

Tipperary Education and Training Board

Date: February - 2025



Tipperary  
**ETB**

Bord Oideachais & Oiliúna Thiobraid Árann  
Tipperary Education & Training Board



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland

## 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 to assess 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 Tipperary 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 Tipperary Education and Training Board

It is to be submitted by 28/02/25

The interim quality report has been approved by Tipperary ETB FET QA Governance Group and is submitted by Catherine O'Callaghan (AEO – QA Manager) on behalf of Bernadette Cullen (Chief Executive)

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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.

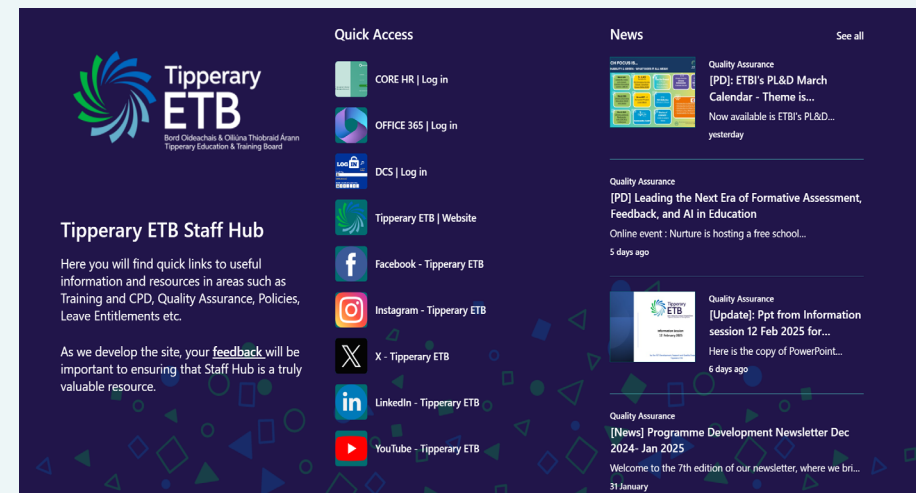
## 1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends Tipperary ETB seek to develop an internal communications mechanism to increase opportunities for staff to engage in review, consultation and planning.	Staff Consultation on Tipperary ETB Statement of Strategy 2023-2027	<p>In October 2023, <b>Tipperary ETB</b> launched its <b>Statement of Strategy (2023-2027)</b> setting out vision, mission and values, and the key strategic goals and priorities, as a result of an extensive consultation process that was undertaken with all Tipperary ETB stakeholders. Stakeholders were happy with the opportunity to input into the strategy development process and there will be more regular engagement with stakeholders as part of a mid-term review to ensure delivery of priorities is on track.</p> <p>Following the launch, a <b>Statement of Strategy Implementation Plan 2023-2027</b> was developed detailing the actions, owners, timelines and status across FET, Schools and Organisational Support and Development (OSD). From this plan, a <b>FET Strategy Statement Detailed Action Plan</b> was developed including FET operational and developmental prioritised milestones and steps.</p>

	<p>Implement an Area Based Planning (ABP) approach, i.e., a coordinated planning effort, where Programme Managers, Centre Managers, Principals, Administration, Support, Resource and ancillary staff work together on an overall plan for FET provision across the county. The ABP provides a platform (gives staff a 'voice') for review, consultation and planning in all areas of FET provision, course planning, development, learner supports etc.</p> <p>Set up ABP MS Teams sites for sharing of information, communities of practice, discussions boards and workshops</p>	<p>The Tipperary FET College <b>Area Based Planning (ABP)</b> approach is now running for 3 years, and has become embedded in all planning efforts. The principles of ABP include a coordinated evidence-based course planning effort, bringing together Programme/Centre Managers and Principals with a view to working together on an overall plan for FET provision across the county, based on three geographical or catchment areas. The considerations include learner/teacher feedback, previous outcomes, meeting area-needs (learner, community, employment), demographic information (population, unemployment, deprivation), meeting key target groups (underrepresented, specific needs), addressing skills gaps (locally, regionally and nationally), progression pathways (in, within, and from FE to Higher Education (HE)/Employment) etc. It is a key element of developing the Tipperary ETB FET College</p> <p>The 2024 ABP process included input from SOLAS Skills and Labour Market Research Unit (SLMRU), SOLAS Climate Strategy and Skills, National Tertiary Office, Regional Skills Forum and Tipperary ETB Enterprise Engagement. These experts shared valuable insights on industry trends, workforce challenges, skills gaps and opportunities for development.</p>
Click here to enter text.	Develop the Tipperary ETB Staff HUB as an overall internal Information & Communication	Tipperary ETB is currently going through a new website design and development process and migration of content from our existing website to the new platform, including an update to the Sharepoint Staff

repository where necessary information is available to staff in usable formats.

Hub. This followed a new Tipperary ETB Brand redevelopment and roll out over 2024. The migration to the new website and launch took place in Q4 2024. The Staff Hub hosts information relevant to staff including News, Professional Learning and Development, Current Vacancies, Employee Assistance Scheme, Technology Enhanced Learning (TEL), Quality Assurance, Policies and Procedures, Branding Guidelines etc. The aim is to provide all staff with a one-stop-shop for the important information and resources needed as an employee of Tipperary ETB. As the site continues to be a work in progress, feedback is important to ensuring that Staff Hub is a truly valuable resource, with updated versions of the site implemented to include a range of enhancements and new content areas.



	Establishment of 'QA Clinics' at centre level to support and embed the service with operational staff, including an opportunity for staff to communicate, consult and provide feedback	<p>The provision of QA Clinics continues to provide a mechanism for internal communications increasing opportunities for staff to engage in QA. Tipperary ETB QA Clinics provide additional, focused and individualised support for centres to continuously develop and improve the quality of programme delivery. Visits may include support and guidance on a range of topics to support teaching, learning and assessment or quality assurance processes. Visits may be requested by centres or may be arranged by the FET QA Office to follow up on areas of identified need or progress made from previous visits. Recently, QA Clinics have additionally provided online QA online information session for Coordinators and Managers.</p>
	Develop a FET Internal Self-Monitoring and Evaluation Policy and associated procedures, including key performance indicators, production of annual quality reports with schedule of actions and strengthened monitoring and review processes	<p>The FET Director has authorised an internal self-evaluation on FET QA governance and management in Q1 2025 which as a secondary aim, intends to inform the development of the drafted SME policy. The results of the internal evaluation are also anticipated to lead to changes which will impact the implementation of drafted Internal SME Policy. Completion of a FET QA Governance and Management Policy will provide a clear vision of governance and management to support the effective implementation, monitoring and continuous improvement of quality assurance (QA).</p> <p>There continues to be ongoing monitoring and evaluation processes in place, for example:</p> <ul style="list-style-type: none"> <li>- Monitoring of Tipperary ETB's performance against the Strategic Performance Agreement (SPA) targets is conducted by FET SMT and</li> </ul>



		<p>Programme/Centre Coordinators and includes measurable and quantitative benchmarking - Tipperary ETB's contribution to the national FET strategy. It is also a set agenda item on the monthly FET SMT meetings. Included here are enrolments, certification outcomes, progression outcomes, widening participation, early completers, programmes, 'distance travelled' etc. In 2024, Tipperary FET College Information and Data Management introduced a monthly <b>FET DATA BITES</b> newsletter, that is communicated on the Staff Hub and directly to Centres and Programmes and analysed at FET SMT and Centre Level.</p> <ul style="list-style-type: none"> <li>- Programme Improvement Plans, scoped to assessment and certification, were implemented in September 2023 for all FET programmes/centres. Initially this scope excluded 2<sup>nd</sup> provider Training Programmes, but this has now been extended, following a review and update of the former FAS/Solas Certification Audit process which was completed in November 2024 as part of the QA System Integration project. The term 'Cert Audit' has been replaced with 'Assessment Monitoring Procedure.' The procedure requires a review of monitoring report findings as a part of the centres/providers annual quality review process to identify issues or trends arising and to agree appropriate actions. Monitoring reports are evaluated and reviewed annually by the FET QA Office as part of the quality cycle implementation.</li> <li>- The establishment of the FET Student Council in 2022/2023 was</li> </ul>
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		<p>integral to any monitoring process in capturing the ‘Learner Voice’ to inform policy and planning. The FET Student Council fulfilled many key objectives in 2024, one to become active both internally and externally to the ETB and to have the voice of the students in Tipperary FET College involved, and, impactful in the decision making process. In 2024:</p> <ul style="list-style-type: none"> <li>○ Members of the FET Student Council now sit on the FET Committee Governance group (2024)</li> <li>○ Members of the Council met with Minister Patrick O’Donovan at the launch of the Connected Campus for Clonmel (Oct 2024)</li> <li>○ Tipperary FET Student Council met with Cork ETB Learner Voice group to collaborate on issues (Sep 2024)</li> <li>○ Members of the FET Student Council were invited, as panel representatives, to the QQI Conference on Leading and Learning in a Changing Landscape, at the Royal National Convention Centre. Thomas Ryan was part of a panel to discuss perspectives on current student engagement practices. (Nov 2024)</li> <li>○ The Chair of the FET Student Council completed a 6 week facilitation course with the Public Participation Network (PPN) and now sits on the Transportation Coordination Unit for Tipperary PPN.</li> <li>○ Members of the Tipperary ETB FET Student Council were invited to be part of a panel discussion at the launch of the AONTAS Annual Report in Athlone.</li> </ul>
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		<ul style="list-style-type: none"> <li>○ Blessing Chidiogo represented Tipperary FET College and an AONTAS group at Leinster House which spoke about the challenges facing adult learners (Oct 2024)</li> </ul>
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Current strategy / documents</b> <a href="#">Tipperary ETB Strategic Performance Agreement 2022-2024</a>  <a href="#">2023_2027_TETB-Statement-of-Strategy.pdf</a>		

## 1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that Tipperary ETB terms of reference for Quality Assurance Governance be reviewed to consider changing structure to	Separation of the 'Programme Approval Committee (PAC)' and 'QA Governance Group' structures with no QA Governance members sitting on the PAC	<p>Following review of PAC and QA Governance Group membership and practices in 2021 and 2023, changes to the structure, membership and processes have been made.</p> <p>Changes:</p>

<p>broaden representation and include appropriate internal and external stakeholders.</p>		<ul style="list-style-type: none"> <li>- Programme approval process now has 3 distinct stages, with PAC happening at stage 3 (the highest level where governance for programme approval is needed), with the FET Director as Chair.</li> <li>- New PAC membership covers FET SMT, QA, &amp; operational staff. Some duplication of SMT members is needed for connectivity, with conflict-of-interest management clear in Terms of Reference (ToRs) and with proportionate representation from SMT (not all members).</li> <li>- New practice of presentations made by Programme proposers to the PAC meeting.</li> <li>- ToRs outline roles and responsibilities of individuals, departments, senior managers and PAC members at each of the 3 stages of programme approval.</li> <li>- Governance pathways are documented to show extent of decision-making needed for various requests and will account for various levels of risk.</li> </ul>
<p><a href="#">Click here to enter text.</a></p>	<p>Extension of the QA Governance Group membership to include non programme/operational personnel for wider expertise and externality, broadening representation</p>	<p>2021/2022 saw the addition of two new members/roles to the QA Governance Group: an Adult Education Officer (Community Education and Part Time Programmes (NFQ Levels 4 and 5)) and a Principal to broaden representation and expertise.</p> <p>FET Committee membership includes Higher Education (Technological University of the Shannon (TUS)), Tipperary County Council, Libraries etc. Q4 2023 welcomed an invitation to the chair of the new FET Student Council to join the FET Committee with immediate effect.</p>

		<p>The Academic Integrity Steering Group has a TEL officer sitting on the group from another ETB.</p> <p>The RAP terms of reference is open to external membership and in June 2024, the FET QA Office called upon an external person due to particular complex circumstances.</p>
	Develop and implement a programme management policy and associated procedures	<p>A Programme Approval and Management Policy (June 2024), primarily for participants of governance units, and a Programme Request and Approval Policy and Procedure (April 2024), primarily intended as procedures for programme proposers, were completed in 2024. The policy establishes clear roles and responsibilities for the oversight and governance of programmes. The procedure outlines a clear and structured process for those who are requesting and approving programmes.</p> <p>A staff briefing resource has been developed (Sept 2024) to support those involved in governance of programme approval.</p> <p>A Programme Development and Validation Policy and Procedure (Sept. 2024) has also been completed providing a clear process and identification of roles and responsibilities for stages of programme design, development and validation. This procedure was sent for evaluation to an external expert, prior to approval.</p>
	Modify the QA Task Group chair and membership structures to broaden representation, including internal Tipperary ETB and external stakeholders, as	<p>The QA Steering Group's (QASG) membership was extended in 2022 to now include an external member from the Further Education Support Service (FESS) and guest members as required, e.g. Limerick Clare ETB for Recognition of Prior Learning (RPL); Tipperary ETB Active Inclusion Officer for Reasonable Accommodation and Learner Support.</p>

	required	<p>For QA Task Groups – membership has been extended to external stakeholders, e.g., working with Kilkenny Carlow ETB (KCETB) and Louth Meath ETB (LMETB) on the draft ‘Policy for collaborative provision and partnerships.</p> <p>MOU agreed between KCETB and Tipperary ETB – staff can be assigned to support QA processes including but not limited to programme and awards approval processes and authentication processes.</p>
	Systemic review of governance structures	<p>Because of changes made to individual governance structures in Tipperary ETB, it is recognised that a ‘whole-of-system’ approach to governance review is required in the same exercise to ensure that all parts of the system is working effectively. The review is to include a review of formal governance units, a review of the QA documentation that demonstrates application of governance (eg minutes, agendas, reports etc), and the contributions to governance of informal/adhoc groups of QA that not documented or formally recognised as part of formal structures.</p>
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> <a href="#">Programme Approval and Management Policy (June 2024)</a>  <a href="#">Programme Request and Approval Policy and Procedure (April 2024)</a>  <a href="#">Programme Development and Validation Policy and Procedure (Sept. 2024)</a>		

### 1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that an integrated QA system is implemented within the proposed timeframe of 2025, if not earlier.</p> <p>The website should also be updated to include integrated procedures as work progresses.</p> <p>The review team recommends that one Quality Assurance system which ensures a robust set of documented policies and procedures are in place across all provision, services and other related activities is implemented as soon as possible. In the meantime, the team recommends that any potential disparities between the different legacy</p>	<p>Establish a QA System Integration Working Group with Terms of Reference</p> <p>Establish a vision and goal for the integration of the quality assurance systems in Tipperary ETB to create one comprehensive, robust and responsive QA system and develop a roadmap for implementation, including short-, medium- and long-term priority areas.</p>	<ul style="list-style-type: none"> <li>As part of Tipperary ETB's plans for an integrated QA system, a Quality Policy (2024) was developed. The policy sets out Tipperary ETB's approach to quality assurance in FET and describes the <i>quality assurance framework</i> and internal QA system that supports and promotes a culture of quality and excellence in teaching, learning and related services. The policy is used as an overarching and cornerstone policy that informs the development, implementation and review of all quality assurance policies and procedures as we work towards full integration of the QA system.</li> <li>A <u>QA Roadmap</u> was completed, including gap analysis, with QA categorised broadly into areas: 1) quality assurance 2) FET governance and management and 3) FET operational policies. Areas 2 and 3 further subdivide. All 11 core areas of QA are covered.</li> </ul> <p>Policies and procedures completed:</p> <ul style="list-style-type: none"> <li>Quality Policy (2024)</li> <li>Programme Approval &amp; Management Policy (for Governance) (2024)</li> <li>Programme Request &amp; Approval Procedure (2024)</li> </ul>

<p>agreements are monitored effectively.</p>		<ul style="list-style-type: none"> <li>○ Programme Design, Development, Validation (including revalidation) Policy and Procedure (2024)</li> <li>○ Academic Integrity Policy (2024)</li> <li>○ Academic Misconduct Procedure (2024)</li> <li>○ Complaints Procedure for Students (2024)</li> <li>○ Research Integrity Policy (2024)</li> <li>○ Document Production and Management Policy for Tipperary ETB (2024)</li> </ul> <p>Policies and procedures under review (2025):</p> <ul style="list-style-type: none"> <li>○ Governance and Management Policy for FET (draft 2025)</li> <li>○ Terms of Reference for all governance units under FET</li> <li>○ Collaborative Provision Policy (draft 2025)</li> <li>○ Access, Transfer and Progression Policy and Procedure</li> <li>○ Admissions Procedures</li> <li>○ Appeals Committee Terms of Reference (awaiting approval, March 2025)</li> </ul> <p>Next planned developments (2025+):</p> <ul style="list-style-type: none"> <li>○ Self-evaluation, Monitoring and Review</li> <li>○ Governance and Management Policy (for FET) 2025</li> <li>○ Blended/Fully Online Learning Policy and Strategy</li> <li>○ AIS to LDA Project</li> </ul>
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	<p>Implementation of the one comprehensive, robust and responsive integrated QA system in Tipperary ETB FET by 2025</p>	<p>Integration activities are in progress:</p> <ul style="list-style-type: none"> <li>• Monitoring, evaluation and review of assessment is ongoing and recently extended to include monitoring of 2<sup>nd</sup> providers.</li> <li>• The Cert Audit Procedure previously used by Training programmes only, was reviewed and updated to a new Monitoring of Assessment procedure for all of FET.</li> <li>• Professional Development (PD) was provided to assessors on reviewing assessment feedback and devising local assessment.</li> <li>• Improvement planning templates are now in use per centre.</li> <li>• Area Based Planning (ABP) process embedded in practice.</li> <li>• Integrated results approval process.</li> <li>• Framework for the development of non-accredited courses and updated programme approval processes (at stage 1).</li> <li>• PD provided to Community Education on the documentation of non-accredited programmes</li> <li>• Policy and procedural templates</li> </ul> <p>A key element of an integrated QA system is Tipperary FET College's assessment framework and approach, including assessment materials, processes, student's work and records. One step in aligning the FE&amp;T assessment approach is addressing the Assessment Instrument</p>

		<p>Specification (AIS). As SOLAS no longer centrally manage assessments, the AIS management is now the responsibility of each ETB. The assessment writing, monitoring and reviewing process needs to be addressed, with the preferred route of moving to a locally (learning practitioner) devised assessment writing process.</p> <p>The implementation of this project is a phased approach from November 2024 to September 2026, including consultation, PLD, pilot, mentoring, peer review and monitoring.</p>
<p>The review team also recommends that procedures to cover the governance of training contracted under the contracted providers own QA arrangements are developed as soon as possible.</p>	<p>Collaborate with other ETBs in relation to agreeing a shared understanding of QA Governance approaches as it relates to Contracted 2nd Providers</p>	<p>In 2026, there will be a national tender process organised by the Director of FET Forum on behalf of the sector and hosted by the Office of Government Procurement) to establish the <b>New Multi Supplier Framework Agreement for Contracted FET Services</b> in Tipperary ETB. This will include procedures to cover the governance of contracted providers own QA arrangements.</p> <p>Consideration will need to be given to the Qualifications and Quality Assurance (Education and Training) Act 2012 – <b>Section 48</b>: process in which QQI is establishing "listed awarding bodies" (L.A.B). <i>"A provider... may enter into an arrangement with an awarding body other than the Authority to provide, organise or procure a programme of education and training where...<u>the award of the body is recognised within the Framework</u>"</i> Section 48 specifies a five-year transition period for existing awarding</p>

		<p>relationships between ETBs and other bodies, starting from 1st September 2024 and running until 2029.</p> <p>In 2022/2023, Tipperary ETB collaborated with KCETB and LMETB on agreeing a shared understanding of QA governance approaches as they relate to Contracted Training, resulting in the draft 'Collaborative Provision Policy' that emphasises due diligence and risk management, particularly when entering new relationships with 2nd providers outside of the Multi Supplier Framework. Tipperary ETB OSD and FET SMT input required for finalisation, approval and implementation (2025).</p> <p>The Programme Approval &amp; Management Policy (for Governance) was completed in 2024. Governance arrangements have been enhanced in relation to Contracted 2nd providers' own QA-arrangements, for example, strengthened to address the risks identified.</p>
	Develop and implement procedures to cover governance of FET provision as it relates to Contracted 2nd Providers own QA arrangements	
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> <a href="#">Quality Policy (Jan 2024)</a> <a href="#">Academic Integrity Policy (June 2024)</a> <a href="#">Academic Misconduct Procedure (June 2024)</a> <a href="#">Programme Approval and Management Policy (June 2024)</a> <a href="#">Programme Request and Approval Policy and Procedure (April 2024)</a> <a href="#">Programme Development and Validation Policy and Procedure (Sept. 2024)</a>		

## 1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that there is development of a cohesive professional and performance development system for staff.	In the absence of a sectoral performance management system, Tipperary ETB Senior Management Teams will look at options regarding Team and Individual support and development models in their areas of responsibility as we await a nationally agreed position on a performance management delivery system	<p>Tipperary ETB launched the 2023-2027 Statement of Strategy in October 2023, outlining clearly defined, unified, and cohesive strategic goals and priorities. A detailed Implementation Plan was finalised in Q4 2023.</p> <p>Goal 5 of the Strategy focuses on Continuous Organisational Learning and Capacity Development, with two key priority actions:</p> <ol style="list-style-type: none"> <li>1. Identifying relevant staff training and development opportunities and supporting their implementation across the organisation.</li> <li>2. Continuing to support the organisation's culture of innovation and change.</li> </ol> <p>As part of the Statement of Strategy and the Continuous Professional Development (CPD) policy, each pillar has been tasked with identifying annual training plans to help staff refine and develop the skills required to navigate the complex and evolving ETB landscape.</p> <p>A progress report will be prepared for the Strategy Implementation Team and the Board Oversight Committee to track and monitor the delivery of these goals. Additionally, a 2024 summary report on all strategic goals will be compiled in Q1 2025.</p>

		<p>The Senior Leadership Team (SLT) the FET Senior Management team FET, along with the Assistant Principal Officers, have participated in project management training to strengthen their capacity to manage multiple projects simultaneously.</p> <p>The Senior Leadership Team, the FET Senior Management Team, and the three Assistant Principal Officers have also completed a leadership management programme covering key topics such as self-awareness, managing difficult conversations, coaching, team building, and teamwork. As the next step, the OSD pillar is planning to schedule middle leadership training for Grade VII, Grade VI, and Grade V staff.</p> <p>Additionally, the CPD policy has been simplified. The CPD Coordinator has invited all staff to apply for CPD supports by 31 May 2025. Details of the CPD policy have been uploaded to the Staff Hub.</p> <p>We are also engaging in a training initiative for relevant OSD staff in collaboration with two other ETBs, focused on the new Code of Practice for the Governance of ETBs. This initiative will facilitate networking and the exchange of ideas. An invitation to this training event has also been circulated to Principals and the FET Senior Management Team.</p> <p>Tipperary ETB has strong integration across Schools, FET and OSD. For Schools training has taken place with the Ethos Coordinator, with a new ELearning Module to Support ETB Staff to Affirm Social Class, Racial and Ethnic Diversity; Provision Mapping training continues. Our Digital Coordinators are introducing an 'Experience AI' course for School staff</p>
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		<p>and students. Schools are also being supported in the area of middle leadership, with a Conference for newly appointed middle leaders held on 10th February 2025 and individual school supports available. Individual supports are available to each school leader relating to Developing Leadership Capacity (LAOS 2022) whereby leaders have an opportunity to critique their practice as leaders and develop their understanding of effective and sustainable leadership.</p>
<p>Click here to enter text.</p>	<p>Develop and implement revised Tipperary ETB Professional Development Policy and Procedure</p>	<p>Following a successful application, <b>Tipperary FET College</b> has been awarded <b>Organisational Erasmus+ Accreditation</b>, valid from 1st February 2025 until 31st December 2027. This will afford the ETB the chance to look strategically at Professional, Learning and Development (PLD) opportunities for staff and students across Tipperary FET College, as well as giving us the opportunity to explore other Erasmus projects and supports.</p> <p>A revised comprehensive CPD policy has been approved and can be found on the Staff Hub. Four different categories of CPD have been identified with Categories 1 – 3 being fully funded by Tipperary ETB. These courses are usually of a short nature, may be uncertified or can be deemed essential by a line manager for an employee to fulfill their role effectively. Employees can also identify a course or programme of study that they feel will benefit them in their professional role with Tipperary ETB. This is referred to as Category 4 CPD, and employees can apply to the ETB for financial supports to undertake such CPD. Employees are invited on an</p>

		annual basis to apply for this category of CPD by completing an application form and providing supporting documentation. A CPD Review team has been established to review and approve applications.
	Progress an application with SOLAS/DFHERIS for a dedicated Professional, Learning and Development (PLD) role	The role of Professional Learning and Development (PLD) sits across the three pillars of Tipperary ETB: OSD, Schools, and FET. Within FET, PLD has been supported by the FET Development, Support and Quality Department. While it has not been possible to secure sanction for a dedicated PLD role at this time, the Manager of the DSQ is progressing a reorganisation of responsibilities within the unit to prioritise PLD coordination. This will help ensure more effective coordination of PLD within FET initially and, over time, more widely across the organisation.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.		

### 1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that Tipperary ETB's SMT	Tipperary ETB FET staff to participate in the ETBI/QA	Tipperary ETB's Director of FET (as member and chair of the ETBI QA Strategy Group) chaired and facilitated the ETBI Quality Network

explore, with QQI, the potential to move to devolved responsibility for programme validation, and to consider whether this is positioned individually or nationally.	Network/QQI Programme Development and Validation Working Group	<p>workshops to investigate the national coordination of programme development, validation and review processes. Tipperary ETB QA Manager (AEO) attended and participated in workshops. The workshops included representation from ETBI, QQI, the QA Strategy Group and 16 ETB QA management teams.</p> <p>In 2024/25, the <b>Module Update Project</b> commenced, i.e., a national sector-wide initiative by all 16 ETBs including direct collaboration between Tipperary ETB and Kerry ETB. As part of this process, <b>modules are being reviewed and updated</b>, to ensure they remain current, effective, and adaptable to the needs of learners and educators alike. The first 28 modules are under review, due to roll out April 2025.</p>
	<p>Develop capacity in programme development, programme monitoring and review – sanction approval request from DFHERIS for two Programme Development roles to join the FET Development &amp; Support Unit</p> <p>Contribute to and learn from the evaluation of the collaborated programme development</p>	<p>In April 2023, the FET Development, Support and Quality Department welcomed two 'Programme Development' roles (sanctioned Q4 2022). The FET Programme Office is responsible for programme/curriculum development, area based planning, research and development, pilot initiatives etc. for all FET programmes and services, along with supporting and developing Tipperary ETB's quality assurance system. Extension of sanction for another 2 years is currently being processed with DFHERIS (Q1 2025).</p> <ul style="list-style-type: none"> <li>• Programme Development and Validation (including revalidation) Policy and Procedure (2024)</li> </ul>



	processes, e.g., ELC and Commis Chef to inform future programme development, review and validation whether as an individual ETB or in collaboration with the sector	<p>Following review of the Commis Chef Apprenticeship collaborating provider development and validation journey, Tipperary ETB has successfully validated two additional post 2016 Apprenticeships using the previous experience and learnings:</p> <ul style="list-style-type: none"> <li>• Advanced Certificate in Hairdressing (Hairdressing Apprenticeship)</li> <li>• Advanced Certificate in Sales (Sales Apprenticeship)</li> </ul>
	Plan and implement the development of a Curriculum Development Structure within Tipperary ETB, in line with national and sectoral developments	<p>Since April 2023, the role of the Programme Development team is to:</p> <ul style="list-style-type: none"> <li>• Contribute to the establishment of the Programme Development/Curriculum Unit in Tipperary ETB FET</li> <li>• Develop and implement Tipperary ETBs model and framework for Programme Development, including associated policies and procedures</li> <li>• Coordinate and project manage Programme Development activity including research, needs analysis and identification/rationale, programme management and governance, structure, access transfer progression and evaluation, to support programme development across FET</li> <li>• Identify, in consultation with relevant FET management and staff, new and emerging opportunities for FET programme development, from non-accredited through Level 1 to Level 6 on the NFQ, to maintain and expand the existing portfolio of provision across Tipperary ETB's FET service (Area Based Planning)</li> </ul>

		<ul style="list-style-type: none"> <li>• Work in consultation with stakeholders, e.g. FET Programme Managers &amp; Teachers/Tutors, Other ETBs, SOLAS, ETBI, Employers, Higher Education, Awarding Bodies etc. for Programme Development activity</li> <li>• Set up consortia, as required, of Employers and Industry Bodies, including building relationships and creating networks</li> <li>• Work collaboratively with and take an active role in national initiatives, in association with SOLAS and ETBI, to respond to areas of emerging need, particularly in relation to economic, regional or sectoral change.</li> <li>• Implement programme evaluation, submission &amp; validation procedures liaising with the appropriate Awarding body, e.g., QQI (QHUB)</li> <li>• Support FET with the QA implementation for expansion into non-QQI programme provision</li> </ul>
<p>The review team recommends that Tipperary ETB establish a programme review body to audit current provision and make appropriate suggestions for new development, amendment, or discontinuation of courses.</p> <p>(Reference: 3.02 Programme Monitoring &amp; Review)</p>	<p>Plan and implement the development of a Programme Review process within Tipperary ETB, in line with national and sectoral developments</p>	<p>The FET DSQ developed pathways for review through the Programme Management and Approval Policy (2024) and in the Programme Development and Validation Policy and Procedure (2024).</p> <p>Tipperary ETB is collaborating with other ETBs in the ETBI led Module Review and Update Project. Tipperary ETB are currently redeveloping two modules. The review process is part of a pilot for developing a sectoral wide process for reviewing and updating programmes. The project will build Tipperary ETB's capacity for further development and amendment of current provision of programmes.</p>

<p>The review team recommends that Tipperary ETB explore ways to develop new courses/programmes at a national and local level, for example working with other ETBs, within an agreed timeframe.</p>	<p>Explore new programme development opportunities in the area of micro credentials (skills to advance), as coordinating and collaborating provider, working with other ETBs, SOLAS and QQI</p>	<p>Tipperary ETB worked with SOLAS, QQI and a number of ETBs on the Skills to Advance Micro Qualifications initiative, and was the lead ETB in the development and validation (June 2022) of the Level 5 Special Purpose Award in Digital Business Skills and in addition successfully achieved differential validation for the following micro credentials:</p> <ul style="list-style-type: none"> <li>• Resource Efficiency for a Sustainable Workplace (L5)</li> <li>• The Circular Economy in the Workplace (L6)</li> <li>• Business Innovation &amp; Market Development (L6)</li> <li>• Sustainable Supply Chain Procurement (L5)</li> <li>• Lean Practice for a Sustainable Business (L5)</li> <li>• Eco-Driving (L5)</li> </ul> <p><b>Tipperary ETB leads Micro-Qualification in Artificial Intelligence</b></p> <p>The Artificial Intelligence FET Micro-Qualifications (MQs) Project was initiated to support the development of AI and data-related skills for employees and enterprises while also raising awareness across the entire Further Education and Training (FET) sector. This new suite will cater to Levels 4, 5, and 6 on the National Framework of Qualifications (NFQ). Various research studies and reports have highlighted that these skills are essential both now and in the future. In the summer of 2024, SOLAS issued a national call for Education and Training Boards (ETBs) and stakeholders to participate. Without hesitation, the Tipperary FET Programme Office</p>
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		<p>expressed a keen interest in collaborating and contributing to this exciting area of development.</p> <p>Tipperary ETB took the lead on the Level 5 "Enhancing Productivity Using AI" micro-qualification (5 credits), which aims to enhance workforce capabilities by integrating AI knowledge and skills through a practical and flexible delivery approach. The programme emphasises short, bite sized, hands on learning, allowing participants to engage with Generative AI (GenAI) tools through instructor led and self-directed activities via a parttime delivery. By the end of the MQ, learners will be able to apply GenAI strategically, make informed decisions about its use, and identify opportunities to save time and improve efficiency in their daily work.</p> <p>The FET Programme Office and FET Quality Assurance Office worked closely with subject matter experts H2 Learning in its development. The programme has been submitted to Quality and Qualifications Ireland (QQI) and is currently pending validation. Tipperary ETB is actively involved in the AI Working Group, Programme Development Group, and Promotional Groups for these exciting new AI FET Micro-Qualifications.</p>
	Develop a working partnership with Higher Education in the region, to develop new courses where mutual expertise exists,	<p>Tipperary ETB has agreed and implemented Memorandums of Understanding (MOUs) with two Higher Education institutions in the region: Technological University of the Shannon (TUS) and Mary Immaculate College (MIC) committing to a stronger and deepening collaboration across</p>

providing progression pathways through FET to HE

Continue to welcome opportunities to collaborate on programme development with other ETBs, Higher Education, Industry bodies etc.

a range of joint undertakings in the region. The aim is to identify opportunities for the alignment of existing Tipperary ETB and HE provision to create and underpin progression pathways, to identify opportunities for the co-development and potentially co-delivery of innovative, response led and evidence-based FET/HE integrated programmes and to identify the potential for regional specialisms in Tipperary that can be supported by FET and HE.




Tipperary ETB has partnered with MIC on the delivery of the Home Economics and Business Degree. MIC Students will use the Tipperary ETB Thurles FET Centre (Archerstown) Commercial Training Kitchen and Textile Workshop for the delivery of two modules. Progression Pathways have been established to, for example, the MIC BA in Education, Home Economics & Business Studies, with five places reserved for FET and

		<p>mature learners.</p> <p>A working group has been established (Dec 2024) to look at the <b>joint marketing of Thurles as a destination college town</b>. This working group is a collaboration between Tipperary ETB, TUS, Mary Immaculate College working with the Chamber of Commerce, Businesses, Community Groups and other Stakeholders in the Thurles area.</p> <p>The National Tertiary Office <b>Tertiary Manager</b> in Tipperary ETB and TUS are progressing with the development of programmes in Applied Sports Science and Digital Arts. Both programmes will afford students the opportunity to complete year one of a degree programme with Tipperary ETB, and the balance of the programme, three years, then with TUS Thurles for the Applied Sports Science degree, and TUS Clonmel for the Digital Arts degree. Both programmes are structured as having a common year one which will mean that a student can choose one of three degrees to progress to year two in, having successfully completed year one with Tipperary ETB. It is proposed that both tertiary programmes will be offered, in <b>September 2025</b>, to Leaving Certificate students, mature students, and those who have previously achieved a relevant NFQ Level 5 QQI major award.</p> <p>With the development in capacity for Programme Development in the FET Development, Support and Quality department, Tipperary ETB can collaborate on programme development opportunities as they arise, from</p>
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		other ETBs, Higher Education and Industry. The Programme Development team are members of the Enterprise Engagement Team and link directly with Employers, Industry, Regional Skills Forum, Local Enterprise Office, Tipperary County Council, County Tipperary Skillnet etc. to investigate and explore employer needs and potential programme development opportunities.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.		

## 1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that Tipperary ETB ensure that	Develop and implement the Learner Information Guide and	September 2022 saw the implementation of the new Learner Information Guide and Learner Guide to Assessment.

records are kept of Learner Handbooks/Assessment handbooks (where appropriate) being issued to students to ensure consistency across all centres/programme areas. The handbook should be accessible to all levels to promote readability and context.	<p>Learner Guide to Assessment for all FET Learners. The Learner Information Guide will be a reformat of the existing learner handbook master Template to a more user-friendly centred guide, in plain English, easy to read, including infographics that is implemented across FET provision.</p> <p>Work with NALA to achieve the plain English quality mark award for both the Learner Information Guide and the Learner Guide to Assessment</p>	<p>The Learner Information Guide and Learner Guide to Assessment were both NALA proofed and awarded Plain English mark in 2022.</p>  <p><a href="#">Click here to enter text.</a> <a href="#">Learner Information Guide</a> <a href="#">Learner Guide to Assessment</a></p>
	Establish a working group to review the Induction process across FET and implement a learner centred, simplified and more accessible and informative Induction process	<p>Induction Working group established with 12 FET programme managers, who reviewed the existing Induction process across the varying programmes and centres to develop a common approach and support tools.</p> <p>Learner induction videos were development and implemented in 2023/2024: <a href="#">Learner Supports - Tipperary Education and Training Board</a></p> <p>Both these videos are also available in 5 other languages on the internal QA</p>



		<p>SharePoint site.</p> 
	<p>Redesign the Tipperary ETB Website to include a Learner Information section, with Learner Information Guide and Learner Guide to Assessment Information contained in an easily accessible online electronic format</p>	<p>Tipperary ETB is currently going through a new website design and development process and migration of content from our existing website to the new platform, including an update to the FET Student Hub with Learner information and supports. This followed a new Tipperary ETB Brand redevelopment and roll out over 2024. The migration to the new website and a go live took place in Q4 2024. A working group has been established, including the FET Wellbeing Coordinator, Tipperary ETB Communications Officer, FET Development, Support and Quality to review all learner support information and collate to one easy-to-access online electronic format: <b>FET Student Hub</b>. The Student Hub will include all learner support information, e.g., Information Guides, FET Student Council, Library, Access and Inclusion,</p>

		<p>Health and Wellbeing, Sport and Physical Activities, Career Advice, Assessment Guides, Academic supports, Financial supports etc. The final stage of the FET Student Hub is due to go live in Q2 2025.</p> <p>To enhance staff awareness of end-user accessibility and a Plain English approach to documentation and web layout, several staff attended Nala's Plain English series of webinars, that started Sept 2023 (eg QA staff, Programme staff, OSD staff. Building a Plain English approach is work in progress.</p>
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> <a href="#">Learner Information Guide</a> <a href="#">Learner Guide to Assessment</a>		

## 1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The quantitative data e.g., review team recommends the use of more analysis of both destination data,	To support the implementation of the ABP approach, develop an area-based data information pack to inform	The Strategic Performance Agreement (SPA) targets and Tipperary ETB performance against targets, including measurable and quantitative benchmarking is closely monitored by FET SMT and Programme/Centre Managers and has become a monthly standing Agenda item at FET SMT

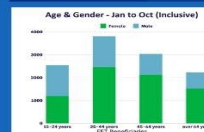
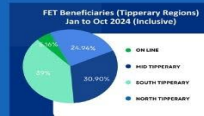
<p>and qualitative data to monitor and measure Quality Assurance.</p>	<p>course planning with quantitative and qualitative information, e.g., regional &amp; demographic, learner, employment/ industry, skills needs etc.</p> <p>Develop and implement a Management Information Systems policy and associated procedures to inform strategic analysis</p>	<p>meetings since 2023. Included here is quantitative data, for example, enrolments, certification outcomes, destination data: progression outcomes, widening participation, early completers, programmes, 'distance travelled' etc.</p> <p>The SOLAS Data Analytics Unit - <b>Tableau</b> server is in use by Tipperary FET College since 2023, with the dashboards monitored monthly.</p> <p>In 2024 Tipperary FET College Information and Data Management introduced a monthly <b>FET DATA BITES</b> newsletter, that is communicated on the Staff Hub and directly to Centres and Programmes and analysed at FET SMT and Centre Level:</p>
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## OCTOBER 2024 FET DATA BITES

552 students  
started in  
October

Harmonisation Programme Category	Starters 2024 to Date	Starters Oct	On Course Oct
Adult Literacy for Life	2,469	222	1,446
Community Education	2,845	66	1,179
Employment Progression	671	79	377
HE Progression	243	8	235
Learning in Employment	789	30	336
Other	172	16	129
Pathways	1,625	72	859
Youth Provision	348	59	197
<b>TOTAL</b>	<b>9,162</b>	<b>552</b>	<b>4,758</b>



38 courses  
started  
in October

	By Oct 2023	By Oct 2024	% + or -
# Of Beneficiaries (students on multiple courses) count of each student on each course instance	10,745	11,616	+8.10%
# Of Unique Students (student counted once)	7,112	7,562	+6.32%
# Starters (October)	721	552	-23.44%

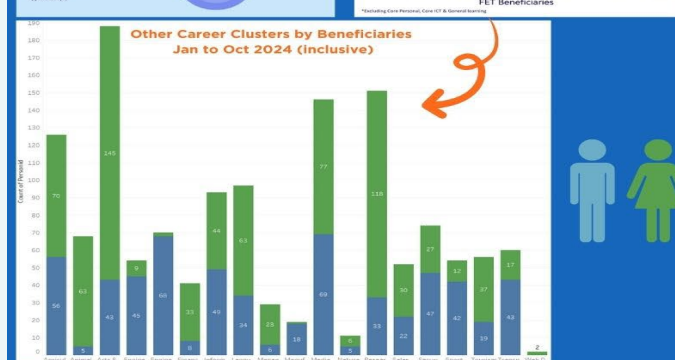
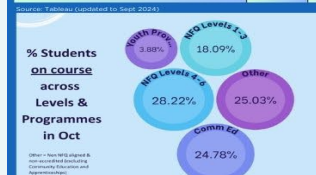
### Apprenticeship - Oct 2024

Active Apprentices	1,192
Active Employers	458
Apprentices (Craft/Phase 2)	124
Apprentices (Consortia/2016+)	43
Apprentices who have attended Tipperary ETB centres since Jan 2024	465

STRATEGIC PERFORMANCE AGREEMENT 2024 TARGET OVERVIEW			
SPA Target	Target	Actual	% Progress
Supporting Jobs- Jobs	967	TBC	TBC
Supporting Jobs- Skills to Complete	950	671	71%
Creating Pathways- Progression within FET	1,500	1,241	83%
Creating Pathways- Progression from FET-HE	150	TBC	TBC
Upskilling through Lifetimes & Careers- LLL	4,641	4,083	88%
Upskilling through Lifetimes & Careers- STA	1,000	830	83%
Fostering Inclusion- Transversal Skills	1,050	1,289	123%
Fostering Inclusion- Widening Participation	755	820	109%
Fostering Inclusion- ALL	3,153	3,022	96%
Targeting Key Skills Needs- Key Skills Needs	1,392	1,136	82%
Targeting Key Skills Needs- Retrofitting Skills	0	177	n/a
Targeting Key Skills Needs- Green Skills for All	3,000	9 (TBC)	TBC



Scan the QR Code to see the SPA Targets Homepage on Tableau!



		<p>The principles of the now implemented Area Based Planning (ABP) initiative include a coordinated evidence based course planning effort for FET provision across the county. The considerations include analysis of both quantitative and qualitative data, including learner/teacher feedback, previous outcomes, meeting area needs (learner, community, employment), demographic information (population, unemployment, deprivation), CSO data, meeting key target groups (underrepresented, specific needs), addressing skills gaps (locally, regionally and nationally), local knowledge, progression pathways (in, within, from FE to HE/Employment) etc.</p> <p>The FET QA Office is developing a FET Internal Self-Monitoring and Evaluation Policy and associated procedures, including key performance indicators, with a focus on data analysis as a key input, both quantitative and qualitative.</p>
The review team recommends the development of systematic feedback needed to provide a stronger platform for the learner voice.	Participate in the annual AONTAS National FET Learner Forum to engage the Tipperary ETB FET Learner's voice and review the subsequent report findings	The establishment of the <b>FET Student Council</b> in 2022/2023 was integral to any monitoring process in the systematic capturing of the 'Learner Voice' to inform policy and planning and providing a stronger platform for the learner voice. The FET Student Council fulfilled many key objectives in 2024, one to become active both internally and externally to the ETB and to have the voice of the students in Tipperary FET College involved and impactful in the decision making process. In

	<p>Develop a learner feedback policy and associated procedures, detailing key performance indicators, ensuring a consistent approach to gathering learner feedback across FET, e.g., survey, focus groups, learner, voice forum etc.</p> <p>Establish the Tipperary ETB FET Learner Voice Forum (LVF) to facilitate and provide an open platform for learners to have a voice and input to how we function as an ETB</p> <p>Through the LVF, establish learner focus groups to consult on specific topics, for example, policy and procedure development, new programme development, programme monitoring, learner supports etc.</p>	<p>2024:</p> <ul style="list-style-type: none"> <li>- Members of the Council now sit on the FET Committee Governance group (2024)</li> <li>- Members of the Council met with Minister Patrick O'Donovan at the launch of the Connected Campus for Clonmel (Oct 2024)</li> <li>- Tipperary FET Student Council met with Cork ETB Learner Voice group to collaborate on issues (Sep 2024)</li> <li>- FET Student Council member Thomas Ryan was invited, as a panel representative, to the QQI Conference on Leading and Learning in a Changing Landscape, at the Royal National Convention Centre, to discuss perspectives on current student engagement practices. (Nov 2024)</li> <li>- The Chair of the FET Student Council, Alan Anthony completed a 6 week facilitation course with the Public Participation Network and now sits on the Transportation Coordination Unit for Tipperary PPN.</li> <li>- Members of the Tipperary ETB FET Student Council were invited to be part of a panel discussion at the launch of the AONTAS Annual Report in Athlone.</li> <li>- Blessing Chidiogo represented Tipperary FET College and an AONTAS group at Leinster House which spoke about the challenges facing adult learners (Oct 2024)</li> </ul> <p>At centre and programme level, gathering of learner feedback is embedded in process and there are multiple mechanisms used. With the</p>
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		appointment of a CEF Wellbeing Coordinator and a CEF Quality Assurance Officer, work has started on putting a formal process in place for Learner Feedback.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.		

## 2.0 Teaching, Learning & Assessment

### 2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends Tipperary ETB review its staffing and infrastructure to enhance learner support to be more equitable to all learners across all centres.	Conduct a review and gap analysis of current Learner Supports across FET, based on programmes/centres, learner eligibility, geography etc.	<p>Tipperary ETB's FET Active Inclusion Officer conducted a Learner Support Gap Analysis project in Q3/Q4 2022. This project approach was based on the Support Area e.g. reasonable accommodation, counselling, TEL etc., Programme Categories, e.g., PLC, BTEI, Evening Training, Youthreach etc., Geographical locations, Level of Support and Rating. Further research was also conducted into uptake versus availability of supports and learner numbers in the geographic areas and centres as opposed to programme categories. Equity in provision of supports for all learners can then be considered, based on learner numbers, needs and availability of supports.</p> <p>Examples of outcomes to date:</p> <ul style="list-style-type: none"> <li>Review of all learner support information and collation to one easy-to-access online electronic format: <b>FET Student Hub</b>. The Student Hub will include all learner support information, e.g., Information Guides, FET Student Council, Library, Access and Inclusion, Health and Wellbeing, Sport and Physical Activities, Career Advice, Assessment Guides, Academic supports,</li> </ul>



		<p>Financial supports etc. The final stage of the FET Student Hub is due to go live on the new Tipperary ETB website in Q2 2025.</p> <ul style="list-style-type: none"> <li>• In 2023 and 2024 Service Level Agreements (SLA) were established between Tipperary ETB and Millenium Family Resource Centre (FRC), Silver Arch FRC, Spafield FRC and The Three Drives FRC to provide counselling/psychotherapy supports to Tipperary ETB students to a max of 6 sessions. The Counsellor is IACP qualified, Garda Vetted and receives supervision with support from the FRC.</li> <li>• Mainstreaming of the Fund for Students with Disabilities (FSD) to be made available to all FET learners (see below).</li> <li>• Establishment of the FET Student Council</li> </ul>
	<p>To bring Tipperary ETB one step closer to equity in Learner Supports, the Fund for Students with Disabilities (FSD) is to be made available to all FET Learners (currently just PLC Learners)</p>	<p>In 2022 an Inclusion Framework was developed for Tipperary ETB. Since the framework inception specific inclusion goals, alongside existing core service provision, were identified and measured to address through FET. The developments have included the mainstreaming of the Fund for Students with Disabilities (FSD) to be made available to all FET learners.</p> <p>FSD: The fund for students with disabilities operates in addition to legal frameworks (e.g., Equal Status Act, Disability Act) which provide a basic floor of rights for people with disabilities to participate in FET, and the fund works to compliment mainstream resources provided for in all further education and training services. To make it available to all of FET (not just PLC) involved PD for all Programme/Centre staff, and promotion at staff</p>

		meetings, and promotion to Learners. A structure was put in place, including a monthly evaluation panel meeting.
	Develop and implement a Discretionary Learner Fund (DLF) to provide funding to support educationally disadvantaged learners in accessing and participating in FET, to fund and support individual learners or projects that can demonstrate a direct impact on the learner	The Tipperary ETB Discretionary Learner Fund aims to provide funding to support educationally disadvantaged learners in accessing and participating in FET. The fund is available to fund and support individual learners or projects that can demonstrate a direct impact on the learner. The purpose of the Discretionary Learner Fund is to assist FET providers to increase participation, enhance retention, and support successful transfer and progression outcomes for learners. The fund places a strong focus on any project or individual learner intervention that focus on supporting learners who experience educational disadvantage.
	Redesign the Tipperary ETB Website to include Learner Support Information contained in an easily accessible online electronic format	See Section 1.6 Access, Transfer and Progression
	Establish FET service plan in the Development, Support and Quality Department to include a strategic approach to learner support services including a strategy for well-being and active inclusion.	The <u>Active Inclusion Advisory Group</u> was established in 2022, chaired by the Active Inclusion Officer (CEF), to promote, oversee and advise on Inclusion in Tipperary ETB FET. 'Active Inclusion' is given expression in our Future FET: Transforming Learning 2020-2024 (SOLAS FET Strategy) which means to integrate the principle of equity of access more fully into the everyday life of our service so that it permeates all programme and services. The core values of FET are lifelong learning, social justice, active citizenship and economic prosperity. The <u>Active Inclusion Strategy</u> 2023-

		<p>2027 priorities include the Fund for Students with Disabilities (All FET), Universal Design for Learning (UDL) Implementation Plan, Discretionary Learner Fund (DLF), Access Transfer &amp; Progression Policy, GET into FET pilot, REACH funding, Dyslexia Screening and Assessment, Public Sector Duty review etc.</p> <p>The <u>Wellbeing Strategy 2023-2027</u>, sets out Tipperary ETB's commitment to promoting more awareness of a culture of Wellbeing in the ETB by putting in place measures and actions that will support staff, students and stakeholders. It requires a whole ETB approach to positively embed Wellbeing into every aspect of the service through curriculum, collaborations, physical/mental health approaches and supports for students, staff and stakeholders. The overarching strategic aims are:</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Physical and Mental Wellbeing</li> <li>• Curriculum</li> <li>• Staff and Students</li> </ul>
The review team recommends ensuring IT support is available at centres to ensure digital and enhanced learning can be equitably accessed across all Tipperary ETB courses and geographical locations.	Develop and implement the Tipperary ETB Universal Design for Learning Implementation Plan for FET	<p>The Tipperary ETB <u>Universal Design for Learning Implementation Plan</u> for FET was launched in 2022. A UDL Task Group was established and the implementation got underway.</p> <p>In Q4 2024, a total of 165 Further Education and Training (FET) staff attended Universal Design for Learning (UDL) onboarding sessions across various locations in Tipperary, including Nenagh, Templemore, Thurles, Clonmel, and Tipperary town. These sessions aimed to generate interest</p>

		<p>and enhance foundation UDL skills. Among the attendees, 25 were programme managers or coordinators, and the remaining participants were teachers. Each session lasted for three hours and provided a practical overview of how adopting a universal design approach in FET can foster inclusivity in our classrooms.</p> <p>The feedback from our FET staff was overwhelmingly positive. Teachers expressed their appreciation for the insights gained during the sessions. One teacher remarked, "This is a life changer. I have been adapting my materials for individual learners for years. Now I know that this is not necessary, and I will be working differently from now on." Another teacher shared, "I learned more this morning from this session than I did from a year-long TEL course." Additionally, there was a strong desire for continued support, with one participant asking, "What are we doing next on this? I hope we see some follow-through support."</p> <p>Following on from our onboard sessions, specific sessions for Programme Managers and Coordinators were held in December 2024. The aim of this meeting was to establish a unified approach at FET centre level. Our next steps will include agreeing a consistent UDL approach or implementation of a UDL across teaching staff teams, embedding UDL at staff meetings on the agenda, and engagement with learners on our UDL practices. Following this process, CPD needs for teachers will be determined.</p>
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	Restructure the Technology Equity Scheme (TES) to Programme/Centre level (North, Mid, South regions), locally managed and distributed, with FET level overall administrative support	The Programme and Centre Managers received an allocation of equipment from the Technology Equity Scheme (TES) Sept 2023 to June 2024, to manage, distribute and monitor at local level. There is a dedicated resource centrally monitoring as FET Level overall administrative and IT support.
	Develop and implement the Tipperary ETB Blended Learning Procedure	The Blended Learning Procedure (2023) was implemented across Tipperary ETB. In wake of the QQI QA Guidelines for Blended and Fully Online Programmes, a full review is required and planned. Tipperary ETB have indicated their intention to apply for an extension of current QA to deliver blended and fully online synchronous and asynchronous programmes at national level. Acknowledging the significant planning, resourcing and expertise required, a phased approach is envisioned. A blended and online steering group will be formed to lead the review process to realign the policies, practices and procedures with the new guidelines.
	Complete the roll out of the organisational wide WIFI infrastructure implementation, with the FET Centre, Archerstown	The Phase 5 development of the Archerstown Training Centre was completed in September 2023. All areas on campus have access to WIFI.
	Develop the new ICT Department structure to support	Following developments reported in 2023, the current structure of the ICT Department in Tipperary ETB is as follows:

	<p>the overall IT Infrastructure of FET and the organisation</p>	<ul style="list-style-type: none"> <li>• Grade VII – IT Manager (Defined job description)</li> <li>• Grade VI (Defined job description – currently vacant, to be filled in Q1 2025)</li> <li>• Grade III (Defined job description)</li> </ul> <p>Despite ongoing national Organisational Design efforts, the resourcing of IT Departments within ETBs remains ongoing.</p> <p>Aligned with our 2023-2027 Statement of Strategy, key ICT priorities for 2025 onwards include:</p> <ul style="list-style-type: none"> <li>• Strengthening cybersecurity and business continuity</li> <li>• Implementing nationally agreed policies</li> <li>• Ensuring equitable access to digitally enhanced learning across all Tipperary ETB locations</li> </ul> <p>A major focus will be the rollout of an Information Security Management System (ISMS), commencing in 2025.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>		

## 3.0 Self-Evaluation, Monitoring & Review

### 3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETB reviews and prioritise Quality Improvements required over the next 3 years, detailing how and when the ETB will address the actions needed, and who will have responsibility. This process could be supported through the further development of Annual Quality Improvement Plan (QIP) and half-yearly progress reports.</p>	<p>Develop a FET Internal Self-monitoring and Evaluation Policy and associated procedures, including key performance indicators, production of annual quality reports with schedule of actions and strengthened monitoring and review processes.</p> <p>Develop and present Annual Quality Improvement Plan progress reports as an agenda item at the monthly FET Senior Management Team Meetings</p>	<p>Processes for annual improvement plans and their reporting, and the governance of same, will be prioritised following approval of the new Governance and Management policy (2025) and the new Self Monitoring and Evaluation policy (2025). The finalisation and implementation of the FET Self-Monitoring and Evaluation Framework and Policy will follow, pending a 'whole system' review of governance and management in FET. The review is anticipated to lead to enhancement activities in the governance and management system and associated structures that would in-turn impact the aim and implementation of the SME Policy. In the absence of documented policy, there continues to be ongoing monitoring and evaluation processes in place, for example:</p> <ul style="list-style-type: none"> <li>• The Strategic Performance Agreement (SPA) targets and Tipperary ETB performance against targets, including measurable and quantitative benchmarking, monitored by FET SMT and Programme/Centre Managers and monthly Agenda item at FET SMT meeting. Tipperary ETBs contribution to the national FET strategy. Included here are enrolments, certification outcomes, progression outcomes, widening participation, early completers, programmes,</li> </ul>

		<p>‘distance travelled’ etc.</p> <ul style="list-style-type: none"> <li>• Programme Improvement Plans with scope of quality assurance Assessment and Certification were implemented in September 2023 for all FET programmes/centres. In November 2024, as part of the QA System Integration project, the scope was extended to include 2nd provider Training Programmes, following a review and update of the Certification Audit process. The term ‘Cert Audit’ has been replaced with ‘Assessment Monitoring Procedure.’ The procedure requires a review of monitoring report findings as a part of the centres/providers annual quality review process to identify issues or trends arising and to agree appropriate actions. Monitoring reports are evaluated and reviewed annually by the FET QA Office as part of the quality cycle implementation.</li> </ul>
<p>The review team recommends that Tipperary ETB develop a policy and procedures to formalise collection and review of learner feedback on their courses to feed into the quality assurance system and strengthen the learners’ voice in some governance groups.</p>	<p>Participate in the annual AONTAS National FET Learner Forum to engage the Tipperary ETB FET Learner’s voice and review the subsequent report findings</p> <p>Develop a learner feedback policy and associated procedures, detailing key</p>	<p>The FET Student Council continue to participate annually in the AONTAS National FET Learner Forum.</p> <p>At centre and programme level, gathering of learner feedback is embedded in process and there are multiple mechanisms used. The development of a FET wide learner feedback procedure is progressing and will put a structure and mechanism to bring this excellent feedback from the centre level to FET level to inform change in policy, planning and decision making.</p>



	<p>performance indicators, ensuring a consistent approach to gathering learner feedback across FET, e.g., survey, focus groups, learner, voice forum etc.</p> <p>Establish the Tipperary ETB FET Learner Voice Forum (LVF) to facilitate and provide an open platform for learners to have a voice and input to how we function as an ETB</p> <p>Through the LVF, establish learner focus groups to consult on specific topics, for example, policy and procedure development, new programme development, programme monitoring, learner supports etc.</p>	<p>The CEF Wellbeing Coordinator and CEF Quality Assurance Office are researching suitable models, such as CEIP used in Youth Reach, to gather and review Learner Feedback. Students now also have the opportunity to provide feedback on their FET journey through the addition of a virtual student suggestion box on the newly designed Student Hub.</p> <p>The establishment of the FET Student Council (2022/2023) has provided a platform for the 'Learner Voice' and continues to grow its contributions through the expansion of its sub committees with focus on specific topics, e.g., Access and Disability, Transport, Supports etc. Recently the Council have been researching models for student achievement awards. They have also been actively involved in the Tipperary ETB web design, the Student Hub design, reviewing and providing feedback on social media presence. Four of the Student Council members take part in the External Wellbeing Advisory Group which includes more than 40 organisations to date.</p> <p>Q4 2023 welcomed an invitation to the chair of the new FET Student Council to join the FET Committee with immediate effect. The FET Student Council Chair continues to be an active member of the FET Committee. The link between the FET Committee, the FET Student Council and the Tipperary ETB Board will be key in guiding the development of the FET College of the Future in Tipperary.</p>
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### Commentary and Reflections

Click here to enter text.

### Link to Updated Policy & Procedures

Click here to enter text.

## 3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that Tipperary ETBs develops and implements a programme review process to provide for a more robust, coherent and systematic approach to monitoring and review.	<p>Plan and implement the development of a Programme Review Structure within Tipperary ETB, in line with national and sectoral developments</p> <p>In the context of national and sectoral processes in this area, implement a programme monitoring and review process, including a review body, that is systematic, periodic and collaborative for both centre-level and Tipperary ETB-level</p>	<p>The FET Director continues to prioritise the development of a programme monitoring and review model and framework with the FET Development, Support and Quality department responsible for progressing. Policies and procedures in development include the Programme Monitoring, Evaluation and Review Policy and Procedure and Document Production and Management Policy. Policy and procedure templates were developed and are now used across FET when developing, reviewing and updating policies and procedures. The templates include sections that require authors to consider the internal monitoring and review arrangements for the policy/procedure and evidence of monitoring of effectiveness of the policy/ procedure.</p> <p>Tipperary ETB's Director of FET (as member of the ETBI QA Strategy Group and chair of the ETBI QA Network) chaired and facilitated the ETBI Quality Network workshops to investigate the national coordination of</p>

	monitoring and review activity	<p>programme development, validation and review processes. The workshops included representation from ETBI, QQI, the QA Strategy Group and 16 ETB QA management teams.</p> <p>A pathway is being developed through ETBI for a sectoral approach to programme development and an agreed understanding within the sector of how devolved responsibility may be achieved. Tipperary ETB will be part of these efforts.</p> <p>In 2024/25, the <b>Module Update Project</b> commenced, i.e., a national sector-wide initiative by all 16 ETBs including direct collaboration between Tipperary ETB and Kerry ETB. As part of this process, <b>modules are being reviewed and updated</b>, to ensure they remain current, effective, and adaptable to the needs of learners and educators alike. The first 28 modules are under review, due to roll out April 2025.</p>
The review team recommends that Tipperary ETB develops its capacity to review and develop programmes.	Develop capacity in programme development, programme monitoring and review – sanction approval request from DFHERIS for two Programme Development roles to join the FET Development & Support Unit	The newly formed (2023) Programme Development Office are responsible for the management of programme/curriculum development and validation including revalidation for all FET programmes. Since the formation, the Office has managed the development of several micro-credentials including most recently a Level 5 programme, <i>Increasing Productivity with AI</i> , in conjunction with SOLAS.
The review team recommends that any Curriculum Development body	Plan and implement the development of a Programme	A pathway for programme reviews and revalidation has been further progressed through the development of the Programme Approval and

established to look at ETB provision should include, as a priority, the need to review legacy programmes which may now not be relevant or meet current industry or sector requirements.	Review Structure within Tipperary ETB, in line with national and sectoral developments	<p>Management Policy (2024) and the Programme Request and Approval Procedure (2024). Additionally, the scope of the Programme Development and Validation Policy and Procedure (2024) includes redevelopment and revalidation pathways.</p> <p>The Programme Office, established in 2023, is currently involved in the National Review and Update of Modules as part of the ETBI led initiative. The Programme Office is currently managing the review and update of two modules.</p>
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> <a href="#">Programme Approval and Management Policy (June 2024)</a>  <a href="#">Programme Request and Approval Policy and Procedure (April 2024)</a>  <a href="#">Programme Development and Validation Policy and Procedure (Sept. 2024)</a>		

### 3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that Tipperary ETB strengthen its	Continue to engage with Employers and External Stakeholders, through	The Workforce Development group was established to bring key members of Tipperary ETB staff together to respond to the needs of the Workforce,

engagement with employers by formalising or systemising the existing engagement activities carried out by its Workforce Development team.	the function of the Workforce Development Team, to further enhance and strengthen links.	<p>including employees, employers, industry groups and industry representative organisations. In 2025, the Workforce Development group is evolving into the <b>Tipperary FET College Enterprise Engagement Team</b>.</p> <p>Revised membership and Terms of Reference are in progress. It is proposed that the <b>Enterprise Engagement Team</b> will meet quarterly and develop an Enterprise Engagement Strategy for Tipperary FET College with associated action plan, including short- and medium-term objectives. It will be chaired by a senior manager with membership from senior management, senior training advisors, employer engagement, skills for work, admissions, development support &amp; quality, programme development, FET colleges and external industry, regional skills etc.</p>
	Develop Terms of Reference for the Workforce Development Team	<p>The role of the Enterprise Engagement Team is under review, including the <u>Terms of Reference</u> and Membership, to ensure Tipperary ETB is meeting the needs of employers and industry across the County.</p> <ol style="list-style-type: none"> <li>Action focused team</li> <li>Organising events for employers; industry sector meetings</li> <li>Develop strategy for promoting enterprise offerings</li> <li>Creating a structure for carrying out Training Needs Analysis and Market Research</li> <li>Develop a strategic approach to work placements in Tipperary ETB</li> </ol>

		<ul style="list-style-type: none"> <li>f. Develop Standard Operating Procedures for the use of SEED CRM</li> <li>g. Meet quarterly or to complete manage a project or task</li> <li>h. Develop Employer Engagement hub for Tipperary FET College/FET College of the Future i.e. Potential drop in hub for engagement with employers (could be virtual)</li> <li>i. Enhance Web site presence for Employer Engagement</li> </ul>
	Review membership of Workforce Development Team, considering externality (regional skills forum), employer engagement, new programme development, apprenticeship services, area-based planning and data management	The Enterprise Engagement Team will be chaired by a senior manager with membership from senior management, senior training advisors, employer engagement, skills for work, admissions, development support & quality, programme development, FET colleges and external industry, regional skills etc.
The review team recommends the implementation of the contracted training framework to further enhance the specific skills training and traineeships in FET.	Implement the new Contracted Training Framework (2022-2026)	In 2026 there will be a national tender process organised by the Director of FET Forum on behalf of the sector and hosted by the Office of Government Procurement) to establish the <b>New Multi Supplier Framework Agreement for Contracted FET Services</b> in Tipperary ETB. This will include procedures to cover the governance of contracted providers own QA arrangements. This framework will further enhance the flexibility of Tipperary FET College provision, especially in meeting industry skills gap.

**Commentary and Reflections**

Click here to enter text.

**Link to Updated Policy & Procedures**

Click here to enter text.


## 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 <small>These should relate to objectives not already discussed in the progress report.</small>	Update on Status <small>Provide brief update on status, whether completed or in progress.</small>	Link to updated/new Policy
	<p><b>QUALITY POLICY FOR FURTHER EDUCATION AND TRAINING</b> - <i>“Pursuing excellence through standards, innovation and quality learning experiences for all learners”</i></p> <p>The Quality Policy was completed and published in January 2024. The policy documents Tipperary ETB’s approach to quality assurance in FET and describes the quality assurance framework that supports and promotes a culture of quality and excellence in teaching, learning and related services. The policy is used as an overarching and cornerstone policy that</p>	Completed	<p><a href="#">Quality Policy (Jan 2024)</a></p> 



	informs the development, implementation and review of all quality assurance policies and procedures.		
1	<p><b>Extension to Scope of Provision to include Blended and/or Fully Online Programmes</b></p> <p>Tipperary ETB has indicated their intention to apply for extension to scope of provision to include Blended and / or Fully Online Programmes. The scope Tipperary ETB will be seeking is staging point 4: <b>**Fully Online – Synchronous and Asynchronous National**</b> over a phased approach through a short, medium and longer term action plan, acknowledging the significant planning, resourcing and expertise required. A blended and online steering group will be formed to lead the review process to realign the policies, practices and procedures with the new guidelines.</p> <p>Tipperary ETB has submitted an <b>Outline Action Plan</b>, January 2025, endorsed by and under the oversight of our QA Governance. This plan identifies the main actions to be taken in preparation for our application for extension and an associated timeline.</p>	In Progress	 <p>Tipperary ETB Outline Action Plan (</p>
2	<p><b>Wellbeing Strategy 2023-2027</b></p> <p>The Wellbeing Strategy 2023-2027 was approved at the 25 November 2024 FET SMT meeting and following</p>	In Progress	 <p>Wellbeing%20Strategy%202023-2027.doc</p>

	<p>recommendation, was approved by the Senior Leadership Team, including the Chief Executive in January 2025.</p> <p>The implementation has already started since 2023, but there is still a lot to be done between 2025 and 2027. A “Tipperary ETB FET Wellbeing Working Group” will be established to build an action plan and framework from the strategy and implement and embed the key priorities across FET.</p>		
3	<p><b>Academic Integrity Policy and Professional Development</b></p> <p>The Academic Integrity Policy for FET was launched in June 2024. To support the rollout of the new policy, a programme for staff development and awareness was created and rolled out by the FET QA Office. From September to October 11 live staff briefing sessions took place in 6 FET locations across the county and 4 online). Attendance reached was 245 Tipperary FET College Staff, including managers, teachers, tutors, staff from recruitment, guidance and administration. This session continues to be available as a pre-recorded session on the QA SharePoint space.</p>	Completed	 <p>AcademicIntegrityPo licy_June2024.pdf</p> <p><a href="#">Academic Integrity Policy (June 2024)</a></p>
4	<p><b>Module Update Project</b></p> <p>In 2024/25, the Module Update Project commenced, i.e., a national sector-wide initiative by all 16 ETBs including direct</p>	In Progress	Click here to enter text.

	collaboration between Tipperary ETB and Kerry ETB. As part of this process, modules are being reviewed and updated, to ensure they remain current, effective, and adaptable to the needs of learners and educators alike. The first 28 modules are under review, due to roll out April 2025.		
5	<b>AIS to LDA Project 2024/25/26</b> A key element of an integrated QA system is Tipperary FET College's assessment framework and approach, including assessment materials, processes, student's work and records. One step in aligning the FE&T assessment approach is addressing the Assessment Instrument Specification (AIS) process. As SOLAS no longer centrally manage assessments, the AIS management is now the responsibility of each ETB. The assessment writing, monitoring and reviewing process needs to be addressed, with the preferred route of moving to a locally (learning practitioner) devised assessment writing process. The implementation of this project is a phased approach from November 2024 to September 2026, including consultation, PLD, pilot, mentoring, peer review and monitoring.	In Progress	 AIS to LDA Project 20242526 REPORT T
	<b>Admissions Hub</b>  The Further Education and Training (FET) Admissions Hub was established in September 2024, with the Recruitment and	In Progress	

<p>Adult Guidance Information Service playing a pivotal role in its operations. The Hub is responsible for recruiting and placing students in Tipperary Education and Training Board (ETB) FET programmes at National Framework of Qualifications (NFQ) Levels 4-6, across both full-time and part-time provisions. Additionally, it oversees advertising, marketing, and information dissemination in alignment with the Tipperary ETB Marketing and Communications strategy, working closely with the broader Tipperary ETB communications plan.</p>		
<p><b>UDL Implementation Plan</b></p> <p>During Q4 2024, a total of 165 Further Education and Training (FET) staff attended Universal Design for Learning (UDL) onboarding sessions across various locations in Tipperary. These sessions aimed to generate interest and enhance foundation UDL skills. Among the attendees, 25 were programme managers or coordinators, and the remaining participants were teachers. Each session lasted for three hours and provided a practical overview of how adopting a universal design approach in FET can foster inclusivity in our classrooms. One teacher remarked, <i>"This is a life changer. I have been adapting my materials for individual learners for years. Now I know that this is not necessary, and I will be working differently from now on."</i> Another teacher shared, <i>"I learned more this</i></p>	<p>In Progress</p>	

	<p><i>morning from this session than I did from a year-long TEL course."</i></p> <p>Next steps will include agreeing a consistent UDL approach across teaching staff teams, embedding UDL at staff meetings, engagement with learners on UDL practices and CPD needs for teachers.</p>		
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## 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

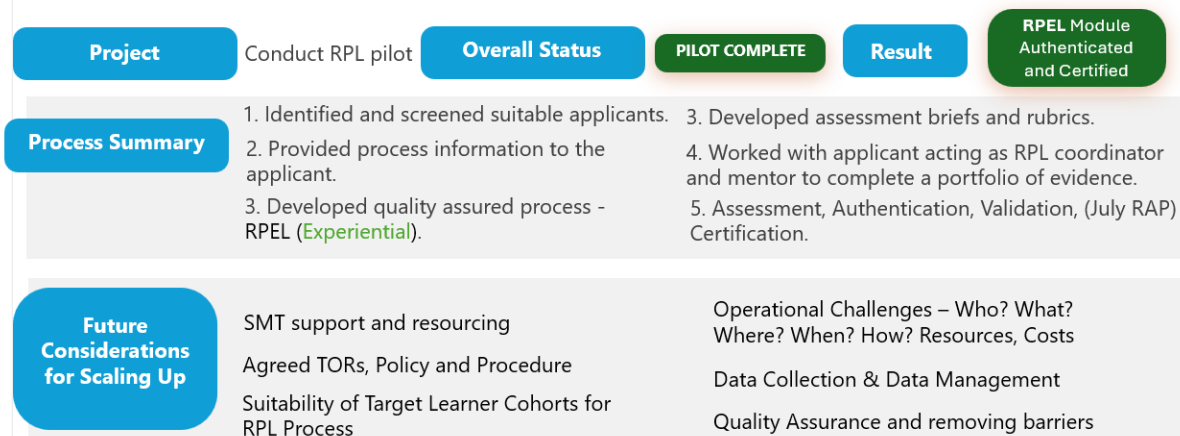
## Case Study Title: Successful Recognition of Prior Experiential Learning (RPEL) in Tipperary FET College

### Introduction

Background: The FET Development, Support and Quality (DSQ) has been exploring the expansion of Recognition of Prior Learning (RPL) practices in Tipperary ETB. This initiative is part of a broader integration project aimed at consolidating legacy RPL policies. Currently, RPL for certified learning is managed at the centre level.

Pilot Project: In 2024, a pilot project was conducted to assess the feasibility of recognising experiential learning (RPEL) for an applicant who wanted to have their IT skills formally recognised. The FET Quality Assurance (QA) Office led this project acting as coordinator and mentor to the applicant.

### Recognition of Prior Learning (RPL) Pilot Project



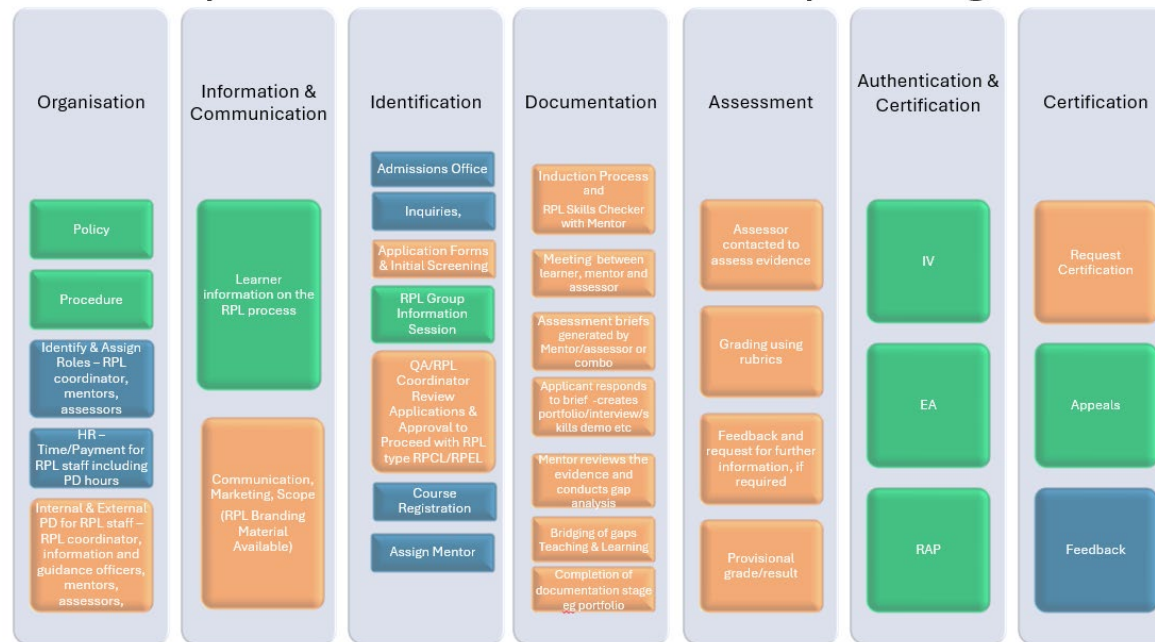
## Action

### Process:

1. **Information:** The FET QA Office provided detailed information about the RPEL process to potential applicant, outlining the steps, criteria and required evidence and documentation.
2. **Identification:** The applicant was screened through an interview process to ensure they met the criteria for RPEL. The applicant had significant experiential learning in the IT field, but little certified learning, making them a suitable candidate for the pilot.
3. **Documentation of Evidence:** The applicant, guided by a mentor, was required to compile and submit evidence of their experiential learning. This included work experience records, skills demonstrations and any relevant achievements.
4. **Assessment:** The submitted documentation was rigorously assessed by an IT assessor against the learning outcomes of the IT component specification award. This involved a detailed review of the applicant's work experience, skills and knowledge and submission of a portfolio to the authentication process.
5. **Certification:** Upon successful review by the Results Approval Panel, it was recommended that the IT component award be requested from QQI. This recognition validated the applicant's experiential learning and provided them with formal certification.



## RPL Requirements and Resources per Stage



### Key Outcomes/Impacts

The pilot project was successful, demonstrating the viability of an RPEL process in Tipperary. The applicant received the IT component award, marking a significant achievement in the integration of RPL practices.

Throughout the pilot project, the RPL process was thoroughly documented. Templates, assessment briefs and rubrics were developed to standardise the evaluation process and ensure consistency. There is capacity within the ETB to further develop and expand RPL practices. The outcome also highlighted the need for additional resources to upscale RPL practices in the future.

### Key Learnings

**Conclusion:** The pilot project highlights the potential of RPEL to recognise and validate experiential learning, providing learners with formal qualifications and enhancing their career prospects. The FET DSQ's initiative to expand RPL practices is a positive step towards a more inclusive and flexible education system.

### Case Study Title: Developing a Process to Document Non-Accredited Courses

#### Introduction

Background: Community Education, Adult Literacy Service (ALS) and Development Support and Quality, collaborated to develop a structured process for documenting non-accredited courses. This initiative aimed to enhance the quality and consistency of non-accredited programmes offered within the community.

Project Overview: The project focused on creating a framework and template for documenting non-accredited courses. Additionally, professional development (PD) sessions were conducted to train staff on writing programme aims, objectives, and learning outcomes.

#### Action

Process:

1. Framework and Template Development: The FET QA Office, in collaboration with Community Education and ALS, developed a comprehensive framework and template for documenting non-accredited courses. This framework included guidelines for structuring course content, defining learning outcomes and setting clear objectives.
2. Professional Development: Professional development sessions were delivered to Community Education staff. These sessions focused on enhancing skills in writing programme aims, objectives, and learning outcomes. The PD was well received, with participants appreciating the practical guidance and support provided.

3. Implementation: The newly developed framework and template are in use by Community Education and Adult Education. Staff were encouraged to use these tools to document existing and new non-accredited courses.

#### **Key Outcomes/Impacts**

The project successfully increased the capacity within Community Education to develop and document non-accredited courses. As a result of continued work by Adult Education and Community Education, there are now a range of non-accredited programmes documented and shared on the QA SharePoint demonstrating the effectiveness of the new process. The process also provides a governance stage to ensure the consistency and quality of the documented process. Most recently, a programme for an Irish Sign Language course was documented.

#### **Key Learnings**

Conclusion: The collaboration between Community Education, Adult Literacy Service and the DSQ, has led to a more structured and consistent approach to documenting non-accredited courses. The professional development provided has empowered staff to create high-quality programmes with clear aims, objectives, and learning outcomes. This initiative has significantly enhanced the capacity of Community Education to offer well-documented and effective non-accredited courses that further add to students' experiences.

### **Case Study Title: TY TASTER PROJECT 2024/2025**

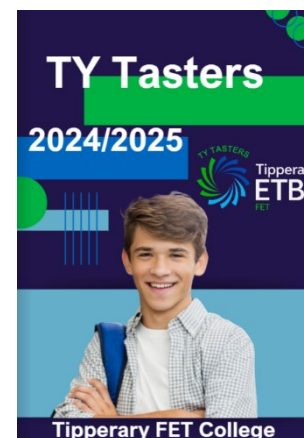
#### **Introduction**

The Senior Cycle Reform [Transition Year FET Taster](#) project is aimed to support Senior Cycle reform by increasing student participation in the Further Education and Training (FET) sector. These tasters provided TY students with opportunities to explore different career paths and areas of

study, helping them make informed educational choices. The primary goal was to introduce students to new learning experiences, career exploration, skill development, and lifelong learning opportunities. The tasters encouraged creativity and personal growth while broadening students understanding of future education and career options. Tipperary ETB also used this pilot as a county wide FET promotional campaign to raise awareness in all Tipperary schools and homes about FET.

### Action

The project was managed by the FET DSQ - FET Programme Office, with centre/programme managers overseeing content, scheduling, staffing, and determining suitable durations within their already busy centres. Key activities included collecting feedback from principals, career guidance teachers, TY coordinators, and students through various interactions and Open Days. The TY Tasters courses varied in length, ranging from one to four days, depending on the selected TY Taster and its content. These tasters were available at six Tipperary FET College locations across the county, offering 11 different options to ensure a wide range of opportunities for students. Courses included: Beauty Therapy, Entrepreneurship and Business, Fashion Design, Film Production, Fitness and Instruction, Hairdressing, Inclusive Fitness and Trade Skills. This new initiative was available to all schools in County Tipperary.



The Admissions Office, with support from the FET Programme Office, handled marketing, advertising, and recruitment. During the summer, digital promotional material was created to outline the available TY Taster Modules, and videos were produced to explain the offerings and registration process. Additionally, TY Certificates and TY hoodies were designed and purchased for participants. The Official Launch and registration opened on 1st September 2024. One of the key challenges was the limited budget, which was addressed by researching and integrating cost effective solutions.

### Key Outcomes/Impacts

Although the project is ongoing, with six TY Taster sessions still to be completed, it has already provided valuable insights and hands-on learning experiences for students with very positive feedback from all stakeholders including SOLAS. A full evaluation of the process will be carried out once all tasters have been completed. It has been agreed by FET Senior Management Team in January 2025 to continue the pilot for the 2025/2026 post primary academic year.



TY students proudly showcase their achievements in the TY Taster Trade Skills programme. Their hard work, dedication, and hands-on learning has truly paid off!

### Key Learnings

To date, this project has been very successful for both post primary schools, students and families and Tipperary FET College. It highlights the importance of collaboration, problem-solving, and informed decision-making in education. It has reinforced the value of offering diverse learning opportunities to TY students and has positively impacted career exploration, student engagement and progression opportunities in FET from post primary. Following the success of the 2024/2025 pilot, preparations have already begun for next year's offerings.

## 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](#).