also working cohesively to utilise funding available via the Innovation through Collaboration Fund to develop a suite of micro-qualifications focused on upskilling the workforce across the Cavan/Monaghan region. To date CMETB has developed micro-qualifications in Business Innovation and Market Creation at NFQ Level 6, while it is currently in the process of developing additional micro-qualifications in Sector Specific English Language Skills and Warehousing at Level 5. A number of new programmes have set up programme boards to ensure wider stakeholder participation and consultation.

3.03 Oversight, monitoring & review of relationships with external parties

| Recommendation (as recorded in the review report) | Update - Note progress/changes made to P&P, timeline. |
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| 19. Whilst it is not a requirement of community education, as its core objective is inclusion, the | <p>Wider Benefits of Learning</p> <p>As previously mentioned, CMETB has participated in the pilot of Wider Benefits of Learning (WBL) tool.</p> |

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| review team recommends that the ETB consider accreditation, or a distance travelled metric. | |
| 20. The review team recommends that CMETB continue to work on a national level and international level in developing programmes in response to learner, employer and national needs. | Programme Development As mentioned earlier in respect of programme development, CMETB continues to work at a local and national level in respect of the development of new programmes that respond to identified needs. |
| 21. The review team recommends that CMETB work to strengthen its relationship with Third Level Institutes on an ETB wide basis. The review team recommends that CMETB explore opportunities to develop courses allowing learners to stay in the region while completing Years one and two of third level courses. | National Tertiary Office CMETB has a 0.5 post to develop tertiary degrees within the CMETB region. As part of this new initiative, CMETB is currently exploring degrees in social care and software development as part of the Atlantic and Border Cluster. |
| 22. The review team recommends that in view of the border location of CMETB further cross-border initiatives with Northern Ireland's third level institutes should be explored. | South-East/HE/FE/Industry Cross-Border Alliance (SECBA) The South-East/Higher Education/Further Education/Industry Cross-Border Alliance (SECBA) initiative is designed to transform the South-East region, strategically bridging the gap between educational outputs and industry's evolving needs. The project will directly address regional skills challenges through a strategic cross-border skills partnership with Dundalk Institute of Technology (DkIT), Southern Regional College (SRC), Monaghan Institute, Cavan Institute and Workplus . PeacePlus Programme PeacePlus funding has been allocated to the Southeast Higher Education/Further Education/Industry Cross-Border Alliance (SECBA) initiative, which is a collaborative |

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| | <p>skills partnership that aims to bridge the gap between educational outputs and the evolving needs of industry in the Southeast region. This project will help boost employability, reaching out to the underrepresented groups, and encourage innovation. It will help stimulate growth across key sectors, resulting in improved cross-border labour force mobility and regional competitiveness.</p> <p>The project will be led by Dundalk Institute of Technology (DkIT), in partnership with Southern Region College (SRC), Monaghan Institute, Cavan Institute and Workplus.</p> |
| <p>23. The review team recommends that CMETB explore nationally how to develop programmes to respond to emerging needs whilst being cognisant of the need to adhere to QA. The review team recommends that CMETB explore possibilities for co-projects with partners. There is evidence of other possibilities for co-projects with partners in the region.</p> | <p>Programme Development</p> <p>CMETB continues to engage with relevant stakeholders at a local and wider national and international level to progress the development of programmes that respond to identified needs. CMETB will continue to seek out and respond to requests from stakeholders who can assist in and support developments in this respect.</p> <p>In addition, CMETB actively shares newly validated programmes with ETBs nationally upon request while also securing differential validation for programmes that respond to locally identified needs.</p> |
| <p>24. The review team recommends that CMETB develop a unified collaboration with employers and ensure that employers have a central contact in the ETB. The ETB should explore the development of a centralised database to assist in identifying employers who have a relationship with the ETB and new employer partners. The ETB</p> | <p>Employer Engagement Project</p> <p>CMETB, in partnership with the Local Enterprise Office (LEO), the Department of Social Protection (DSP) and the Regional Skills Forum, hosted two highly successful Employment and Training Expos in both Cavan and Monaghan in Q2, 2024. These events attracted over 100 exhibitors and more than 650 attendees.</p> |

should continue to engage with employers regarding further access for workers to upskilling and should also seek to expand workplace opportunities for learners.

In advance of the Expos, CMETB hosted a briefing session for employers which provided valuable insights into new funding, training and employment supports that are available for local business in 2024. This briefing served as an opportunity for companies to engage and network with key stakeholders including CMETB, LEOs, the Regional Skills Forum, SOLAS and representatives from DSP.

Employer Portal

At the Employment and Training Expos mentioned above CMETB launched its new Employer Portal. This innovative portal is designed to bridge the gap between employers and jobseekers in the Cavan/Monaghan region, providing a seamless platform for job postings and searches. In addition to serving employers, the portal also supports learners who complete courses at CMETB FET centres.

Upon completion of their programmes, learners can use the portal to explore job opportunities that match their newly acquired skills and qualifications.

CMETB Website – Employer Engagement

The CMETB website now has a designated area for employers where they can easily access training information and liaise with the employers' working unit relevant to their need. CMETB employers' newsletter will be accessible within this section of the website.

| | |
|--|---|
| | <p>Employers Handbook</p> <p>CMETB has also designed and produced an Employers Handbook outlining CMETB FET Services and programmes available to local employers in the Cavan and Monaghan region.</p> <p>Programme Development</p> <p>A new traineeship in Renewable Construction Technology was launched in September 2024.</p> <p>The CAS module in Micro Solar Photovoltaic Systems Implementation has been updated and revalidated in conjunction with the Sustainable Energy Authority of Ireland (SEAI) with the module now being delivered across the region.</p> |
| 25. The review team recommends that the ETB develop a process which allows timely responses in programme provision to meet the needs of employers and the local community. | <p>Employer Engagement</p> <p>As signalled above, CMETB continues to engage with employers in respect of the development of programmes that respond to identified local needs. Using its tried and tested Stage-Gate process CMETB can progress programme development in a timely, efficient and fully transparent manner.</p> |
| 26. The review team recommends that CMETB explore how to maintain a base of suitably qualified teachers and instructors and how to keep them upskilled. | <p>Teacher/Instructor Recruitment</p> <p>CMETB FET Services liaises with the Human Resources (HR) Departments in respect of the recruitment of new teachers and instructors. Both required and desired qualifications and levels of experience are clearly stated within the published job specification. Following a short-listing process, successful candidates are invited to participate in a competency-based interview process with only those candidates meeting the required criteria and the threshold set by the selection panel are recommended for appointment.</p> |

Commentary and Reflections

CMETB continues to engage with Higher Education and other external partners to continuously expand the available of progression options for FET learners. CMETB is actively engaging with the National Tertiary Office on the development of new progression opportunities as part of the move towards an integrated tertiary sector. For example, CMETB is currently investigating Social Care Practice in Cavan Institute with Atlantic Technological University (ATU) and Software Technology in Cavan and Monaghan Institutes with ATU.

Link to Published Policies and Procedures

[CMETB Employer Portal](#)

4.0 Quality Developments and Enhancements

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

Guide:

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

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

| No. | QA Objectives | Update on Status | Link to updated/new Policy |
|-----|---|--|----------------------------|
| | These should relate to objectives not already discussed in the progress report. | Provide brief update on status, whether completed or in progress. | |
| 1 | Review of CMETB's building portfolio to assess its ongoing suitability. | Cavan has been chosen as the location for one of 10 new FET College of the Future to be developed nationally. This new education and training facility will be located at Cavan Institute's Cathedral Road Campus and will see the consolidation of FET Services at one location. Following a rigorous evaluation process, this project is progressing | Click here to enter text. |

| | | | |
|---|---|---|---------------------------|
| | | <p>to the Pre-Tender Stage which includes Project Design, Planning and Procurement Strategy.</p> <p>In addition, a new Youthreach Centre has opened in Carrickmacross, while a new training facility in Monaghan is due to come on stream in Q1, 2025. Work has also commenced on dedicated Adult Education Centre in Cavan town.</p> | |
| 2 | Utilise Tableau licences and emerging data to support CMETB strategy development documentation. | <p>The Data Reporting Officer continues to utilise Tableau to visualise data in a more digestible and visual format. For example a new dashboard, which will visualise the number of starters, finishers and learners achieving certification using data from PLSS and QBS develop a local dashboard to view data in relation to the number of starters, finishers and learners achieving</p> | Click here to enter text. |

| | | | |
|---|--------------------------------------|---|---|
| | | certification, is currently being developed by CMETB. | |
| 3 | Consider establishing a CMETB Alumni | By directly engaging with learners via various learner voice initiatives such as learner forums, learner voice week, learner panels at staff events and the Journey Podcast, CMETB is putting in place key mechanisms and supports which will enable the establishment of a CMETB Alumni. The development of the CMETB Employer Portal is also a key step in building long term relationships with CMETB graduates. | Click here to enter text. |

5.0 Additional Themes and Case Studies (optional)

Guide:

The ETB is invited to provide up to 3 x **short case studies**, 1-2 pages, demonstrating QA enhancements and their impacts (these may relate to topics covered in sections above). **You are encouraged to reflect on and highlight areas that may be of interest to other providers and would benefit from wider dissemination.** Note: Submission of case studies are not mandatory. However, please know that any submitted case studies will be published on QQI's website in full unabridged format.

Guideline for Case Study

QQI recommends that written case studies should:

- ⇒ Be between half a page and two pages in length
- ⇒ Limited to 2-2500 words
- ⇒ Relate to a specific time- and subject-bound issue
- ⇒ Include an introduction that sets out a brief overview of contextual matters
- ⇒ Include any relevant supporting data and data analysis
- ⇒ Include links to any sources cited
- ⇒ Include a clear concluding paragraph with overview of key outcomes/learning

Case Study Title: English for Speakers of Other Languages (ESOL) Programme Development

Introduction

Using its tried and tested stage-gate programme development process, CMETB has embarked on the development of a suite of new QQI accredited English for Speakers of Other Languages (ESOL) programmes. To date, two new Special Purpose Awards (SPAs) at Levels 1 and 2 on the National Framework of Qualifications (NFQ) have been developed and successfully validated by QQI. CMETB is also currently working with SOLAS, via the Skills to Advance Innovation through Collaboration Fund, on the development of a number of sector specific English language micro-qualifications at QQI Level 5. In addition, CMETB has also prepared and submitted a comprehensive proposal and funding application for the re-development of existing ESOL programmes at Levels 3 and 4.

Description of issue

Historically, accredited ESOL provision within CMETB was limited to minor awards at Levels 3 and 4. Below these levels provision tended to be a mixture of unaccredited programmes and general literacy accredited programmes at Levels 1 and 2. Due to a significant shift in the profile of ESOL learners in recent years – with an increasing number of learners presenting with little to no English language competency and/or literacy difficulties in their native language – these ad hoc solutions were no longer fit for purpose.

Following discussions with the Director of FET, Adult Education Officer (AEO) and ESOL Co-ordinators, it was agreed that there was a need for accredited, high-quality ESOL programmes at Levels 1 and 2 that met the diverse needs of learners from different linguistic, cultural and educational backgrounds. The lack of existing ESOL programmes at these entry levels meant that there was a lack of uniformity in delivery nationally, leaving a growing cohort of migrant learners ill prepared to interact in and integrate into Irish society. As such, the development of accredited programmes at these levels ensures standardisation nationally providing migrant learners, who tend to be more transient than other sectors of Irish society, with skills that are transferable in many facets of their personal and professional lives.

Action

Once it had been agreed at ETB level to explore the development of accredited ESOL programmes at Levels 1 and 2, representatives from the Quality Assurance and Enhancement Service (QAES) engaged with QQI to seek their advice and support to develop these programmes against the

draft broad standards for foreign languages. Following these successful interactions with QQI, CMETB proceeded to recruit an appoint Subject Matter Experts (SMEs) to work with the Programme Development, Validation and Review (PDVR) Officer and the wider QAES team to progress programme development using CMETB's stage-gate process.

Commencing in Q1, 2023, the SMEs embarked on over 80 hours of research and seven months of development work which explored best practice in Ireland, Europe and Internationally and which resulted in the development of two Special Purpose Awards (SPAs) at Levels 1 and 2. These programmes have not only been aligned to the broad standards, but also to the Common European Framework of Reference for Languages (CEFR) and the Literacy and Second Language Learning for the Linguistic Integration of Adult Migrants (LASLLIAM) reference guide.

Each programmes consists of three minor awards which can be certified separately or as a full SPA and separated into the key language skills areas – listening and speaking, reading and writing. At each level, the programmes are accompanied by a suite of learner and tutor resources to include learner and tutor workbooks, sample assessments and a comprehensive programme syllabus aligned to the CEFR.

Both of these accredited programme sit alongside an unaccredited Entry to ESOL literacy focused programme which was developed at the same time and adopts the same format at the accredited programmes.

Keen to build on the momentum of developing dedicated ESOL awards at Levels 1 and 2, which have now been adopted by all 16 ETBs nationally, CMETB is hoping to progress the development of updated ESOL awards at Levels 3 and 4 in 2025. Pending receipt of funding to progress with this, CMETB is currently working on developing three micro-qualifications at QQI Level 5 in sector specific English language aimed at upskilling employees who need to develop their technical language skills in various roles across the healthcare, hospitality and engineering and manufacturing sectors.

Key Outcomes/Impacts

Following the successful validation of the ESOL Level 1 and 2 awards, coupled with the unaccredited Entry to ESOL programme, CMETB has developed a unique three-tier framework covering language and literacy provision up to A1 level on the CEFR in a way that complies with both

national and international standards. The net result of this is that learners should now progress to ESOL Level 3 at a more standardised level rather than Level 3 being the standard accreditation access point for learners. Both awards have been positively received and the 15 other ETBs have now successfully secured differential validation and are at various stages of rolling the programmes out in their regions.

In terms of the Level 5 sector specific language awards, these will be the first English for Specific Purposes (ESP) micro-qualifications to be developed and are aimed at providing employees working in healthcare, hospitality and manufacturing/engineering who may have good general English language skills, with the technical language skills necessary to enable them to succeed in their roles and/or progress to roles that may be more commensurate with their existing levels of qualifications.

Key Learnings

Some of the key learnings gained so far include:

- The need for accredited ESOL programmes at the lower levels on the National Framework of Qualifications (NFQ)
- Broad interest from across the FET sector in the development of transferable accreditation
- Viability and usefulness of the new Broad Standards at NFQ Levels 1 to 4, in particular the foreign language and literacy standards

Case Study Title: Preparing for Blended Learning Delivery at CMETB

Introduction

QQI's emergency sanction to offer blended/online programmes, introduced in response to the Covid-19 pandemic, expires on 30th June 2025. Providers including ETBs wishing to incorporate any blended or online delivery after this date need to apply to QQI to extend their scope of provision. CMETB is currently in the process of applying to extend its scope of provision to include synchronous blended delivery.

Description of issue

In considering its strategic position in respect of blended learning post June 2025, CMETB had to, in the first instance, explore and respond to QQI's updated Statutory Guidelines for blended learning provision. This was to ensure that all organisational, programme and learner related scenarios had been identified and prepared for. In so doing, CMETB had to assess its capacity and infrastructure to support any potential learning provision.

Based on this assessment, it was agreed that CMETB would take a phased approach to the implementation of blended learning, with Phase one allowing for the introduction of synchronous blended learning for programmes at Levels 4, 5 and 6 only. It is CMETB's considered opinion that programmes with a high academic content will be best suited to blended learning. In all cases, it is stated in CMETB's Blended Learning Strategy that no more than 50% of a programme or module can be blended.

Action

In preparing for the proposed introduction of synchronous blended learning (Phase 1), subject to QQI approval, CMETB has developed a suite of documents that formal outline its approach. These documents include:

- CMETB Blended Learning Strategy
- CMETB Blended Learning Policy
- CMETB Blended Learning Action Plan
- CMETB Blended Learning Gap Analysis
- CMETB Blended Learning Self Evaluation

An internal review of these documents was conducted to sense check and proof read the documents to help identify any gaps in the information provided and to ensure clarity of language. This was followed by a review from an external panel as recommended by QQI. This external review allowed for further scrutiny by both a Technology Enhanced Learning (TEL) and Quality Assurance (QA) expert and provided both reassurance and valuable feedback on the proposed approach and supporting documentation.

As part of the overall process, CMETB has also identified the need for appropriate staff training via micro-qualifications. This is to ensure a standardised approach to learning and assessment and parity of experience amongst learners. As such, a synchronous blended learning module has been developed and has just successfully completed QQI's validation process. A follow on asynchronous blended learning module is currently under development and it is expected that this programme will be submitted for validation later in 2025. Recognition of Prior Learning (RPL) applications will be considered as part of the application process for these micro-qualifications. As part of the RPL process staff will be required to complete the prescribed assessments to help ensure the requisite standard has been met. All staff will be encouraged to participate in these programmes once available.

Key Outcomes/Impacts

CMETB is mindful that the introduction of blended learning will have an impact for all staff and especially for learners. It is for this reason that CMETB has opted to take a staged, incremental approach to its introduction with synchronous delivery being considered in Phase 1. Phase 2 will be introduced at a later stage, pending a review and an impact assessment of Phase 1, and will extend the scope to asynchronous delivery.

The Technology Enhanced Learning (TEL) Officer has also developed a range of guidance documents to include:

- Course implementation checklist
- Tutor checklist
- Blended Learning Toolkit
- Netiquette guidelines
- Technology requirements to support blended learning
- Learner induction in preparation for blended learning

In addition, tutor and learner evaluation surveys have been developed and will be completed at the end of each blended learning module. The results will be reviewed and collated by the Quality Assurance and Enhancement Service (QAES) and the findings will be shared with the relevant centre or service.

In terms of securing formal approval and validation to proceed with the introduction of synchronous blended learning, CMETB has submitted a statement of intent and an action plan to QQI. Both of these documents were formally signed off by CMETB's Chief Executive before submission and submitted in December 2024. CMETB is currently awaiting an update regarding the application process and costs involved.

In anticipation of CMETB successfully securing approval to proceed with the introduction of synchronous blended learning, the following policy areas are under review to reflect this development and the potential impact of blended delivery:

- Admissions Policy (pre-entry guidance, transparency of blended content to learners)
- Learner Attendance Policy (processes to record and monitor learner attendance during periods of synchronous delivery)
- Assessment and Appeals Policy (confirm all summative assessment to occur on site during periods of synchronous delivery)
- Secure Storage
- Assessment Malpractice (mitigations during learning and assessment)
- Deferrals
- Recognition of Prior Learning (RPL)
- Reasonable Accommodation
- Information Technology (IT)
- General Data Protection Regulations (GDPR)

Key Learnings

Feedback from the external review that was carried out allowed CMETB to further develop the various documents to ensure the following:

- Standardised and consistent use of terminology/language throughout in relation to the blends involved

- Further development of the approach for Phase 2 delivery – asynchronous learning and
- Reinforcement of CMETB's position in respect of Academic Integrity and to outline CMETB's future plans in this space.

Case Study Title: CMETB Employer Portal

Introduction

CMETB formally launched its new Employer Portal and Job Finder Service at the CMETB Employment and Training Expo in May 2024. The portal allows employers from across the Cavan/Monaghan region advertise vacant positions within their organisations by engaging directly with current CMETB learners, as well as recent graduates and other local jobseekers.

Description of issue

The CMETB Employer Portal and Job Finder Service was developed to help bridge the gap between employers and jobseekers in the Cavan/Monaghan region and surrounding areas by providing a pathway for jobseekers to connect directly with local employers particularly, but not exclusively, in areas where CMETB had trained a pipeline of learners for these industries. The need for the portal emerged through the collaboration of the various CMETB FET Services, with employers expressing difficulties in recruiting staff and filling specific vacancies.

Action

The portal and job finder service were developed by the CMETB Employer Engagement Working Group, which is managed by CMETB's Training Services. This working group consists of representatives from the wide range of CMETB FET services including apprenticeships, Skills to Advance, Adult Education, Supply Chain, Logistics and Procurement, Skills for Work, Monaghan Institute and Cavan Institute.

A project team was formed in April 2023 to develop the portal specifications and procure a website developer. Following the launch of the portal in May 2024, continuous changes and adjustments have been implemented following feedback from employers. For example, a note tab has been added to the job vacancies pages and includes instructions on applying for a post.

The Employer Engagement Working Group also provided ongoing feedback to include the development of a short demonstration video to assist employers in registering for and using the portal. A separate video was also created for learners to guide them through the process of accessing the portal. This video is used by all teachers and instructors at the end of their courses when learners are completing course evaluations.

Key Outcomes/Impacts

Employers

Local employers can use the portal to advertise job vacancies within their businesses at no cost. As such, this fosters stronger relationships between CMETB and employers leading to long-term partnerships and mutual benefits. The portal also serves as a valuable resource for employers to connect directly with CMETB's Employer Engagement Team, where they can enquire about funded training opportunities to enhance their workforce's skills and capabilities. This helps enable better collaboration on training needs and curriculum development that aligns with industry requirements.

By utilising the portal, employers can:

- Create a company profile and post job vacancies
- Easily manage and update job postings
- Direct candidates to their application procedures on their websites
- Reach a wider pool of potential candidates

Currently, the portal has 114 employers registered, with over 100 job vacancies advertised, showcasing its growing reach and relevance to the local employment market.

Jobseekers

The job finder is a free service that provides a pathway for learners to connect with current job opportunities with local employers upon completion of their studies with CMETB. With easy-to-use search and filter options, jobseekers can quickly find relevant positions that match their newly acquired skills and qualifications and be directed to the employer to apply for the vacancy. Jobseekers can access the portal via www.cmetb.ie/job-finder/.

Key Learnings

Following the launch of the Employer Portal and Job Finder Service, CMETB conducted a short evaluation with employers to ascertain the usefulness and benefit of having such a resource.

10. Do you feel you will benefit from the Employer Portal, which was launched at the event?



12. Would you like CMETB's Employer Service Team to contact you to discuss any training needs?



Additional benefits include:

- Greater collaboration between CMETB and employers
- More timely local solutions to employer needs
- Local job opportunities for learners.

To further enhance the understanding of the portal's impact, the Employer Engagement Unit is planning on tracking the journey of a CMETB learner who has accessed the portal and applied for a vacancy. This will provide insights into the experience of jobseekers using the portal. Additionally, CMETB will conduct a case study with an employer who successfully secured a new employee via the portal, highlighting the practical benefits for businesses while further refining the portal for future use.

6.0 Follow-Up Report Survey

(This section will not be published)

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