

Interim Quality Report

Kerry Education and Training Board

Date: 28th 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 Kerry ETB

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

The interim quality report has been approved by Kerry ETB FET Quality Council and is submitted by Aoife McCormack, Quality Assurance Officer.

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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 Number	Recommendation (as recorded in the review report)
R1 - Action Complete	<p>The Review Team recommends that Kerry ETB pursue a broader community of interests to ensure the ETBs approach to self-evaluation benefits from a wider range of experience, skills and knowledge and promotes shared ownership of the QA process with all stakeholders.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation is largely addressed and is considered complete. Kerry ETB acknowledges that processes that are informed by diverse perspectives, experience and expertise provide for more robust, effective and equitable quality assurance systems. Inputs have helped Kerry ETB enrich its understanding and has provided innovative solutions and shared ownership. The sharing of differing knowledge and contexts illuminates potential blind spots and ensures that QA systems are more tailored and effective. Working toward shared ownership increases trust and allows for critical evaluations, alignment with best practices and assists in reducing risks, particularly through shared knowledge and shared wisdom. Inclusive processes assist in accounting for and addressing the needs of marginalised groups. However, Kerry ETB will continue to pursue a broader community of interest in its self-evaluation and planning processes. In 2024 some examples include:</p> <p>Learner engagement through:</p> <ul style="list-style-type: none">- Learner Survey 2024	

- Aontas Learner Forum 2024
- Learner representation on Kerry ETB and Kerry College corporate governance structures

Staff engagement through:

- Communities of Practice
- QA Working Group
- Curriculum Planning Days/ Course Development Days (please see attached Case Study One)
- Programme development and programme reviews, including module updates

Employer engagement through:

- Programme development and review e.g. Commercial Diving programme development and Wind Turbine Maintenance Technician review and self-evaluation processes (please see attached Case Study Two)
- Business Support Unit (BSU) engagement with employers

Engagement with Other Providers/ Educational Institutions:

- Munster technological University (MTU)/ University College Cork (UCC) and National Tertiary Office
- Post 2016 Apprenticeships as both a Co-ordinating and Collaborating Provider
- Kerry Youth Provision Centre (Community Training Centre)
- National Learning Network

Engagement with Post Primary Schools:

- ETB and other post primary schools through the development and delivery of Transition Year (TY)/ FET programmes.

Commentary and Reflections

Kerry ETB has made significant efforts to address this recommendation and believes it has met the requirements. However, it acknowledges that ongoing action will be necessary to continue to build quality improvements to meet learner and apprentices' needs in the future.

In the Kerry ETB FET Quality Assurance Manual Kerry ETB sets out Kerry ETB policies in relation to the 'Provision and Use of Public Information' and 'Other Parties Involved in Education and Training'. The 'Provision and Use of Public Information' policy applies to the publication of official Kerry ETB information that has been ratified as sufficient and accurate-programme information, QA policies and procedures and quality assurance evaluation reports. The 'Other Parties Involved in Education and Training' policy applies to collaborations and agreements with a Provider in respect of non-apprenticeship programmes. A Provider may be an Education and Training Board, an Institute of Technology or an Independent Education and Training Provider. The policy also applies to arrangements with awarding bodies other than QQI and engagement of external subject specialists.

Kerry ETB continues its commitment to working closely with external stakeholders. This is reflected in the make-up of the FET Quality Council which continues to have an [external chair and external members](#). The FET Quality Council continues to publish its [Annual report](#) and a note of its meetings.

Link to Published Policies and Procedures

In addition, Kerry ETB publishes meeting notes of the FET Quality Council and an Annual Report. Links are below:

- [Provision and Use of Public Information](#)
- [Other Parties Involved in Education and Training](#)
- [Kerry ETB FET Quality Council Meeting note 2021](#)
- [Kerry ETB FET Quality Council Meeting note 2022](#)
- [Kerry ETB FET Quality Council Meeting note 2023](#)
- [Kerry ETB FET Quality Assurance Manual](#)
- [Kerry ETB FET Quality Council Annual Report for 2021](#)
- [Kerry ETB FET Quality Council Annual Report 2022](#)
- [Kerry ETB FET Quality Council Annual Report 2023.](#)

R2 - Action Complete	<p>The Review Team recommends the ETB adopts a systematic approach to ensure the current organisational culture is adopted ETB-wide, with practical examples to help define the desired outcomes. To this end, an action plan should be established to communicate and embed the ETB vision and values at all levels.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation is largely addressed and is considered complete. This work was completed and launched in 2023 with the development of a set of new core values as reflected in the Kerry ETB Strategy Statement 2023 – 2027.</p> <p>The Strategy Statement 2023-2027 encompasses five key objectives with the overall aim of enhancing the learner experience, reinforcing organisational cohesiveness and achieving excellence in education and training service delivery. The strategy is monitored and reviewed, ensuring progress is documented and aligns with Kerry ETB’s commitment to maximising educational and training opportunities across the county. The core values, Inclusion, Respect, Equality, Quality, and Excellence in Learning, underpin our actions and behaviours as we work towards achieving our mission and vision over the term of this strategy. These values are centred on the belief that every person should have the right to access education and training opportunities to help them realise their potential and meet their personal, social, civic, cultural and economic needs.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>In 2024, a new board of Kerry ETB was established. This is the most senior authority of Kerry ETB. This board came into effect on 26th August 2024. It was established in accordance with the Education and Training Board Act 2016 and membership includes</p> <ul style="list-style-type: none"> - 12 elected by the Kerry County Council - 2 staff representatives - 2 parent representatives - 5 members with interest and knowledge in education and training <p>A Code of Governance and a Code of Conduct for Board members is available. The Board meets every month.</p>	
<p style="text-align: center;">Link to Published Policies and Procedure - Kerry ETB Board and Membership</p>	

1.02 Structures & Terms of Reference for Governance of QA

Recommendation Number	Recommendation (as recorded in the review report)
R3 - Action Complete	The Review Team recommends that Kerry ETB embeds similar external representation across all of its governance groups including the Programme Governance Board and the Quality Assurance Governance Board, learners, staff, and external stakeholders such as those from industry and local communities including Gaeltacht areas and should be among the stakeholder groups invited to participate.
<p data-bbox="770 560 1536 592" style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p data-bbox="203 611 2007 743">This recommendation is largely addressed and is considered complete. However, Kerry ETB will continue to embed external representation across its corporate and academic governance structures. Kerry ETB outlines below some action and examples it has taken to address this recommendation.</p> <p data-bbox="203 798 376 826">Governance</p> <ul data-bbox="253 847 2085 1286" style="list-style-type: none"> - External Chair of FET Quality Council - FET Quality Council membership includes external members and staff representatives - Quality Assurance Governance Board designed a learner survey and agreed timelines for circulation. The QA Unit prepared a report based on the data received at the May 2024 meeting. This survey builds on previous learner surveys and results aligned with national survey results conducted by Aontas. - Learners attend the FET Quality Council meetings to share their experience of learning with Kerry ETB. This has proved to be insightful and valuable. - Learners engage in programmatic self-evaluation processes e.g. Mock Panel event for programme development (Commercial Diving) and review processes (Wind Turbine Maintenance Technician). 	

Operationally

- Learner representatives are members of Kerry College Governance Board. A learner representative is chosen from the various Centres/ Campuses and they attend the full schedule board meetings for five meetings per year. The role and function of the board is discussed with the learner representative and when a new board commences, they take part in the Kerry ETB board member training.
- Student Councils and Learner Forums exist at campus and centre levels
- Kerry College Business Support Unit (BSU) engages with employers. For example, the BSU hosted an employer engagement event in Monavalley Campus as part of the Kerry College Open week event which took place from 19th - 23rd February 2024. This event was attended by various regional chambers and business groups. In addition, Kerry College BSU has attended 18 specific industry networking events.

Commentary and Reflections

The current engagement processes are well suited to the organisation's needs, ensuring effective use of times and resources and meaningful involvement.

Link to Published Policies and Procedures

- Terms of Reference for academic governance structures are set out and published – see [here](#).

Recommendation Number	Recommendation (as recorded in the review report)
R4 - Action Complete	The Review Team recommends that all quality assurance policies and procedures are approved by the FET Quality Council, and that the Programme Governance Board and Quality Assurance Governance Board adhere to their defined role in developing policy and making recommendations, ensuring adherence to appropriate approval functions as outlined in the relevant Terms of Reference.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation is largely addressed and is considered complete. Some examples of this process that took place in 2024 are outlined below:</p> <ul style="list-style-type: none"> - The Programme Governance Board (PGB) Terms of Reference were reviewed on 8th October 2024 and was approved by the FET Quality Council at the December meeting. - The Quality Assurance Working Group reviewed their Terms of Reference in December 2024 and this will come before the QA Governance Board for consideration in 2025. - The 6.11 Internal Verification Procedure was recommended by the Quality Assurance (QA) Governance Board and was approved by the FET Quality Council on 3rd October 2024. - The 6.12 External Verification Procedure was recommended by the Quality Assurance (QA) Governance Board and was approved by the FET Quality Council on 3rd October 2024. - The 6.13 Results Approval Procedure was recommended by the Quality Assurance (QA) Governance Board after a review and was approved by the FET Quality Council on 5th December meeting. The purpose of the review was to bring the RAP procedure in line with QA system changes and to reflect enhancements in practice. 	
<p style="text-align: center;">Commentary and Reflections</p> <p>Practice and participation now demonstrate that the academic governance structures are well aligned with their defined roles and responsibilities. Reviews of Quality Action Plans and Terms of Reference ensure accountability and adherence to the intended function.</p>	

Link to Published Policies and Procedures

- [Programme Governance Board Terms of Reference](#)
- [Quality Assurance Working Group Terms of Reference](#)
- [6.11 Internal Verification Procedure](#)
- [6.12 External Authentication Procedure](#)
- [6.13 Results Approval Panel \(RAP\) Procedure](#)

1.03 Documentation of QA

Recommendation Number	Recommendation (as recorded in the review report)
R11 - Action Complete	The Review Team recommends that clear terms of reference are published within the Quality Assurance manual for the role of the Results Approval Panels in the approval and ratification of assessment results. These should be comprehensive and include the approval of the results of all awarding bodies.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation is addressed. In 2024 the 6.13 Results Approval Procedure was reviewed and re-approved by the FET Quality Council at its December meeting. The purpose of the review was to bring the RAP procedure in line with QA system changes and to reflect enhancements in practice.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>This work is completed and evidenced for the most part in the development of the Results Template which is used for the presentation, approval and ratification of results across all awarding bodies. This provides consistency across FET in Kerry ETB and allows for the presentation of data and the spread and nature of results across a number of awarding bodies, as well as grades. This data forms a critical basis for the FET Quality Council Annual Report.</p>	
<p style="text-align: center;">Link to Published Policies and Procedures</p> <ul style="list-style-type: none"> - 6.13 Results Approval Panel Procedure - Teaching Learning and Assessment Strategy - FET Quality Council Annual Report 2024 	

1.04 Staff Recruitment, Management & Development

Recommendation Number	Recommendation (as recorded in the review report)
R5	The Review Team recommends that Kerry ETB develop and implement a coherent programme of Continuing Professional Development (CPD) for all staff, including hourly paid staff and those delivering second provider contracted training. Such a programme should have clear links to the organisation's mission and strategy, and feature annual review and evaluation of impact, drawing on the views of participants.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation is addressed and will continue to be addressed as it is an organisational priority. Some examples of specific actions that took place in 2024 are outlined below:</p> <p>Continuous Professional Development (CPD) 2023 Report</p> <p>The Continuous Professional Development (CPD) 2023 report was noted by the QA Governance Board at the September meeting. It noted that:</p> <ul style="list-style-type: none"> - FET staff spent a total of 4,576 hours undertaking CPD in 2023. - FET staff attended a total of 87 distinct CPD events during 2023. - The most CPD events were held in Q1 (34) and the least in Q4 (11). - 218 individual staff members completed 1 or more CPD event, with a sum total of 1095 staff engagements in 2023. - 38% of CPD events fell under the theme "Working with and supporting learners" accounting for 1927 hours and 62% of all discreet CPD engagements 	

FET Staff Day 2024 (please see Case Study Two)

FET Staff Day was held in March 2024. 238 staff attended the event. Keynote speakers included the CEO, Mr Colm McEvoy, Mr Owen O'Donnell, Director of FET and the Irish Diversity Centre on 'Diversity and Equity in FET'. There was one workshop "Introduction to Autism" attended and seven lightening talks.

- Artificial Intelligence in Further Education and Training
- Introducing Tony Bazan Mind Maps – A tool for Teaching and Learning
- Managing Challenging Behaviour in the Classroom
- Developing new QQI Programmes for FET: The process in Kerry ETB and QQI
- Supporting English as Additional Language (EAL) Students: Current Practice and Future Directions
- A Trauma Informed Approach to FET
- Restorative Practices

Erasmus Plus

- Kerry ETB prepared an accreditation application for Erasmus Plus for Kerry ETB's VET section. This application is to support 90 teaching staff and 40 non-teaching staff across Kerry College. It also supports learners and apprentices.

Couse Development Days

- A process focused on review and evaluation of impact takes place annually in Kerry College. This includes all staff and brings together staff who deliver at a programme level. Case Study "Quality Assurance Campus Planning Process" provides further information.

Programme Learner Support System (PLSS) Training Sessions

PLSS is a software application that provides an integrated approach to the collection and processing of personal data of learners on FET programmes. In 2024 a number of focussed training sessions took place to ensure uniformity of data collection. The attendance at this training will form part of the 2024 CPD report which will be considered by the Quality Council in 2025.

Commentary and Reflections

Kerry ETB focuses on implementing a coherent Continuing Professional Development (CPD) programme for all staff, clearly linked to the organisation's mission and strategy. It includes an annual review and evaluation of impact.

Recommendation Number	Recommendation (as recorded in the review report)
R6	<p>The Review Team recommends that the programme of CPD proposed above be further enhanced with a revised policy on staff recruitment, management and development, aligned with the goals, values, and mission of the ETB. This might include:</p> <ul style="list-style-type: none"> - A formal induction to the organisation, including a briefing on the Kerry ETB Quality Assurance system and any specific QA requirements of the post - Processes for staff mentoring - Systematic recording of CPD undertaken by staff aligned to the organisation's goals, values and mission. The current policy should be applied consistently across the ETB by staff.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This action will continue to be addressed by Kerry ETB. Systematic recording of CPD takes place. In 2024, the QA governance structures and FET Management reviewed the 2023 CPD activity (as reported under R5). Quality Assurance briefing sessions include induction to the QA system and specific QA requirements of the post. In 2024, 43 QA briefing sessions took place. The QA briefings delivered to FET staff by the Standards and Assistant Standards Officers included briefings managers/ teaching and instructing staff. Some briefings focus on updating and reminding staff of QA procedures; policies and systems while others focused on assisting new staff; setting up OneDrive folders for IV/ EA.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>The Quality Assurance Unit continues to provide induction to new staff and briefing to existing staff and the Quality Assurance system. This is recorded as part of the Quality Improvement planning process and presented quarterly to the FET Quality Council. The Quality Assurance Handbook provides for Staff Training and Development in its Teaching, Learning and Assessment Strategy and states that 'Kerry ETB is committed to the provision and support of appropriate Continuing Professional development for all staff and has processes within its QA system to facilitate this'.</p>	

Link to Published Policies and Procedures

- [Kerry ETB Quality Assurance Manual](#)

Recommendation Number	Recommendation (as recorded in the review report)
R7	The Review Team recommends staff engaged in all phases of the QA cycle have the opportunity to join a Community of Practice to share learning, deepen knowledge and embed improvement.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>Communities of Practice exist for a number of different courses/ programmes. These are developed to allow staff to share learning, deepen knowledge, embed improvement and address any industry changes. The COP allows for the preparation of assessments and review of these processes, in particular review of external authentication reports to assist in continuous improvements. In 2024 specific actions included:</p> <ul style="list-style-type: none"> - Review of existing Course Specifications took place on the following: <ul style="list-style-type: none"> ▪ Beauty Therapy ▪ Digital Content Producer ▪ Digital Journalism Podcasting and Radio ▪ Film and Television ▪ Special Needs Assisting - Development of a new Course Specification template commenced. - The case study titled “Quality Assurance Campus Planning Process” refers to a community of practice approach to course development that takes place in Kerry College. 	
<p style="text-align: center;">Commentary and Reflections</p> <p>Kerry ETB acknowledges that work is required to enhance this activity which has already proven to be effective.</p>	

1.05 Programme Development, Approval & Submission

Recommendation Number	Recommendation (as recorded in the review report)
	Click here to enter text.
Update - Note progress/changes made to P&P, timeline Kerry ETB continues to engage in programme development and refine its approval and submission processes.	
Commentary and Reflections Programme Governance Board In 2024, Kerry ETB considered 33 programmes through its PGB meetings. Such considerations consist of name changes, agreement on locations for delivery, applications to revise and review existing programmes and applications to establish Programme Development Groups to design and develop new programmes. Kerry ETB partners with other ETBs to seek differential validation. Included in these considerations were programmes leading to tertiary degrees, whereby courses had to be designed and approved to allow for seamless pathways from FET in Kerry ETB to Higher Education. Validation In 2024, Kerry ETB received five certificates of validation. Programmatic Self-Evaluation Processes Kerry ETB also implemented new processes for self-evaluation (please see Case Study Three). Module Update Process In 2024 Kerry ETB engaged in the national Module Update Process, partnering with Tipperary ETB. This process is focused on refreshing core CAS modules. All ETBs are involved in the process which will culminate in 80 CAS modules being refreshed and the development of	

knowledge and expertise in programme development.

Link to Published Policies and Procedures

- [Kerry ETB QA Manual](#)

1.06 Access, Transfer and Progression

Recommendation Number	Recommendation (as recorded in the review report)
R8 - Action Complete	<p>The Review Team recommends that Kerry ETB engage and consult widely in reviewing the Kerry College Admissions policy, ensuring it meets the programme entry requirements of all awards offered by the ETB and includes a transparent appeals process. This should be with a view to adopting an inclusive, consistent and enabling approach to admissions across all FET programmes, colleges, and centres, recognising the diverse learner populations in the county.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline and Commentary and Reflections</p> <p>The Kerry College Admissions Policy was reviewed and adopted by the Board of Kerry ETB in 2023. The ongoing effect of this recommendation and specific actions are outlined below:</p> <ul style="list-style-type: none"> - Kerry College Graduation was held on 25th January 2024. Kerry College Admissions Office organised and had an area to collect graduates success stories via video/audio and in writing. The Admissions Office also took photos and all learners signed a release form for us to use to promote Kerry College courses. A total of 605 learners attended the graduation event. This event recognises and celebrates the diverse learner populations across FET in Kerry. - English Language Requirements Policy reviewed and approved at the FET Quality Council meeting on 15th March 2024. It was approved by the CEO on 21st March 2024. This policy supports the Kerry College Admissions Policy and supports the ETB in having a consistent approach to English language requirements. - 238 staff attended Equality, Diversity and Inclusion training in 2024 at the FET Staff Day. - Draft guidance document developed for online IV and EA using One Drive and MS Teams. Will be reviewed in light of the review of the IV and EA procedures. - All in Kerry College Pathways that applied for Kerry College courses were offered a place. Work is also ongoing on the internal progression process from Youthreach to Kerry College. 	

Recommendation Number	Recommendation (as recorded in the review report)
R9	The Review Team recommends that the ETB explore the use of both accredited and experiential Recognition of Prior Learning (RPL) to allow for advanced entry and programme module exemptions so that those in employment have an opportunity to gain qualifications.
<p style="text-align: center;">Update - Note progress/changes made to P&P and Commentary and Reflections</p> <p>Details regarding Kerry ETB's policy on Access, Transfer and Progression are found in the Kerry ETB Quality Assurance Manual. In 2024, Kerry College Admissions Office and QA Unit worked closely with a focus on RPL. In March, RPL training was delivered to the QA Unit and Admissions staff to help refine thinking and clarify approaches.</p> <p>It was worth noting that Kerry ETB has a long track record of providing learners with an opportunity to engage in Recognition of Prior Learning (RPL) especially for the National and Regional Tour Guiding Programmes. Through its Programme Governance Board structure Kerry ETB has taken an opportunity to reflect on the type and shape of RPL as it moves forward. The QA Unit is currently working on a review of RPL activity across the ETB and the data and information emanating from this process will assist Kerry ETB in its decision making and shaping a process that is supportive of learners while holding the integrity of the award.</p>	
<p style="text-align: center;">Link to Published Policies and Procedures</p> <p>- 6.13 Results Approval Panel (RAP) Procedure</p>	

1.07 Integrity and Approval of Learner Results

Recommendation Number	Recommendation (as recorded in the review report)
R10 – Action Complete	<p>The Review Team recommends that learner induction includes alerting learners and staff to the risks of plagiarism. In this context, the support available to learners should include help with academic writing and guidance on assignments.</p> <p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This specific action is now closed as Kerry ETB has formalised the process whereby new learners and staff are informed of the risk of plagiarism through both the Learner and Assessor handbooks. As part of this process, they are informed of the assessment procedures including the 6.10 Malpractice Procedure. However, Kerry ETB is alert to risks to academic integrity, particularly concerning the use of artificial intelligence by learners and will continue to focus on this. Action takes place annually to address continued developments in this area. Some of the actions that took place in 2024 are listed below:</p> <ul style="list-style-type: none"> - Academic Integrity Handbook - ETBI publications - Academic Integrity Handbook for Practitioners - Review of Learner Handbook conducted and published. - Artificial Intelligence (AI) lightening talk took place on the FET Staff Day. 122 staff attended. - Number of MS Teams pilots. Site identified for pilot in Killarney Pathway and possibly also in Tech Amergin. Pathways Tralee plan to move online for one module (from June certification RAP). Kenmare FET Centre will pilot moving online for some modules (from June certification RAP). This allows learners access information at the time suitable to themselves outside of formal class time. - Number of Turn It In pilots. Sites identified for pilots in Monavalley Campus, Clash Campus, Listowel Campus and possibly also Kenmare FET. Turnitin Pilot confirmed for the following programmes (induction will take place in Sept 2024): <ul style="list-style-type: none"> ▪ Early Learning and Care (ELC) Stage 1 and 2 (Clash Campus) ▪ Medical Administration (Monavalley Campus)

Commentary and Reflections

This action, while closed will have continued attention. Advanced technology provides both an opportunity and threat to the learning environment. Integrity is a key focus in Kerry ETB's FET environment and safeguards are in place using the Kerry ETB FET Academic Integrity Policy and 6.10 Assessment Malpractice procedure.

Link to Published Policies and Procedures

- [Kerry ETB Academic Integrity Policy](#)
- [6.10 Assessment Malpractice procedure](#)

Recommendation 11 response is outlined earlier in the report under Section 1.03

Recommendation Number	Recommendation (as recorded in the review report)
R12	The Review Team recommends that Kerry ETB develops a systemic approach to using certification data to contribute to the effective quantitative measurement of programme success levels in addition to the qualitative details available in external authenticator reports.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <ul style="list-style-type: none"> - In 2024, Kerry ETB developed and standardised a number of approaches to the use of certification data at the points of collection, collation and analysis. - The EA Report template was reviewed to allow for the provision of more quantitative information. It was approved on 4th October 2024 by the FET Quality Council. The report allows EAs comment across a number of areas, including assessment plans, evidence of assessment deadlines, clear assessment briefs, clear marking schemes, feedback, integration and UDL at assessment. - Continuous Improvement Plans provided and analysed. The Report template was changed and approved in 2024 to better capture continuous improvement activity and initiatives. - The FET Quality Council Annual Report 2021, 2022 and 2023 focused on certification data. Review of the reports will show a refinement of datasets and information. 	
<p style="text-align: center;">Commentary and Reflections</p> <p>In 2024, Kerry ETB adapted a new Results Reports Template to allow for the reporting of approvals and ratification of results in a standard and quality assured manner. Data generated from these reports informs the development of the FET Quality Council Annual Report.</p> <p>Kerry ETB continues its commitment to ratifying results in a quality assured manner across results for all awarding bodies. The approach to quality assuring assessment processes is detailed in the Kerry ETB Quality Assurance Manual, specifically in the Assessment of Learners and Academic Integrity Policy.</p>	

Link to Published Policies and Procedures

- [Kerry ETB FET Quality Council Annual Report for 2021](#)
- [Kerry ETB FET Quality Council Annual Report 2022](#)
- [Kerry ETB FET Quality Council Annual Report 2023](#)
- [6.13 Results Approval Panel \(RAP\) Procedure](#)

1.08 Information and Data Management

Recommendation Number	Recommendation (as recorded in the review report)										
R13	The Review Team recommends that policies and procedures are developed for the use of data to help support programme review, alongside self- evaluation and monitoring. This will help to inform provision planning and benchmarking against key performance indicators including socio economic data sources (e.g., Pobal, HP Deprivation Index).										
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>Kerry ETB recognises the importance of self-evaluation and monitoring for programme review and delivery. Commentary under Recommendation 1 demonstrates the importance of engaging a broad range of stakeholders in self-evaluation and monitoring processes. Kerry ETB is guided by its policy for self-evaluation, monitoring and review. In 2024, a number of key developments were initiated to build system processes and capacity.</p> <p>Programme Approval Operating Guidelines were developed to help guide staff by preparing documentation for the Programme Governance Board. The process and the required documents are outlined below.</p> <table border="1"> <thead> <tr> <th>Process</th><th>Documentation</th></tr> </thead> <tbody> <tr> <td>Process 1: Propose the Addition of an Existing Module to a Kerry ETB Programme</td><td>Appendix 1: Addition of an Existing Kerry ETB Module to a Programme Form</td></tr> <tr> <td>Process 2: Propose the Addition of a New Module to a Kerry ETB Programme</td><td>Appendix 2: Addition of a New Module to a Programme Form</td></tr> <tr> <td>Process 3: Propose the Use of a NEW Certifying Body</td><td>Appendix 3: Application to Use a New Certifying Body</td></tr> <tr> <td>Process 4: Seek approval to deliver a new Course</td><td>Appendix 4: Course Approval Form</td></tr> </tbody> </table>		Process	Documentation	Process 1: Propose the Addition of an Existing Module to a Kerry ETB Programme	Appendix 1: Addition of an Existing Kerry ETB Module to a Programme Form	Process 2: Propose the Addition of a New Module to a Kerry ETB Programme	Appendix 2: Addition of a New Module to a Programme Form	Process 3: Propose the Use of a NEW Certifying Body	Appendix 3: Application to Use a New Certifying Body	Process 4: Seek approval to deliver a new Course	Appendix 4: Course Approval Form
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Process 5: Propose a Validated Major Award for a Centre/Campus (to add to the suite of provision)	Appendix 5: Application to be included as a location for delivery
Process 6: Propose a Modification to a Module Descriptor	Amended Module Descriptor
Process 7: Propose Change of Delivery Mode from in-class to Blended/online	Appendix 7: Change of Delivery Mode Form
Process 8: Proposing a New Programme	Appendix 8: New Programme Proposal Template
Process 9: Course Name/Title Change	Appendix 9: Course Name Title Change Form
Process 10: Formal Stand-Down of Delivery of a Programme	Appendix 10: Stand Down of a Programme Form

- Number of workshops held for staff, for example three workshops (Programme Development Support Sessions for New Programme Applications) held to assist staff in understanding the system and processes.

Commentary and Reflections

- Kerry ETB's Quality Assurance Manual sets out the policy for the management of learner information and data. Kerry ETB continues to report to SOLAS and such data is used by SOLAS to co-ordinate and evaluate the effectiveness and efficiency of the FET sector in Ireland.
- Beneficiaries data is reviewed monthly to the FET Management Team.
- A focus on continuous improvement is core to this work. Late in 2024 Kerry ETB PGB commenced a review of its course specification template (previously called programme specification template). This prompts the review of Programme Approval Operating Guidelines in 2025.

Link to Published Policies and Procedures

- [Kerry ETB Quality Assurance Manual](#)
- [Kerry ETB FET Quality Council Annual Report for 2021](#)
- [Kerry ETB FET Quality Council Annual Report 2022](#)

- [Kerry ETB FET Quality Council Annual Report 2023.](#)

1.09 Public Information and Communication

Recommendation Number	Recommendation (as recorded in the review report)			
R14	The Review Team recommends the creation of a ‘Public information and Communications’ policy in line with the QQI core guidelines to support the publication of programme information and quality assurance reporting in clear and accessible formats available to learners, staff, and external stakeholders; and that the Quality Assurance Handbook should be promoted, and available to all staff and relevant stakeholders, including collaborating providers.			
Update - Note progress/changes made to P&P, timeline				
Kerry ETB is required (under the 2012 Act) to ensure that its published information is clear, objective, accurate and accessible. Work on strengthening how Kerry ETB provides the public with information on our FET Programmes and Services is progressing and is articulated as commitments in the Kerry ETB Strategy Statement 2023 – 2027.				
In addition, the QA Unit publishes a QA E-Zine “Quality News”. The topics addressed are outlined below:				
Issue	Issue 3	Issue 4	Issue 5	Issue 6
Topics	<ul style="list-style-type: none">▪ Quality Council Annual Report▪ Commercial Diving▪ Quality Assurance Governance Board▪ FET Staff Day▪ Programme Governance▪ Aontas FET Learner Forum	<ul style="list-style-type: none">▪ QQI National Event on rethinking Assessment▪ Learner Handbook 2024/2025▪ Learner Survey 2023/2024▪ Podcast on teaching and learning▪ FET Staff Day	<ul style="list-style-type: none">▪ Family Learning (Learning to support Children in Primary School)▪ Person Centered Focus to Disability 5N1728▪ QA Unit Revisions (CAS Modules assigned to Kerry ETB)▪ Learner Handbook	<ul style="list-style-type: none">▪ Common Awards System (CAS) Module Update Process▪ External Quality Assurance (EQA) Visits▪ QA Briefings▪ Turnitin▪ Useful links

	<ul style="list-style-type: none"> ▪ Turnitin ▪ Feedback Evidence informed Strategies ▪ Useful links 	<ul style="list-style-type: none"> ▪ Useful Links 	2024/2025 <ul style="list-style-type: none"> ▪ Assessor Submission Checklist 6.1.9 ▪ ETBI FET Digital Library ▪ FESS PD Calendar ▪ Useful Links ▪ Review of Quality Assurance section of the Kerry ETB website. ▪ Review of Quality Assurance SharePoint commenced. 	
<p style="text-align: center;">Commentary and Reflections</p> <p>In Kerry ETB, information is made available to the public for the purposes of promoting its FET programmes, services and the recruitment of learners. The provision and use of the public information section of the Quality Assurance Manual provides a framework for the organisation in its provision of accurate and accessible public information.</p>				
<p style="text-align: center;">Link to Published Policies and Procedures</p> <p>- Kerry ETB Quality Assurance Manual</p>				

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation Number	Recommendation (as recorded in the review report)
R15 – Action Complete	<p>The Review Team recommends that the ETB continues to work towards complying fully with the Official Languages (Amendment) Act 2021, exploring further enhancement of FET services and provision through Irish in the Gaeltacht. The ETB should explore establishing a working group working with representatives from other ETB areas with a strong Gaeltacht and Irish language tradition to develop a systematic approach through which to share and enhance best practice and jointly develop provision through the medium of Irish.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>While this action is noted as complete future focus will be retained as Kerry ETB continues to comply with the Official Languages (Amendment Act) 2021. The Official Languages (Amendment) Act 2021 amends the Official Languages Act 2003. Kerry ETB has considered the main goals of this Act and the specific obligations placed on Kerry ETB.</p> <p>In 2024 Kerry ETB implemented the following actions:</p> <ul style="list-style-type: none"> - Development of a Strategic Level Agreement with Glór na nGael to provide for the appointment of a Language Planning Officer in Tralee. - The appointment of a Language Planning Officer for Tralee (a partnership with Kerry ETB as the lead agency). - Voicemail (Glórphost) & Out of Office (As an Oifig) automatic replies on all telephone handsets in Kerry ETB. - (Gaeilge ar dtús) Lámhleabhar/Handbook was launched. - Kerry ETB remains committed to the delivery of Irish language classes. In 2024, 82 participants took part in six courses. - Irish Language courses were held for 13 Head Office Staff. 	

- Staff Survey (TEG A2 level) conducted including all Head Office staff.
- Appointment of a tutor to deliver TEG training was approved in 2024.
- Kerry ETB is a member of [Breacadh](#) which works across all Gaeltacht areas in the Republic of Ireland. This is a Working Group working with representatives from other ETBs with a strong Gaeltacht and Irish language tradition. At these meetings there is a sharing of best practice and jointly developing and enhancing provision for adult learners.
- Advertising/signage/speeches etc with Irish content.
- All Kerry ETB services in Oidhreacht Charca Dhuibhne, Ballyferriter are through Irish, as Irish is the working language of this office.
- Kerry ETB continues to provide all services in Dingle through Irish but the office will remain bilingual to accommodate English speakers.
- Kerry College Clash Campus has developed an Irish Language Action Plan. Some of this has already been implemented e.g. the signage throughout the college is now in two languages, Irish and English.

Commentary and Reflections

Kerry ETB considers this action now closed and will continue its work in Gaeltacht areas through a partnership and collaborative approach.

Link to Published Policies and Procedures/ Documents

- [Breacadh](#)

Recommendation Number	Recommendation (as recorded in the review report)
R16	The Review Team recommends that the ETB develop strategic approaches to pathways that allow the growing number of young people leaving the meánscoileanna/post-primary to continue their tertiary education through the Irish language.

Update - Note progress/changes made to P&P, timeline

A number of strategic approaches to pathways allowing young people to continue their tertiary education in English and through the Irish language exist. The Kerry College Admissions Office has developed strategic approaches to pathways to Kerry College in both the English and Irish languages. While the strategic approaches are developed the points below are shared as examples of the on-going initiatives that are taking place. A focus in 2024 was on Transition Year/ FET Collaborative programmes. In 2024, 381 students commenced on such programmes, an increase from 271 in 2023.

School	Number of Starter 2024	Number of Starters 2023
Colaiste Gleann Lí	24	13
Presentation Convent Listowel		15
Castleisland CC	56	60
Causeway CS	125	105
Coláiste Na Ríochta		14
Gaelcholáiste	46	64
General	62	
Killorglin Community College	35	
Presentation Convent Listowel	33	
Grand Total	381	271

Course Title	School	2024	2023	Grand Total
Explore A Career in Networks, Coding & Game Design - Transition Year	General	4		4
Introduction to Construction Skills for Transition Year Students	General	6		6
Explore A Career in Commis Chef - Transition Year	General	8		8
Explore A Career in Engineering 1 - Transition Year	General	8		8
Introduction to the World of Apprenticeship Skills for Transition Year Students	General	8		8
Health Related Fitness - Coláiste Gleann Lí TY programme	Coláiste Gleann Lí	11	13	24
Basic Makeup Application- Gaelcholáiste TY programme	Gaelcholáiste	12		12
Explore A Career in Media Production - Transition Year	General	12		12
TY - Orienteering Ability Awards - Coláiste Gleann Lí	Coláiste Gleann Lí	13		13
Basic Makeup Application- Castleisland CC TY programme	Castleisland CC	15		15
TY - Orienteering Ability Awards - Castleisland CC	Castleisland CC	15		15
Safepass - Youthreach	Youthreach Tralee/Listowel/Killarney	16		16
Health Related Fitness - Castleisland CC TY programme	Castleisland CC	26	27	53
Presentation Convent Listowel TY programme	Presentation Convent Listowel	33		33

Health Related Fitness - Gaelcholáiste TY programme	Gaelcholáiste	34	24	58
Health Related Fitness - Killorglin Community College TY programme	Killorglin Community College	35		35
Basic Makeup Application - Causeway CS TY programme	Causeway CS	42	4	46
Health Related Fitness - Causeway CS TY programme	Causeway CS	83	101	184
Career planning- TY programme Castleisland CC	Castleisland CC		33	33
Career planning- TY programme Gaelcholáiste	Gaelcholáiste		40	40
Health Related Fitness - Presentation Listowel TY programme	Presentation Convent Listowel		15	15
PP- FET Collaboration Coláiste Na Ríochta	Coláiste Na Ríochta		14	14
Total		381	271	652

- An access week which was open to all YR learners in Killarney, Tralee and Listowel was held on 16th and 17th January 2024.
- All in Kerry College Pathways that applied for Kerry College courses were offered a place. Work is also ongoing on the internal progression process from YR to Kerry College.
- Strategic pathways from Kerry Youth Provision Skills Centre (CTC) to Kerry College are established.

Commentary and Reflections

Kerry ETB operates over a range of Further Education and Training (FET) areas.

The FET areas include:

- Craft Apprenticeship
- New Apprenticeships
- Adult Education Provision

- Youth Programmes/ VTOS/ Pathways
- Courses for Employment
- Courses for Progression

Links to Published Policies and Procedures

- [Kerry College](#)
- [Kerry ETB FET](#)
- [Kerry ETB Youthreach](#)

2.02 Assessment of Learners

Recommendation Number	Recommendation (as recorded in the review report)
R17 – Action Complete	The Review Team recommends that the ETB explore alternative means of assessing learners that better recognises the diversity of its student body.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>Kerry ETB has met this recommendation in exploring alternative means of assessing learners. However, Kerry ETB notes that this will be continued as providing alternative means of assessment will continue to evolve with the evolution of technology and diversification of learner needs. Kerry ETB is also conscious of the need to safeguard academic integrity and considers Academic Integrity updates received from QQI through QA governance structures (see recommendation 10).</p> <p>Universal Design for Learning (UDL)</p> <p>Universal Design for Learning (UDL) work has continued and is reflected in External Authentication reports. When surveyed the EAs strongly agreed that <i>‘assessment documentation is informed by the principles of Universal Design for Learning’</i>.</p> <p>Technology Enhanced Learning (TEL)</p> <p>Technology Enhanced Learning (TEL) continues to be supported by the organisation, at centre and workshop/ classroom level.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>Kerry ETB has invested considerably in supporting instructing and teaching staff to be creative in assessment design to allow for the participation of many learners, without impacting on the integrity of assessment processes. 62% of all Continuous Professional Development (CPD) engagements (per thematic area) were focused on working with and supporting learners (2023).</p>	

Recommendation Number	Recommendation (as recorded in the review report)
R18 – Action Complete	The Review Team recommends that Kerry ETB staff continue to be empowered and invited to lead where appropriate; their appetite for continued development being met; and their deep knowledge captured in the development and improvement work undertaken by the ETB.
<p data-bbox="736 456 1503 488" style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p data-bbox="203 504 2018 587">This recommendation is considered addressed by Kerry ETB but will have a continued focus. Some examples of specific actions which took place in 2024 are outlined below:</p> <ul data-bbox="253 639 2036 1281" style="list-style-type: none"> - A Subject Matter Expert (SME) placed in the QA Unit to develop NFQ Level 5 Special Purpose Award for Eyelash and Eyebrow Beauty Treatments. The process commenced with an application to the Programme Governance Board (PGB) using a form in the Programme Approval Operating Guidelines. The PGB approved the establishment of the Programme Development Group, of which the SME was a member, as well as industry and Kerry College representatives. The process of drafting the programme application (Programme Module Descriptor and sample assessments) and this underwent a number of revisions. The QA Unit established a Mock Panel and the Mock Panel Evaluation report triggered a re-design of assessments and the Programme Descriptor. The final documents that formed part of the submission to QQI were approved by the PGB and the FET Quality Council and submitted for validation in June 2024. QQI appointed a panel who conducted a desk review which took place in September 2024. - A similar process was engaged in for the development of the NFQ Level 5 Astronomy for Star-gazing programme. However, in this instance the Subject Matter Experts worked locally in their own centre and post Mock Panel evaluation processes, submitted an amended Descriptor and associated documents to the PGB and FET Quality Council. It is a 4-week programme that prepares the learner to be a stargazing guide where they will use binoculars, sky maps, telescopes and astronomy software to view and provide information about the night sky. 	

Erasmus Plus

Kerry ETB has prepared an application for Erasmus funding which includes job shadowing and provides staff with an opportunity to deepen their knowledge on an international stage. (see report on Recommendation 5).

World Skills Ireland

Kerry ETB is proud to highlight the exceptional achievements of its WorldSkills experts who are visible on both the national and international stages. Kerry ETB staff acted as examiners at national competition for Stonemasonry; Welding and Culinary. Other staff acted as Industrial Mechanics Chief Expert for WorldSkills Ireland and another as Team Leader for WorldSkills Ireland.

A Kerry ETB learner represented Ireland in Beauty Therapy at the WorldSkills International Competition 2024 in Lyon, showcasing her skills across a range of modules, including Advanced Aesthetics, Eyelash and Eyebrow Treatments, Spa Body Therapy, Creative Makeup, and Nail Art. These accomplishments highlight Kerry ETB's commitment to excellence, fostering world-class talent in its learners and staff.

Commentary and Reflections

Kerry ETB aims to provide supports to staff to lead on development and improvement work in Kerry ETB. The examples provided demonstrate the value to both the individual and the organisation. The QA Unit surveyed staff involved in such process and found that they reflected professionally from such involvement in these initiatives.

Link to Published Policies and Procedures

- [World Skills 2024](#)
- [Kerry College at World Skills Ireland - Kerry College](#)
- [Commis Chef celebration of learner achievement skills competition on 8th February 2024](#)
- [SHEP 50 years collaboration with Kerry ETB](#)
- [COV for L5 Special Purpose Certificate in Eyelash and Eyebrow Beauty Treatments](#)

2.03 Supports for Learners

Recommendation Number	Recommendation (as recorded in the review report)
R19	The Review Team recommends that Kerry ETB learn from the emerging trends in the Open Learning Centres and ensure learners outside these Centres, in more remote and rural areas including the Gaeltacht, have access to similar support.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <ul style="list-style-type: none"> – It is important to note that a major form of support for Kerry ETB learners is the instructor/ teacher/ tutor and peers. This is a key point that is acknowledged by learners in Kerry ETB learner surveys (2023/ 2024) and Aontas National Learner survey. The integration of support into the teaching and learning environment and the use of UDL and TEL are all in an effort to support learners across FET provision. – In 2024 Kerry ETB started to measure the range of supports provided. These are broad ranging and assist learners at each stage of the learning process. The decisions to provide these supports builds on trends and learning from Kerry College Open Learning Centres and other forms of learner supports across Kerry ETB FET. The range of learner supports provided are identified as: <ul style="list-style-type: none"> – Initial Assessment and Screening e.g. WRAT 5 – Laptops through loan scheme – Assistive technology e.g. additional equipment bought to support the learner such as loop system – Adult guidance with Kerry ETB/ Kerry College Guidance Staff – Reasonable Accommodation in assessment – Personal Assistants – Academic supports e.g. provided to assist learners with academic writing/ referencing etc. – Timetabled Learning Supports e.g. timetabled 1:1; literacy and numeracy skills development – Preparation of Student Support Plans/ Individual Learning Plans 	

- Support with English as an Additional Language (EAL)
- Referral to External Psychological Counselling
- Sign Language Interpreter

Commentary and Reflections

Kerry ETB aims to provide supports for learners across their training and academic journey. While separate units exist and learner support is integrated across teaching and learning, a single dedicated Learner Support Unit is awaiting approval by SOLAS. In 2024 Kerry College Monavalley Campus invested in the physical infrastructure and layout of the dedicated Learner Support Unit.

Kerry ETB recognises that its ability to engage effectively with learners and prioritising their needs creates a thriving learning environment. Ongoing standardised learner supports and learner experiences require future action and plans to provide a centralised Learner Support Unit has formed part of Kerry ETB submissions to SOLAS. This unit is awaiting approval of funding.

Link to Published Policies and Procedures

- Universal Design for Learning is embedded in programme delivery across FET provision in Kerry ETB. In 2023 a [UDL Conference](#) was had in Kerry College Clash Campus where learners and teachers shared their perspectives. Some examples are available from [Killarney Youthreach](#) and [Tralee Youthreach](#).
- Technology Enhanced Teaching and Learning (TEL) Guidelines 2021/2022 - Technology is a feature of everyday teaching and learning that enhances classroom practice, facilitates universal design for learning and increases the digital competence of learners for learning, living and working. These TEL guidelines contain useful information and resources on how to engage safely and effectively with digital tools. The staff guidelines can be found [here](#).
- [Kerry ETB Learner Handbook 2024/2025](#)
- [Kerry ETB Aontas Learner Event 2024](#)
- [Commis Chef celebration of learner achievement skills competition on 8th February 2024](#)

Recommendation Number	Recommendation (as recorded in the review report)
R20 – Action Complete but focus will continue	The Review Team recommends continuous engagement with learners and that all learner representatives across the Kerry ETB’s governance structures and learner bodies (e.g. Kerry College Learner Council) are provided with full induction, training and continued support and that their roles are widely promoted among the Kerry ETB learner population.
<p data-bbox="736 501 1503 536" style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p data-bbox="203 555 2036 635">This recommendation has been addressed by Kerry ETB. In late 2024 Kerry ETB re-established its governance structures and learner bodies in accordance with Section 44 of the Education and Training Board Act 2013.</p> <p data-bbox="203 687 2036 823">Kerry ETB views engagement with learners and learner representatives as a cornerstone of its mission. Meaningful interactions and robust support structures and mechanisms to support the learner voice ensure that the learner feels valued, heard and empowered and ensures that the organisation meets its goals in a sustainable and meaningful way.</p> <p data-bbox="203 876 1229 908">Below are some examples of how Kerry ETB has structured such engagement:</p> <p data-bbox="203 960 495 992">Induction Processes</p> <p data-bbox="203 1011 2036 1246">The induction process is the first formal step in engaging learner representation. It serves to welcome them to their role and helps familiarise themselves with the specific roles and responsibilities, including representing peers, attending meetings and providing feedback to the organisation. Understanding how their feedback contributes to the decision-making process and enhances the learning experience is a key tenet of the induction process. Ongoing training for learner representatives is provided along with other members of governance units. Training was provided to all governance members in early 2025.</p> <p data-bbox="203 1299 797 1331">Examples of Broader Learner Engagement</p> <ul data-bbox="253 1350 1626 1382" style="list-style-type: none"> - Learners engaged in the review of the Learner Handbook and in the review of assessment procedures 	

- Aontas Learner Event took place in February 2024
- Each of the National Programme Boards which are key governance structures of the post 2016 Apprenticeship model has a learner representative
- One learner attended the FET Quality Council meeting on 15th March 2024 and another learner attended on 5th December 2024.
- One learner is on the Kerry College Board
- Kerry College Learner Council re-established
- Additional learner's achievement celebrations:
 - Commis Chef National Skills event celebrated learner achievement through a skills competition on 8th February 2024
 - 'Kerry ETB/ SHEP 50 years' celebration event held on 26th March 2024 celebrating SHEP/ Kerry ETB collaboration on course delivery.

Commentary and Reflections

Kerry ETB aims to provide supports for learners across their training and academic journey. While separate units exist and learner support is integrated across teaching and learning, a single dedicated Learner Support Unit is awaiting approval by SOLAS. The model for provision of supports to learners is based on the 'National Educational Psychological Support Services Continuum of Support Model' – support for all, support for some, support for the few. Kerry College respects the learner's dignity, independence and confidentiality in the provision of its support services. In Kerry College Monavalley Campus, building works on the Campus Learner Support Unit were completed in 2024. In best efforts to standardise the learner experience, Kerry College intends to develop a centralised Learner Support Unit. This unit is awaiting approval of funding.

Late in 2024, the QA Governance Board identified the range of supports being provided to Kerry ETB FET learners. The engagement in these supports was measured (as outlined under Recommendation 19).

Feedback is also important and formative feedback is used to reinforce learning, build confidence and prepare learners for summative assessment.

Link to Published Policies and Procedures

- [Breacadh](#)
- Universal Design for Learning is embedded in programme delivery across FET provision in Kerry ETB. In 2023 a [UDL Conference](#) was had in Kerry College Clash Campus where learners and teachers shared their perspectives. Some examples are available from [Killarney Youthreach](#) and [Tralee Youthreach](#).
- Technology Enhanced Teaching and Learning (TEL) Guidelines 2021/2022 - Technology is a feature of everyday teaching and learning that enhances classroom practice, facilitates universal design for learning and increases the digital competence of learners for learning, living and working. These TEL guidelines contain useful information and resources on how to engage safely and effectively with digital tools. The staff guidelines can be found [here](#).
- [Kerry ETB Learner Handbook 2024/2025](#)
- [Kerry ETB Aontas Learner Event 2024](#)
- [Commis Chef celebration of learner achievement skills competition on 8th February 2024](#)
- [SHEP 50 years collaboration with Kerry ETB](#)

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation Number	Recommendation (as recorded in the review report)
R21	<p>The Review Team recommends the ETB continues to develop its self-evaluation methodology, expanding target groups involved in feedback; better planning self-evaluation; evaluating new/existing programmes and assessment of learners in line with the QA Handbook; improving the data source(s) so as to complement feedback on self-evaluation findings; and improving the development of evaluation tools (such as surveys/focus groups questionnaires) and statistical analysis.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline and Commentary and Reflections</p> <p>The Quality Assurance Manual provides a framework for self-evaluation, monitoring and review of Quality Assurance.</p> <p>The Quality Assurance Manual provides for the Kerry ETB policy and procedures for Self-Evaluation, Monitoring and review of its Quality Assurance Policies, its programmes of education and training and associated services. This policy also other related policies and procedures with the Quality Assurance Manual.</p> <p>The purpose of the policy is to set out the framework for Self-Evaluation, Monitoring and Review of its QA policies and procedures, its programmes and associated services, in alignment with QQI's Statutory QA Guidelines. This guides staff and learners involved in the ongoing self-evaluation and monitoring of quality, including review of programmes. Self-evaluation, monitoring and review processes in Kerry ETB are guided by key mechanisms such as processes being consultative; being undertake based on the subsidiarity principle; being based on evidence and expertise, being presented in usable formats, and being consistent. Such principles have guided the following in 2024:</p> <ul style="list-style-type: none"> - Review of 6.11 Internal Verification and 6.12 External Verification Procedures agreed at the FET Quality Council in October 2024. - Supporting Internal Verification processes piloted 	

- Review of Turn-It-In Pilots

Link to Published Policies and Procedures

- [Self-Evaluation Monitoring and Review Policy](#)
- [Quality Assurance Manual](#)

3.02 Programme Monitoring & Review

Recommendation Number	Recommendation (as recorded in the review report)
	It is important to note that while the Inaugural Review Team did not make recommendations to Kerry ETB on programmatic review, Kerry ETB continues to focus on Programme Monitoring and Review. Specifications are outlined in Section 4 of this report.
Update - Note progress/changes made to P&P and Commentary and Reflections The Quality Assurance Manual provides a framework for self-evaluation, monitoring and review of Quality Assurance policies and procedures.	
Link to Published Policies and Procedures <ul style="list-style-type: none">- Kerry ETB Quality Assurance Manual	

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation Number	Recommendation (as recorded in the review report)
R22	<p>The Review Team recommends that Kerry ETB develop a policy and approach to Stakeholder Engagement to help develop and improve the QA system; this should allow a wide variety of voices to contribute feedback and suggestions for improvements on all phases of the quality cycle, and all matters relating to the learner experience.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>Kerry ETB has articulated particular commitments to Stakeholder Engagement in its Kerry ETB Strategy Statement 2023 – 2027.</p> <p>Goal 3 focuses on opportunities for organisational synergies and in particular on creating more opportunities to engage with all our stakeholders to better understand their needs and address specific requirements and expectations.</p> <p>Goal 4 focuses on Kerry ETB being a leader in education and training provision with a particular focus on building strong relationships with employers and local Gaeltacht communities.</p> <p>These are underpinned by the six essential themes:</p> <ul style="list-style-type: none"> - Adaptive Leadership - Creativity - Economic Efficiency - Proactiveness - Strong Governance - Sustainable Practices 	

Business Support Unit (BSU)

The Kerry College Business Support unit continued to engage with business and business sectors across the county in 2024. These engagements have yielded a number of initiatives and continue to inform programme development in a number of areas. Amongst recent engagements Kerry ETB Business Support Unit in collaboration with Kerry County Council, Discover Kerry and colleagues in the Tech Industry Alliance; have devised and are delivering a bespoke digital marketing programme for a number of businesses through the county of Kerry. This training is also inclusive of one2one mentor sessions.

Consortia for post 2016 Apprenticeships

Kerry ETB as the lead provider in both the National Commis Chef Apprenticeship and the National Wind Turbine Maintenance Technician Apprenticeship, continued to work closely with employers and industry representatives throughout 2024. These engagements are a vital component in reshaping future iterations of the apprenticeships while also serving to validate the effectiveness of the programme.

Commentary and Reflections

QA governance structures (specifically the FET Quality Council) bring into effect the close involvement of industry and staff representatives. Learners attend FET Quality Council meetings to share their perspectives. Learners are also surveyed annually and the results of this are reviewed through QA governance structures and contribute to continuous improvements. Learners also participate in the review of QA procedures. Kerry ETB provides for stakeholder engagement and for mechanisms to allow a wide variety of voices contribute feedback and suggestions and this is set out in the policies and procedures documented in the QA Manual. In particular in the Sections documenting the Kerry ETB approach to 'Provision and Use of Public Information' and 'Other Parties Involved in Education and Training'.

Provision and Use of Public Information

The purpose of this policy is to set out a framework for providing accurate and accessible public information about FET programmes and services, in alignment with QQI's Statutory QA Guidelines. This policy guides all staff involved in providing public information. The policy, therefore, relates to the ongoing publication of quality assurance procedures, the publication of information relating to accredited and non-accredited programmes, procedures for access, transfer and progression, and information for enrolled learners.

Other Parties Involved in Education and Training

The purpose of this policy is to set out a framework for approving collaborative arrangements with other providers of non-apprenticeship programmes, and the monitoring and review of those respective arrangements. This policy also provides a protocol for entering into arrangements with awarding bodies other than QQI and for engaging external subject specialists. This policy guides all staff involved in collaborative arrangements, arrangements with awarding bodies other than QQI, and who engage with external experts.

Link to Published Policies and Procedures

- [Stakeholder Engagement - Kerry ETB](#)
- [Collaboration with Partners, Other Providers and Other Awarding Bodies - Kerry ETB](#)

4.0 Quality Developments and Enhancements

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

Guide:

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

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

No.	QA Objectives These should relate to objectives not already discussed in the progress report.	Update on Status Provide brief update on status, whether completed or in progress.	Link to updated/new Policy
1	Governance and Management of Quality (a) Quality assured review mechanisms in place for NEW Apprenticeship Programmes (WTMT & Commis Chef Apprenticeship) - including the conduct of annual programme reviews.	In 2024 an annual review process commenced for <ul style="list-style-type: none"> • Commis Chef Apprenticeship Programme • Wind Turbine Maintenance Technician Apprenticeship Programme • Content for Film and Television Programme Commis Chef Apprenticeship In 2024 the FET Quality Council received a ' <i>Consolidated Graduate Report</i> ' and a ' <i>Consolidated Withdrawal Report</i> ' from the National Programme Co-ordinator for the Commis Chef. Both reports will be used to inform the Annual Programme	FET Quality Council Annual Reports

		<p>Review Process. An update on this process was also presented to the FET Quality Council at its December meeting.</p> <p>WTMT Apprenticeship</p> <p>A review process, as part of a broader re-validation process, commenced in September 2024. This resulted in the presentation of a Review Report to the FET Quality Council October meeting and triggered the Mock Panel stage for self-evaluation.</p> <p>Content for Film and Television</p> <p>A Flow of Reports noted by FET Quality Council 15th March 2024. In essence this describes how data and information is gathered by the Programme Manager, collated and analysed and presented to FET Quality Council. The data and information also inform decision making to aid in the review of the programme. In addition, a report was prepared outlining key data including number of learners, types of projects undertaken stages of assessment, industry engagement and industry workshops. Reports will be received by the FET Quality Council annually.</p>	
	Governance and Management of Quality	<p>Commis Chef</p> <p>The FET Quality Council also received a report from the National Programme Board (NPB) after a review of the</p>	<p>FET Quality Council</p>

	Devise and action a reporting system from the National (Apprenticeship) Programme Board to the FET Quality Council	<p>assessment process. This review prompted a recommendation from the NPB proposal to modify the requirement of the mentor qualification and approved the updated QA documentation for use across this apprenticeship. This was ratified by the FET Quality Council.</p> <p>Wind Turbine Maintenance Technician (WTMT)</p> <p>The reporting system actioned for the WTMT National Programme Board to the FET Quality Council was evidenced in the consideration by the FET Quality Council of a modification to the validated apprenticeship programme. The modification, related to a change in the research theme for the Capstone Assessment. The FET Quality Council approved this change.</p>	Annual Reports
	<p>Programme Development</p> <p>Design and deliver tertiary degree programmes</p>	<p>The two new degree programmes that commenced in 2023 at Kerry College that allow 35 learners the chance to get third-level education outside of the CAO points system continued into 2024. They are Honours Degree in Animation, Visual Effects and Motion Design, and an Honours Degree in Business in partnership with Munster Technological University (MTU). In 2024 Kerry ETB agreed to the provision of Honours Degrees in Science (General Nursing/ Mental Health Nursing) in partnership with MTU. Kerry ETB does not apply any tuition fees for the duration of the learners' studies.</p> <p>Kerry ETB and the National Tertiary Office are exploring other</p>	National Tertiary Office Courses National Tertiary Office

	<p>Programme Development and Review</p> <p>Report on outcomes of reviews, sharing analysis with the Consortia & FET Quality Council to ensure programmes continue to be relevant and responsive to employer needs.</p>	<p>WTMT Apprenticeship Programme</p> <p>The FET Quality Council and the Consortium Steering group shared an analysis of the validation period for the programme and an extension to the validation period was made to QQI in June 2024. The extension has allowed Kerry ETB to consider a more complete picture of the programme up to and including up to outcomes for centre-based modules in year 2.</p> <p>The FET Quality Council and the Consortium Steering Group both received reports from Kerry ETB as it moved through the review and self-evaluation processes.</p>	<p>FET Quality Council Annual Reports</p>
	<p>Programme Development and Review</p> <p>Programme Approval Operating Guidelines: Circulate to staff: Provide CPD to staff on this and Guidelines for Programme Development workshops.</p>	<p>In 2023 a set of Programme Approval Operating Guidelines were approved and published on SharePoint. There was also an article published in 'Quality News', the QA Unit E-Zine, to publicise this to staff across FET.</p> <p>In March 2024 three workshops were delivered to assist staff develop their understanding of the programme approval processes, and in particular the focus was on how to bring an idea through to a completed programme descriptor ready for submission for validation.</p>	<p>FET Quality Council Annual Reports</p>
4	<p>Develop and approve through PGB short taster programmes for second level students (TY, YR and LCA) and other potential learners.</p>	<p>In 2024 The Programme Governance Board approved short taster programmes and initiatives for second level students and other learners (e.g. Youthreach). The taster programmes and</p>	

		<p>initiatives were across several disciplines and some facilitated second level learners achieve certification from QQI and other awarding bodies. The list of programmes and initiatives approved in 2024 were:</p> <ul style="list-style-type: none"> • Engineer Career Taster programmes • Trade Career initiatives • Media Career initiatives • Construction Career initiatives • Network Infrastructure Careers • Ecological Field Methods (5N1439) • Orienteering Ability Award • Digital Design 	
5	<p>Self-Evaluation, Monitoring and Review: Engagement of Stakeholders</p> <p>Support engagement in Mock panels for the development of new programmes.</p>	<p>In 2024, three Mock Panel events took place to support Kerry ETB in its self-evaluation processes. The Mock Panel process assists Kerry ETB:</p> <ul style="list-style-type: none"> • Conduct effective self-evaluation (see Case Study) • Build capacity – it provides an opportunity to allow staff engage in a simulation of a Panel event both builds capacity while also building capacity of staff to conduct evaluation process at a programmatic level. • Deepens knowledge – Mock Panel processes allow for the deepening of organisational knowledge on programme development 	

		<ul style="list-style-type: none"> Engage stakeholders – a number of stakeholders including FET management, FET staff, Subject Matter Experts; Instructors/ Teachers; Industry representatives; learners are included in the process. 	
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5.0 Additional Themes and Case Studies (optional)

Attached are four Case Studies which are presented to elaborate and provide additional information on approaches taken by Kerry ETB to engage a key stakeholder, staff, in review processes (Case Study One); an approach to provide professional development and opportunities for staff to lead and develop their skills and share expertise (Case Study Two) and a process that demonstrates an approach to programmatic self-evaluation that Kerry ETB has invested in (Case Study Three). Engagement of marginalised communities is critical, and Case Study Four demonstrates an innovative and effective collaborative approach to engage with a marginalised group.

1. Quality Assurance Campus Planning Processes
2. Kerry ETB Further Education and Training (FET) Staff Development Day
3. Programmatic Self Evaluation Process: The Mock Panel Approach
4. Empowering Marginalised Groups: Sailing into Wellness