

Interim Quality Report

Waterford & Wexford Education and Training Board

Date: February - 2025



PREFACE

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

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

This is the interim quality report for Waterford & Wexford Education & Training Board

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

The interim quality report has been approved by The WWETB FET Leadership Team and is submitted by Dr Lindsay Malone

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GUIDELINES ON COMPLETING THE REPORT

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

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

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

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

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

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

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

1.0 Interim Quality Report

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

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

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none">■ The review team recommends that WWETB review and update the mission statement to ensure it fully reflects the key pillars of their next Strategy Statement 2023-2027.■ The review team recommends that WWETB establish key performance metrics to enhance future annual service plans.■ The review team recommends that WWETB develop a new method of engagement with stakeholders (internal and external) to further enhance its capacity to identify emerging needs and to develop services to address same.	All associated actions complete.

Commentary and Reflections

Specific actions associated with the recommendations from the inaugural review listed under this heading have been completed. The External Review Team made 3 recommendations under this heading. The ETB undertook and completed 7 proposed actions. WWETB continues to work toward the realisation of commitments within WWETB's Strategy Statement 2023-2027. WWETB has established a number of working groups who meet periodically that continue to work on the completion of the actions associated with the Strategy Statement. In keeping with the inaugural review recommendations, these actions were informed by extensive collaboration with external stakeholders, WWETB Learners and Students, all WWETB staff, and the WWETB Board. WWETB remains committed to the implementation of our strategy statement and to focusing on the key priorities identified across the stakeholder body, namely:

- Quality
- Colleges and Schools of the Future
- Communications and Marketing
- Health & Well-being
- Climate Action and Sustainability
- Technology-enhanced Learning/ Digital Learning.

Link to Published Policies and Procedures

[WWETB's Strategy Statement 2023-2027](#)

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none">■ The review team recommend that WWETB take a more strategic approach to quality assurance. Based on the size of the	While the specific actions associated with this recommendation have been completed at this point (which have served to elevate the standing of Quality within the governance structure), WWETB continues to work towards a plan leading to a comprehensive realisation of the

organisation and the diversity of provision, the QA overarching function needs to operate at a higher executive level and be integrated within the senior management strategic planning and monitoring process.

Review Team's recommendation. This endeavour is expressed in the organisational Strategy Statement 2023-2027 under 'Strategic Goal 1- Quality' in the specific action 1.1.1. *'Expand the remit of the WWETB Quality Office to manage quality and provide support across the entire organisation – including monitoring and review - Institutional, School/Unit, Programme.'* The recommendation is not devoid of significant challenges and sectoral impediments. The Senior Management Team have formed a fully representational team, the Quality Strategy Group which the Directors of OSD & Schools chair, who continue to work on this goal.

Commentary and Reflections

Quality Assurance Steering Group (QASG): Specific actions associated with the recommendations from the inaugural review listed under this heading have been completed. Further actions continue to be identified and completed that are linked to the recommendations. In December 2024, the WWETB Quality Team initiated a review of the Terms of Reference associated with the Quality Assurance Steering Group. The Terms of Reference update was drafted on the 2nd of January 2025, disseminated to the Quality Assurance Steering Group (QASG) later in January. The updates were approved by the QASG on the 4th of February and noted the FET Leadership Team on February the 11th.

FET Leadership Team: New format and priorities introduced for the FET Management Team in 2023 which is now called the FET Leadership Team. Quality continues to be a standing item on the FLT agenda.

Learner Council: WWETB has established a Learner Council which is now in its third iteration. WWETB and AONTAS are collaborating throughout this year (AONTAS are formal associate members of the Learner Council for this year) as we look to support the Council in becoming more empowered and self-directed. The Learner Council feed into the WWETB QASG.

Teaching, Learning & Assessment Network (TLA): The TLA Network are well established and are nearing the end of their first project. The project was based around the promotion and implementation of UDL principles across centres and features an action plan with several deliverables. The TLA comprises of practitioners from our various forms of provision and also members from key FET functions. The TLA Network also feeds into QASG as standard.

Blended Learning Steering Group: The ETB has introduced an additional group into our system of governance in conjunction with our submission to QQI for approval for extended scope of provision incorporating remote forms of delivery into our programmes (Blended, Nationally- Synchronous & Asynchronous). The group comprises of members of the WWETB Senior Management team, Quality Team, IT, Digital Learning, External partners, and learner representation. The Blended Learning Steering Group serves as the oversight body for the strategy, policy and procedural work associated with the application to QQI and reports to the WWETB Board. A Terms of Reference has been developed for this Group and approving this is set for the next agenda of the Steering Group which is in March and in turn by the FLT thereafter.

Link to published policies and procedures

[Terms of Reference](#) 2.1 for the Quality Assurance Steering Group.

[Draft Terms of Reference](#) for the Blended Learning Steering Group

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> The review team recommends that WWETB use a broader database, for example, sector comparisons with other ETB and/or their European VET counterparts to inform the setting of benchmarks. This would offer an external element to the evaluation of the Quality Assurance Framework to include the effectiveness of policies and procedures. 	<p>All associated actions complete.</p>
<p>Commentary and Reflections Specific actions associated with the recommendations from the inaugural review listed under this heading have been completed. In addition, see below.</p> <p>Authentication Documents: WWETB FET have also reviewed and updated all documents associated with the authentication process for locally devised assessment programmes. These new documents were ratified by the QASG on the 5th of December 2024.</p> <p>Academic Integrity: (See Case Study 3). On the 21st of May 2024, the WWETB QASG convened a meeting, the primary focus of which was to discuss Academic Integrity and Learner use of generative AI. Also present were guests representing contracted training. Following the meeting, the WWETB Quality Team drafted new and extensive procedures for Academic Integrity. These new procedures were presented to the WWETB FET Leadership Team on the 24th of September and the procedures were ratified to be implemented as a draft across FE provision, holding where training is concerned following a review in Summer '25 of the implementation. The procedures were showcased at the FET Forum event in October '24 amid extensive briefings by the Quality Team for all associated provision. The new procedures are refined into six key pillars associated with Academic Integrity:</p> <ul style="list-style-type: none"> Information Authentic Assessment Assessment Briefing Plagiarism and Gen. AI Detection 	

- Learner Rectification Process
- Assessment Malpractice Procedures

Programme Development, Validation & Review: WWETB intends to review the FET procedural document related to Programme Development, Validation and Review in 2025. This piece of work will be commenced upon the completion of, and with the benefit of learning from, the ‘MUP’ (Module Update Process), a collaborative sectoral endeavour. The ETB will also be engaged in the development of the assessment and course resources for the recently validated Craft Apprenticeships which will also be undertaken this year and will inform our review and updated procedures. WWETB has also actively sought to secure further resources in the area of programmatic review and development and this remains in progress. Securing human resources in this area is a key priority for the Quality Team.

Blended Learning: As part of the WWETB submission to QQI for extended scope of provision incorporating blended modes of delivery, there is a wholesale review underway of our current Blended Learning policy and procedures. In addition to this, WWETB is developing several associated policies, some of which will be reviewed and redeveloped such as the aforementioned Programme Development, Validation and Review policy and others that are new policy/procedure documents such as a FET Teaching, Learning & Assessment policy.

Link to Published Policies and Procedures

Link to New Authentication documents. [6. Assessment of Learners - Waterford and Wexford Education and Training Board](#)

Link to Academic Integrity Procedures. [Process-for-Supporting-Safeguarding-the-Authenticity-of-FE-Assessments-Draft-1.0.pdf](#)

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> ▪ The review team recommends that WWETB, in the absence of a national framework for PMDS in the sector, consider developing a formal Continuous 	<p>Actions associated with this recommendation are at this point complete with the exception of one, namely: <i>Action- ‘Raise and discuss at DFET Forum- Q4 2023’</i>. However, the status of this action is updated from ‘In Progress’ and further information is given on this below toward the end of this section.</p>

Professional Development (CPD) system to support staff and to enhance their skills and qualifications as they progress through their careers.

WWETB has focussed much effort in building a mature and effective PLD function and system. PLD opportunities are planned annually in line with FARR planning bids and are funded in the main by SOLAS. The WWETB FET PLD Coordinator processes applications for individual supports and schedules and promotes training opportunities to FET staff. PLD is a dedicated section on the WWETB Staff Hub and all PLD opportunities are shared here as well as testimonials, other relevant information. PLD opportunities are also communicated via e-mail and via other communication for a within the organisation

There are monthly reports generated by the PLD Coordinator that list:

- Details of individual support arrangements
- Details of monthly PLD activities
- Details of active Erasmus programmes
- Details of FET PLD Channel posts
- Details of PLD requests

The efficacy of the WWETB function means that the uptake of PLD within the organisation annually is high. Last year for example, there was 309 beneficiaries in PLD training and a further 91 were supported in individual instances of PLD. PLD in the period included the following types of activity:

- Leaderships and Management Workshops with Distinctions
- Navigating Difficult Conversations
- Building Facilitation Skills
- Getting Buy-in – Up, Down and Across
- Coaching Skills for Leaders
- Team Effectiveness
- One-to-one coaching programme
- DLP Training /YR Child Safeguarding
- Dyslexia Course for Educators in FET and HEIs
- Disability Awareness Training
- Disability Awareness Training
- Supervisory Practice

- UDL Digital Badge
- LeerKracht/Lean for Education
- LinkedIn Fundamentals x 2 separate sessions
- Octave Digital
- Word Formatting
- EDI
- Active Consent
- Erasmus 5-Staff Mobilities out. 14 Hosted guests.

Individually supported PLD included the following certification:

- BA (Hons) Integrative Counselling & Art Therapy
- BA in Adult and Further Education Final semester x 5
- BA in Outdoor Learning x 4
- Certificate in AI for Learning
- Certificate in Immersive Learning
- Certificate in Teaching English to Speakers of Other Languages – Stafford
- Critical Incident Stress Management
- Digital Conference x 4
- Dog Training
- Early Years Education
- Health Specialist Cert in Youth
- Higher Certificate in Arts in Literacy x 4
- Holistic Counselling and Psychotherapy
- Integrating Literacy
- Leading Organisational Culture in Education
- MA in Gaelic Literature and Culture
- MA Technical Communications and E Learning
- Master of Education in Teaching and Learning x 4
- MEd Specific Learning Difficulties
- Mentor on the STEM Passport for Inclusion,
- Micro-credential course in Sustainable Livestock Production

- MSc Applied Sport and Exercise Psychology
- MSc in Creative Writing for Therapeutic Purposes
- Part-time Graduate Certificate in Equality, Diversity and Inclusion
- Postgraduate Diploma in Teaching in further education x 3
- PRII Certificate in Strategic ETB Communications and Practice, ETBI
- Professional Certificate in Immersive Learning
- Professional Doctorate in Human Performance and Innovation (UL) x 2
- QQI L5 Maths
- TEFL x 3
- TESOL x 4
- Theatrical Make-Up
- Arc Welding - Night Class x 4
- Diploma in Social Studies Level 7
- Domestic Heat Pump Installation x 3
- EIIIF Training
- Forktruck Operations x 2
- ICDL - Night Class
- Intellectual Disability Studies - Night Class
- Master of Arts in Management in Education
- METAC Certification
- NZEB Fundamental Awareness x 9
- NZEB Retrofit x 4
- NZEB Ventilation
- PVC Training x 2
- Social Sciences - EdD - The Sheffield EdD
- Solar Photo Voltaic Systems
- Training Delivery and Evaluation x 3
- Training Needs Identification and Design - Night Class x 4
- Airtightness and Vapour Control systems, strategies and Application x2
- AMCT Dundalk - Drone Training
- External Wall Insulation

	<ul style="list-style-type: none"> ▪ External Wall Insulation tutor CPD in conjunction with Baunit x 2 ▪ Gyproc Testing <p>In terms of performance management, as alluded to in the recommendation and the outstanding action, performance monitoring/management has been widely discussed in the past by the DFET Forum and there has been collaboration with multiple stakeholders in this regard in terms of our funding agencies and the Unions etc. The ETB sector has remained in line with departmental directives in this regard and will continue to do so. As such, the action proposed is now deemed as not appropriate to the fulfilment of the recommendation. The recommendation centres on a formal CPD system which WWETB asserts is very much in place and so consider this recommendation implemented- Complete.</p> <p>WWETB has established the Teaching, Learning & Assessment Network. The brief of this group involves the exploration and promotion of quality practice in teaching and learning. The group's first project was focussed on the area of Universal Design for Learning (UDL) and the group realised several deliverables all with the purpose of promoting UDL across the WWETB Practitioner cohort, guiding on how to embed UDL principles into teaching practice, supporting an online Community of practice, and bringing awareness to where more training can be accessed. See Case Study 1 for more details.</p>
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Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> ■ The review team recommends that WWETB develop systematic processes to share good practice developed in parts of the organisation to support the quality and enhancement of all provision, for example, the innovative programme developments and the structured learner support services on apprenticeships programmes could better inform WWETB's approach to programme development and enhancement in other sections of their FET provision. ■ The review team recommends that WWETB develop as part of their QA framework a structured approach, with an appropriate infrastructure, that is fully resourced, to support curriculum/programme development across their FET provision. ■ The review team recommend that WWETB build QA capacity in order to seek devolved 	<p>Actions associated with these recommendations have either been completed or are in progress (5 completed and 4 in progress). The recommendations could be summarised into the following general themes in the interest of reporting on 'In Progress' actions:</p> <p>Sharing of good practice: Action- <i>'Investigate and develop plan for future communities of practice in collaboration with TLA, TEL, PLD.'</i> - In Progress → Complete. Supporting communities of practice has been investigated by the TLA Network (the composition of which included representation from the key functions listed in the action; TEL and PLD, among others). WWETB utilises a number of mechanisms to not only facilitate the formation of communities of practice, but also to promote good practice, to share experiences and to encourage broader connections. The organisation implements a Staff Hub which serves as vehicle for the formal sharing of information among staff, for example, news and events, PLD opportunities, etc. The TLA's UDL project included an action to promote/support a UDL Community of Practice. This action was completed using the Staff Hub platform. Practitioners are able to communicate, share ideas and collaborate remotely in a way that best suits all prospective participants availability, schedules and needs.</p> <p>It is also worth adding that sharing of good practice happens in multiple ways across the organisation. WWETB hold a FET Forum event every quarter. The FET Forum includes 'Lightening Talk' slots where FET Forum participants can apply to present on a topic or initiative of their choosing. The Lightening talks always generate great discussion and promote quality enhancement.</p>

responsibility, from QQI, for programme development and approval.

- The review team recommends that WWETB review of their current FET provision to enhance the development of their next Strategic Plan 2023-2027. WWETB's FET amalgamated services are now embedded in the organisation, and it would be timely to review the provision to ensure WWETB continues and grows in their ability to action strategic priorities identified in their Self Evaluation Report (SER).

The WWETB FET Symposium (Case Study 2) is a new initiative for WWETB which supports both internal and external collaboration and sharing of good practice and research. The best practice model referred to in the recommendation *'the structured learner support services on apprenticeships programmes'* has been shared and promoted via all of the above mechanisms and as a result it has informed the TLA UDL project, and has been incorporated into the WWETB Learner Support processes, and has been shared with our wider colleagues in FET and HET at various national events.

Programme/Curricular Development and Review: Actions- *'Recruit a Programme Development Officer'*- **In Progress**. This action remains in progress. WWETB have just received sanction approval for a 2-year fixed term Programme Development & Review Officer. The recruitment process will commence shortly. Having this sanction request fulfilled will allow WWETB to make further progress in terms of innovative programme development and programme review work.

Action- *'Engage in national ETB working Groups'*- **In Progress** → **Complete**. This action is now complete. WWETB are one of the six ETBs represented on the Module Update Process (MUP) Working Group. We are partnered with Cork ETB for the review and updating of the Word Processing and Spreadsheets CAS modules at NFQ levels 4,5 & 6. Modules go for widescale consultation imminently. WWETB is also involved in the new Apprenticeship Programmes in terms of the development of curriculum content and assessments and is collaborating with SOLAS on the implementation plan for this.

In relation to this recommendation, it is important to note that there are effective systems in place for programme development. WWETB has developed new programmes in recent years in areas such as NZEB, Agriculture, Welding, Restorative Practice, Film Special Effects etc. and has also sought and been awarded differential validation for new programmes that a market has been identified for. There are well established systems in place to review and update current programmes including consultation, approval, version control etc.

	<p>Devolved Responsibility: <i>Action- Participate in sectoral engagement with QQI regarding devolved responsibility- In Progress.</i> This topic formed part of a discussion at WWETB's last Annual Dialogue meeting with QQI. WWETB as an organisation has a keen interest in devolved responsibility as a future destination for the organisation but appreciate that the journey is not a short one. WWETB is in the process of maturing our Quality Assurance principles, mechanisms and structures, and large-scale self-evaluative processes such as the Inaugural Review, the application for extended scope of provision (with respect to remote learning etc.), are benefitting us as an organisation in terms of appraisal of current systems, gap-analysis, and overarching strategy development.</p> <p>We are at a pivotal time as a sector considering the implementation of the long overdue Programme/Module Update Process, the National Apprenticeship update process, the embedding of UDL principles in education and training, the advent of Generative AI technology with all the opportunity and challenges that brings, the founding of the National Tertiary Office, and increased formalised collaboration with HE partners. These initiatives, among others present WWETB with a significant opportunity for learning and development. While devolved responsibility is not an immediate priority for the organisation, it is nevertheless a future possibility, one that will hopefully enable a more responsive and innovative WWETB. This action (engagement with QQI) could be viewed as complete considering the dialogue meeting, but WWETB will consider the action still in progress until such time as devolved responsibility becomes upgraded to an organisational goal.</p>
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<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> The review team recommends that WWETB develops formal systems to promote and track internal and external access, transfer and progression opportunities between and from each of their FET provisions. 	<p>There are two actions associated with this Review Team recommendation. The first was complete at the time of submission of the Follow-up Report and the second is updated as follows:</p> <p><i>Action- External- Work with SOLAS, SETU and HE. - In Progress.</i> This action retains its ‘in progress’ status. WWETB continues to work with SOLAS and other agencies for the most accurate data relating to progression into Higher Education and employment. As the tracking of student progression to HE is a national systematic process that WWETB cannot change, WWETB raised this as a priority action for review at the regional Dialogue Meetings with DFHERIS in June 2023. WWETB & SETU are engaged in a collaborative data analysis project to determine FE-HE progression between WWETB & SETU.</p>
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Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> The Review Team recommends that WWETB consider additional processes that could further enhance the overall QA monitoring and review process. 	<p>Reintroduce monitoring visits where appropriate - In Progress This action's status is now 'Complete'. QA monitoring visits are now in place across all Contracted Training provision. QA Monitoring visits do not happen for other provision formats and QA monitoring systems remain as set down in the WWETB Quality Framework (Quality pages of WWETB website). WWETB's current monitoring processes show high levels of quality and consistency and there is very high compliance with WWETB formal quality procedures. There has been a sizeable increase in the level of QA briefings that occur across further education and training provision. QA briefings for new practitioners happen regularly and intermittently thereafter to ensure that there is widespread understanding of and adherence to WWETB's QA procedures. External Authenticator reports are extensively monitored by Quality personnel and these reports indicate a high-quality provision across WWETB settings. The other action within this recommendation was complete prior to the submission of the Follow-up Report.</p>
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Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.08 Information and Data Management

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> ■ The review team recommends that WWETB develop a data strategy policy, to include clear organisational performance indicators, and that the ETB further develop their use of performance data in support of strategic decision-making. 	<p>The three actions associated with the recommendation are complete.</p>
<ul style="list-style-type: none"> ■ The review team recommends WWETB continued investment in the data team and ongoing training to improve data literacy and interpretation across the organisation. 	<p>There are three actions whose status can be updated as follows:</p> <p><i>‘Secure licensing for appropriate Data collection and analysis tools’ - In Progress → Complete.</i> ‘View’ Licenses secured for data collection and analysis tools associated with the Strategic Performance Agreement as per request noted in Follow-up Report. New Strategic Performance Agreement proposal still in development by SOLAS.</p> <p><i>‘Continue implementation of QA Briefings in FET Programme Data Management.’ - In Progress → Complete.</i> WWETB rolled out a series of briefings in relation to the internal data-share process as per the action. The data-share process has also undergone a review that has established it as an effective process currently.</p> <p><i>‘Continue implementation of scheduled PLSS training for WWETB data inputters.’ - In Progress → Complete.</i> Training on PLSS currently happens in three ways. There are scheduled training events as per the action. This training is generally delivered by members of the Quality Team with responsibility for PLSS. Training via relevant external stakeholders has been scheduled also, for example FARR training from Andrea Dodd of SOLAS.</p>

	Training instances also happen by request where the PLSS Coordinator with the Quality Team visits the centre and delivers training. Thirdly, all PLSS submitters are supported daily by the relevant members of the Quality Team and so the training is continuous, formal and informal.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> The review team recommends that WWETB continue to develop and enhance their communications strategies to support the effective promotion of educational services at organisation and centre level, for example, improve the consistency of industry links across the FET provision, increase student voice participation at Centre and ETB level, develop systematic learner, staff and external stakeholders feedback structures and organise information events for key external stakeholders. 	<p>WWETB had committed to six individual actions associated with this External Review Team recommendation. Of those six, four had been completed at the time of submission of the WWETB Follow-Up Report. The status of the remaining two actions at that time were 'In Progress'. The current status of the remaining actions are as follows:</p> <p><i>'Continue Rollout of Sectoral Workshops and stakeholder events- STB'- In Progress</i> The status of this action is now considered 'Complete'. The STB Unit continues to plan and deliver on a full and complete schedule of sectoral workshops.</p> <p><u>2024</u></p> <ul style="list-style-type: none"> Jan two Meetings arranged with Women Refuge and Irish National heritage park Wexford 27th Feb Pharma / medical devices Industry breakfast briefing Waterford T.C. 5th March Engineering Industry open day in Fab Lab Enniscorthy.

- 7th March Attendance at Wexford co.co mini company final.
- 8th March Wexford Local Enterprise International Women's Day event.
- 20th march Teagasc apprenticeship webinar.
- 5th April Wexford Local Development network breakfast meeting Wexford Library
- 15th April Wexford Network Ireland employer network event Riverside Park hotel Enniscorthy
- 18th Wexford Chamber of Commerce event Enniscorthy
- 22nd April Transport and Logistics industry breakfast briefing Brandon house hotel New Ross.
- 24th April STA Employer Engagement National Networking Day LMETB.
- 26th April Symposium Wexford College of FET.
- 01st May Network Ireland online meeting.
- 02nd May Dungarvan and West Waterford Chamber of Commerce industry Breakfast briefing.
- 3rd May Men's Sheds Wexford
- 8th May Network Ireland Waterford industry morning Archlabs Waterford.
- 8th May Dungarvan and West Waterford Industry event Comeragh Pods Killrossanty Co. Waterford.
- 09th May FET Fair Tower Hotel.
- 14th May DSP jobs Fair Dungarvan.
- 14th May Network Ireland Industry meeting Gorey.
- 16th May Waterford Chamber of Commerce industry after hours event Granville Hotel.
- 16th May Southeast regional skills forum Industry Breakfast briefing Ferrycarrig Hotel Wexford
- 23rd May Southeast regional skills forum Industry Breakfast briefing Dungarvan.
- 30th May Southeast regional skills forum Industry Breakfast briefing Gorey Ashdown Park hotel.
- 16th October Wexford GAA Careers/ Industry Event Chadwick Park Wexford

- 24th October Services to business Apprenticeship and skills employer Fair SETU Arena.
- 30th October Toys for Engineers Waterford Chamber of Commerce.
- 8th November Network Ireland Waterford industry morning SETU.
- 4th December Dungarvan and West Waterford Industry event.

As well as these workshops there are numerous additional meetings with employers and regarding training provision and sectoral meetings associated with Skills to Advance industry specific training programmes.

‘Develop a system for annual consultation of learners, staff and external stakeholders to inform quality improvement.’ - In Progress This item remains ‘In Progress’. The Quality Team are in the pilot phase of the roll-out of a digital system for ‘End of Course’ surveying of learners. The new Learner Survey comprises 5 distinct surveys relating to 5 broad learner categories and there are 6 sections in each survey relating to:

- Course Promotion and Access
- Course Content
- Teaching and Learning Experience
- Supports and Inclusiveness
- Assessment
- Completion and Progression

There is significant branching incorporated into each survey to maximise the opportunity for learner feedback and comments. The digitised survey allows for capturing data on a bespoke dashboard which enables easy sharing of data and information. At the time of writing, the Quality Team are nearing the end of a testing phase of the Learner Survey. A full pilot is scheduled to happen in May of this year. The survey will be equipped with an immersive reader and translation options in the meantime to improve accessibility.

Upon successful completion of this comprehensive Learner consultation mechanism, the Quality Team will shift focus to the other stakeholder groups named in the action,



















namely, staff and external stakeholders. The timeline for the project to meet the action sees the review stage being completed in the final quarter of 2025.

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Commentary and Reflections

Enhancing Communication strategies is an ongoing commitment for the organisation. Communications and Marketing is Strategic goal No.3 in the WWETB Strategy Statement. There is a Communications Strategy group in place and a designated Communications and Marketing Officer. The organisation continues to be increasingly strategic in our promotion of service to maximise efficiency, to ensure clarity for prospective learners and stakeholders and optimise the outcomes associated with communication to stakeholders. An example of this more strategic approach would be the WWETB STB Teams tracking of the reach of promotional posts. This tracking helps the team act on variables that can optimise traction related to online promotion.

	A	B	C	D	E	F	G	H	I	J
1	Post	Views (no. of times content was played or displayed)	Reach (no. of unique users who see your post)	Impressions (no. of times content was on screen)	Clicks	Post	Views (no. of times content was played or displayed)	Reach (no. of unique users who see your post)	Impressions (no. of times content was on screen)	Clicks
2		747	445	500	0		1,761	398	1,230	7
3		1,119	779	823	0		2,332	1,102	1,315	12
4		743	463	502	0		1,241	807	894	0
5		371	643	721	0		815	432	555	0
6		2,100	1,500	1,723	0		1,033	634	692	0
7		731	441	434	1		354	617	691	0
8		781	453	512	0		1,233	814	897	5
9		1,101	584	683	0		645	380	435	0
10		1,053	689	786	0		2,461	1,450	1,670	0

Link to Published Policies and Procedures

Click here to enter text.

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> The review team recommends that WWETB increase 'learner voice participation' in the QA governance and oversight processes and develop a system that is suitable and consistently implemented to capture and act on learner feedback, to include the learner experience, capturing and acting on learners' feedback during the programme and not only at the end of the programme. 	<p>There are three actions associated with this recommendation. One action is complete and the status of the remaining two actions at the time of the WWETB Follow-up Report was 'In Progress'. The current status of those actions is as follows:</p> <p><i>Review the effectiveness of the WWETB Learner forum- (short survey of stakeholder groups).</i> – In Progress. This item has not yet been carried and will again be deferred for another year. The Learner Council (name changed from 'Forum' to 'Council' in the 3rd quarter of 2024), is supported by two FET functions; the Access and Inclusion function and the Quality Team. Every iteration of the Learner Council has resulted in huge learning for the supporting WWETB functions. AONTAS were formally approached in 2024 about taking up a place on the WWETB Learner Council as an external and supporting member to help transform the Learner Council into a more intrinsically empowered and self-determining entity -. AONTAS agreed to participate as a member. The first meeting of this year's council happened on the 4th of December in the Waterford Training Centre. The most recent meeting which was to take place on the 11th of February was postponed as only 7 out of the 20 members were available. WWETB continues to support and embed the Council as part of our FET culture and ecosystem and will review the mechanism at the most appropriate time to maximise learning and optimise the mechanism thereafter.</p> <p><i>'Finalise and Rollout Learner Support Fund.'</i> – Complete. As part of the Learner Support Plan, WWETB has established an internal Learner Support Fund designed to assist learners who do not meet the eligibility criteria for the Fund for Students with Disabilities (FSD). This internal fund aims to ensure that all learners have access to necessary resources to fully participate and succeed in their education.</p>

	<p>The Learner Support Fund operates under guidelines similar to those of the FSD, ensuring consistency. The internal funding is applied for through the WWETB Access & Inclusion Officer, who assesses learners and their needs. This approach helps to address barriers to education by providing essential learning aids, assistive technologies, tutoring or other necessary supports that enable full engagement in courses and training programs. The FSD is now fully in affect and administered by the Access and Inclusion function- Complete.</p>
<ul style="list-style-type: none"> The review team recommends that WWETB provide a more cohesive approach to the provision of learner supports, to ensure all learners have appropriate access to learning support services, to include counselling and psychotherapy services if deemed necessary. 	<p><i>'Finalise and Rollout Learner Support Fund.'</i> – Complete- See previous action above.</p> <p><i>'Develop plan for Learner Support Services Unit'</i> - In Progress. This Action is now deemed Complete. WWETB's Learner Support Service is an established service within WWETB FET provision and is managed by the WWETB Access and Inclusion Team. WWETB have also put in place a specific AEO role with responsibility for Learner Supports. The Learner Support Service ensures all FET learners have access to essential supports, categorised into three key strands:</p> <ol style="list-style-type: none"> 1. Disability Support Providing accommodations for learners with physical, sensory, intellectual, and learning difficulties to ensure an inclusive education. Supports include: <ul style="list-style-type: none"> • Assistive technology and software. • Reasonable accommodations for exams and coursework. • One-on-one support from the Access & Inclusion Officer or Learner Support Adult Educators 2. Academic Support & Tutoring Helping learners develop essential skills and succeed academically through: <ul style="list-style-type: none"> • Learner Support Drop in Hubs. • Tutoring services and subject-specific support. • Laptop loan scheme for digital access. • Study skills workshops and exam preparation. 3. Mental Health & Wellbeing Support Promoting emotional well-being and resilience through:

	<ul style="list-style-type: none"> • Counselling service for personal and academic stress. • Spectrum Life Health & Wellbeing 24/7 support. • Roll out Active Consent Program on healthy relationships. • Guest talks & workshops on stress management and mindfulness, drink aware, sexual health etc. • Rainbow Connection Initiative – Raising awareness and providing support for LGBTI+ learners and staff. Staff receive training and wear WWETB Rainbow Badges to indicate availability to talk and share resources. • Future Focused Initiative – A collaboration with TUSLA with targeted support for care-experienced learners, offering a dedicated point of contact to facilitate support and success in FET. <p>Action Complete.</p>
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> ■ The review team recommends that WWETB include a Teaching, Learning and Assessment group as part of the QA governance structure (see SER (p. 35, figure 2.3) to enhance the quality of teaching, learning and assessment within the ETB. 	<p>All actions associated with the recommendation have been completed.</p>
<ul style="list-style-type: none"> ■ The review team recommends that WWETB make provision to formally facilitate staff to collaborate under the concept of “Communities of Practice” as stated in the SER on (p. 49) and to support a culture where individuals engaged in Professional Learning and Development (PLD) further share their learning with their peers in a more formal way as stated in the SER on (p. 108). 	<p>Investigate strategies and opportunities to promote and support communities of practice. -Complete. This action is now designated as completed. In quarter 4 of 2023, WWETB appointed a FET Research Coordinator. Part of the brief of this role is to formalise new initiatives, project implementation and innovative approaches into a research-based product and, as per the recommendation, support a culture where individuals engaged in PLD further share their learning. In 2024, a working group was set up to plan and hold a community of practice symposium event. The Symposium Event was held in the Wexford College of FET. The event heralded a collaborative partnership between WWETB and SETU with the latter committing to host a similar event in 2025. The biannual arrangement will see WWETB hosting the ‘community of practice’ event the following year. See Case Study 2.</p> <p>WWETB continues to hold quarterly FET Forum events, but the format of these events has changed since the submission of the Follow-Up Report. The Director of FET has implemented a ‘Lightening Talk’ concept into the FET Forum events. This sees FET WWETB practitioners and personnel present on key initiatives, good practice, key learning, research, pilots, events etc. The FET Forum event is very much a community of practice event for managers within the WWETB FET community.</p>

The WWETB TLA Network has explored the amenability of conditions with the organisation for the establishment of community of practice. In association with the TLA's first project, the group wished to try to form a community of practice on the application of UDL principles. There were a number of factors and variables mitigating against forming a community of practice that would suit everyone's' time constraints and contexts, even if multiple groups were formed. A solution was found however where practitioners share UDL redesigns on the WWETB FET PLD page on the Staff Hub. Practitioners on the TLA created videos on their UDL practice becoming 'UDL Champions' and the online space allows for interaction between practitioners. The SharePoint site facilitates the needs and wants of a community of practice for UDL. The TLA Network in itself is a 'Community of Practice'.

Communities of practice can also happen organically across FET provision and the means and platforms are in place that allow this to happen. The QA team have facilitated communities of practice periodically where there is a perceived opportunity and appetite. An example of this would be the ELC community of practice which included practitioners across WWETB FET provision. The COP was led by the QA Team.

Commentary and Reflections

[Click here to enter text.](#)

Link to Published Policies and Procedures

[Link to Book of Extracts- FET Symposium \(Not yet published- Draft Copy will be uploaded as an Appendix for reference\)](#)

2.03 Supports for Learners

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> ■ The review team recommends a review of the various aspects of learner support to ensure that there is a holistic, integrated and consistent offer that can meet the changing demands of their range learners and ensure there is clear referral and reporting mechanisms between services and their courses. This includes ensuring the services are well promoted and can be accessed confidentially and safely. 	<p>There were three actions associated with this recommendation one of which was complete at the time of submission of the Follow-up Report. The two remaining actions are updated as follows:</p> <p><i>‘Finalise and Rollout Learner Support Fund.’ - In Progress.</i> Action Complete As part of the Learner Support Plan, WWETB has established an internal Learner Support Fund designed to assist learners who do not meet the eligibility criteria for the Fund for Students with Disabilities (FSD). This internal fund aims to ensure that all learners have access to necessary resources to fully participate and succeed in their education.</p> <p>The Learner Support Fund operates under guidelines similar to those of the FSD, ensuring consistency. The internal funding is applied for through the WWETB Access & Inclusion Officer, who will assess learners and their needs. This approach helps to address barriers to education by providing essential learning aids, assistive technologies, tutoring or other necessary supports that enable full engagement in courses and training programs.</p> <p><i>‘Develop plan for Learner Support Services Unit.’ - In Progress-</i> Action Complete. This action is reported on in section 2.0- The Learning environment. In addition to the information provided there toward the successful completion of this action, WWETB is in</p>

	<p>the final stages of mapping all learner supports available across its FET centres and colleges to create a clear and comprehensive picture of the services provided.</p> <ul style="list-style-type: none"> • The first mapping meeting took place in October 2024. • A survey was distributed in January 2025 to collect additional data. • The data collected will be amalgamated in summer 2025 and used to guide future developments in the Learner Support Service.
<ul style="list-style-type: none"> ■ The review team recommends that WWETB develop an organisational led learner support system that integrates with and supports centre/programme-based learner support systems. 	<p>There are two actions associated with this recommendation, and they are updated as follows.</p> <p><i>‘Finalise and Rollout Learner Support Fund.’ - In Progress→ Complete</i> (see above)</p> <p><i>‘Develop plan for Learner Support Services Unit’ - In Progress→ Complete</i> (see above)</p>
<ul style="list-style-type: none"> ■ The review team recommends that WWETB develop a system that can monitor, and review, learner supports on a regular basis to ensure they continue to meet evolving learners’ needs. 	<p>Of the two actions associated with this recommendation one was complete at the time of submission of the Follow-Up Report. The remaining action can be updated as follows:</p> <p><i>‘Develop a system for annual consultation of learners to include learner supports.’ In Progress.</i> This action is still in progress. The Quality Team are in the midst of the development of a sophisticated digital survey for learners. The project is in the pilot stages. The Learner Survey features a section on Learner Supports and will allow the ETB to collect and collate information on both the uptake of supports available, the perceived effectiveness of these supports, and the perceived absence of supports from the Learner perspective. The survey is being piloted this year in two phases: a mini pilot (testing phase) with input from learners on all aspects of the survey. Following this there will be a large-scale pilot with review plans thereafter.</p> <p>While the action set against this recommendation is still in progress. WWETB have to a very large extent implemented the recommendation. In terms of a structured, transparent, and data-driven approach to learner support, WWETB has implemented a centralised</p>

registration and monitoring system across all Further Education and Training (FET) provision.

- **Centralised Learner Support Registration**
All learners seeking support now register via a central referral form, streamlining access to services and ensuring a consistent process. This allows WWETB to efficiently track, monitor, and report on learners availing of supports.
- **Robust Monitoring for Apprenticeship Supports**
Now in its fifth year, the Apprentices Support Service has established a comprehensive monitoring and reporting system. Apprentices receiving additional supports are tracked systematically, allowing for continuous evaluation and improvement of services.
- **National Disability Support Coordination**
The Access & Inclusion Officer chairs the WWETB Fund for Students with Disabilities (FSD), providing oversight national supports.
- **Comprehensive Data for Informed Decision-Making**
By integrating these systems, WWETB now has an accurate, real-time picture of all learners receiving support services across FET provision. This data-driven approach allows for: Better planning and allocation of resources based on actual learner needs; Enhanced reporting, transparency and accountability; Continuous improvement of learner supports

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

Learner Support Website. [Learner Supports - Waterford and Wexford Education and Training Board](#)

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> The review team recommends that WWETB develop a process that leads to the use of quantitative data that can be integrated into the decision-making processes at organisation and centre level. 	<p>There are two actions associated with this recommendation with the first being complete at the time of submission of the Follow-up Report. The status of the second action is as follows.</p> <p><i>'Conduct a review of the policy and procedure. Not Started.'</i> This action is now Complete. A review of the WWETB procedure for was completed ahead of schedule in the 2nd quarter of 2024. The review incorporated a survey of the users of the data/Data Report. They were consulted on several aspects of the WWETB FET Programme Data process including:</p> <ul style="list-style-type: none"> The relevance and usefulness usability of the selected data sets. The presentation of the data sets and the overall format of the annual Data report. The appropriateness of the application of the 3-year benchmark and the average figures for provision types. As to whether there were other useful data sets that could be incorporated into the Annual Data Report. <p>The review indicated high levels of satisfaction with all aspects of the current procedures for internal data reporting and so the process will remain in its current form until the next review.</p>
Click here to enter text.	Click here to enter text.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

Click here to enter text.

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none">The review team recommend that WWETB prioritise resourcing programme development in their next Statement of Strategy (2023-2027). Specifically, the team recommends, that WWETB resource and devise a timeframe to marry the centre led operational work with a broader strategic approach to programme monitoring and review.	<p><i>'Recruit a Programme Development Officer.'</i> - In progress</p> <p>This action remains in progress. WWETB ran a recruitment campaign for Programme Development and Review Officer (at Adult Educator grade) in October 2022, however we were unable to fill the role. WWETB subsequently sought sanction for a new post in March 2023, this time as Community Education Facilitator grade. This sanction request was resubmitted in December 2024. WWETB have just received sanction approval for a 2-year fixed term Programme Review and Development Officer. The recruitment process will commence shortly.</p> <p><i>'Review the current WWETB Programme Development, Approval, Review and Validation Policy.'</i> In progress.</p> <p>This action was set to be carried out in the latter half of last year but is now deferred. The reasons for deferral are manifold. Firstly, WWETB is engaged in the QQI approval process for extended scope of provision incorporating blended learning formats. Our current Programme Development, Review and Validation policy needs to be review and updated as part of this process. Currently, the Quality Team and Blended Learning</p>

	<p>Steering Group are working on the development of a Blended Learning Strategy document. The identified syntax of tasks associated with the project plan linked to the approval process sees the aforementioned policy being reviewed and updated after, or more realistically, along with the Strategy document. Secondly, WWETB is engaged in the CAS module update process, (MUP process) and the WWETB Quality Manager is part of the working group. The MUP process presents as a good learning opportunity where programme review is concerned and it is felt among the WWETB Quality Team that it may be more prudent to complete the MUP process before completing a review and redevelopment of our local policy and procedures. And finally, 2025 heralds the implementation of newly validated craft apprenticeship programmes. This will involve many WWWETB instructors who will in the coming months, act as subject matter experts in the writing of new assessments and content. Again, the benefit of reflection on this process will benefit the review and redevelopment of the Programme Development, Review, Monitor and Validation policy.</p> <p>The action is deferred until the 3rd quarter of 2025.</p>
Click here to enter text.	Click here to enter text.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> ■ The review team recommends that WWETB embed the culture of using data and regional information to inform strategic decisions. Consideration should be given to an overall strategic input process (across the WW Region); such an approach may be more beneficial in terms of the overall strategic direction of the ETB rather than just a local operational view. 	<p>WWETB listed two actions linked to this recommendation. One action was complete at the time of submission of the Follow-up Report. The second action is updated below:</p> <p><i>'Investigate collaboration opportunities with Higher Education bodies regarding strategic approaches to provision and innovation.'</i> - In Progress This action is now deemed Complete.</p> <p>WWETB and SETU have collaborated on strategic approaches to provision extensively and formally in the past year. The SETU Vice President for Strategy is now a member of the WWETB Board.</p> <p>The establishment of the National Tertiary Office has presented the Further and Higher Ed. Sectors with a greater mandate and impetus to collaborate strategically on provision and to create more seamless transition for many learners from the former to the latter. A 1+2 Bachelor of Business Studies Tertiary Degree was successfully launched as a pilot in September 2024 in Dungarvan College. 14 students are currently registered on this programme. There are plans in place for a pilot Intellectual Disability Nursing 1+4 degree for September 2025 and further programmes proposed for September 2026.</p> <p>The collaboration with SETU over the past year has extended beyond the Tertiary Office. The aforementioned WWETB Symposium presents as a strategic initiative that promotes greater partnership and collaboration with our Higher Ed. Colleagues. It allows both institutions to share best practice models and benefit from peer learning. More importantly, it will foster more innate cross-sectoral understanding and help form professional and strategic relationships that will undoubtedly benefit prospective learners across the region.</p>

	<p>In addition to the completed actions, it is noted that the WWETB PAC process includes a request for formal information from the Coordinator and relevant Manager. Included in the information sought, the local provider applying is requested to indicate how the proposed programme meets the targets set out in the WWETB Strategic Performance Agreement with SOLAS. The Strategic Performance Agreement (SPA) is based on key regional data and information. Both the SPA and the WWETB PAC process ensure that FET provision derives not just from perceived local need but is guided by more overarching and strategic information and thinking.</p>
<ul style="list-style-type: none"> ■ The Review team recommends that WWETB give access to their QA digital resources, for example their QA SharePoint to the second providers that are delivering programmes under WWETB QA system. 	<p>All three actions associated with this recommendation are complete.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

4.0 Quality Developments and Enhancements

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

Guide:

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

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

No.	QA Objectives	Update on Status	Link to updated/new Policy
	These should relate to objectives not already discussed in the progress report.	Provide brief update on status, whether completed or in progress.	
1	Academic Integrity and Gen. AI Procedures	Complete- Pilot Implementation	https://www.wwetb.ie/wp-content/uploads/2025/02/Process-for-Supporting-Safeguarding-the-Authenticity-of-FE-Assessments-Draft-1.0.pdf
2	Restorative Practice for Professionals Programme- NFQ level 5	Developed and validated.	Click here to enter text.
3	Outdoor Activities Programme- NFQ level 3	In development.	Click here to enter text.
4	High Purity Welding Programme- C & G accreditation	Developed & approval in progress	
5	Prosthetics & Make-Up for Film and TV Programme	Developed and underway	

6	Miniature Model Making - Programme	Developed and underway	
7	Creative Sculpting for Film & TV Programme	Developed and underway	
8	Prop-making for Stunts and Set Decoration Programme	Developed and underway	
9	Micro-Qualifications- Differential Validation	Multiple validated.	Click here to enter text.
10	Word Processing Level 4-6. Review and redevelop.	In progress.	Click here to enter text.
11	Timetable Project.	Pilot in progress.	
12	Document Retention Project	Ongoing	
13	Formalisation of internal process for amending module descriptors and AISs.	Complete.	
14	QA Framework- Published and available to all stakeholders	Complete	Quality - Waterford and Wexford Education and Training Board
15	End of Course – Learner Surveying Project	In progress. Mini Pilot underway. Full pilot in May	
16	Redevelop the FET Access, Transfer and Progression Policy	Complete	https://www.wwetb.ie/wp-content/uploads/2023/07/Access-Transfer-and-Progression.pdf
17	Temporary reassignment of TEL resource to Quality Team	Underway	
18	IQA Training for members of Quality Team	Underway	

19	AI Training- Special Certificate in Artificial Intelligence in Teaching & Learning- Quality Manager	Complete	
20			

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 1 - The WWETB Teaching, Learning & Assessment Network

Introduction

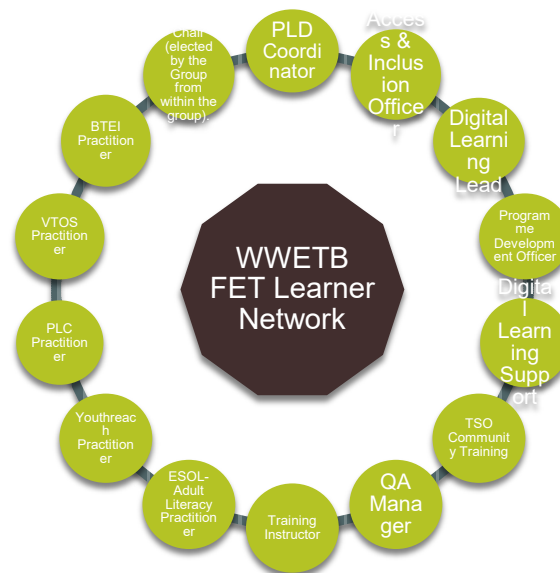
The External Review Team made a recommendation as part of the 'Assessment of Learners' section of the review process that WWETB would establish a new group that would form a part of the overall governance structure:

'The review team recommends that WWETB include a Teaching, Learning and Assessment group as part of the QA governance structure (see SER (p. 35, figure 2.3) to enhance the quality of teaching, learning and assessment within the ETB.'

This Case Study serves to give some detail as to the establishment of this group within our FET provision.

Case Narrative

The WWETB Teaching, Learning and Assessment Network was established in 2023. A Chair was elected from within the group during the initial meetings and a Terms of Reference was agreed. The composition of the group is as per the diagram below.



Early meetings were given over to the identification of areas of teaching, learning and assessment that could form a project for the TLA Network. The network agreed democratically that the first project for implementation would be based on the principles of ‘Universal Design for Learning’ (UDL).

The Network adopted a Design-Thinking approach in order to identify an overall objective for the project. A series of actions was proposed by the members of the Network and these were written into a project action plan. The ‘National Charter for Universal Design’ was used as a reference point for the action plan to ensure that all actions were relevant and that each pillar in the charter was being considered. Each action was listed with persons of responsibility, an indicative timeline for completion and a status update facility. The Network met periodically to feedback and

collaborate on actions. The QA Officer reports to the WWETB QASG on the work of the Network and the AEO with responsibility for Access and Inclusion participates in the Network and sits on the QASG.

Some of the actions were amended or adapted to overcome barriers and the project resulted in the achievement of several outputs. The Network are currently engaged in a review phase, both of the project and the group itself in terms of effectiveness and ways of working. The successes of the UDL project has promoted an enthusiasm to optimise how this relatively new group operates.

	Output.
1.	Significant piece of research into IT Platform use across FET Centres (Coordinators & Practitioners).
2.	Amendment to FET Programme Development & Validation policy with respect to UDL principles.
3.	4 professional promotional videos developed and shared on PLD Hub. Together with the UDL practitioner's re-designs, this serves as a robust UDL Hub and digital Community of Practice.
4.	Results Approval Panel (RAP) meeting format adapted to promote/record discussion of UDL training in practice within centres. (FE).
5.	Promotional poster developed for centres.
6.	Formal QA Guide to UDL in Assessment
7.	New Scheme of Work templates developed for practitioners to assist with planning of UDL practice.
8.	UDL Resources folder created for QA SharePoint site.

9.	Digital Hubs established.
10.	Plain English training rolled out to practitioners (funded through ALL). Plain English promotional page developed for Staff Hub
11.	Plain English Booklets distributed to FE Centres.

Project Outputs.

Conclusion

In conclusion, the establishment of the Teaching, Learning and Assessment Network (TLA) Network has been a successful endeavour within WWETB FET provision. The Network operates by way of the principles of collaboration, equality, democracy, innovation and quality, and is an authentic and successful community of practice. The Network is reaping the benefit of learning from the UDL project as described above and the collaboration of the Network has helped achieve a number of project deliverables that will assist in the underpinning of UDL principles across WWETB FET provision. Review findings are being consolidated at the moment for discussion at the next TLA Network meeting in March.

Case Study 2- The WWETB Symposium- ‘Connecting through Learning- Learning through Connecting’

Introduction

The WWETB FET Symposium was initiated by the Director of Further Education and Training who first established a ‘Research in Action Group’. The Research in Action Group was spearheaded by the FET Research Coordinator and our AEO with responsibility for Community Education. The Director, AEO, Research Coordinator and the RIA Group collaborated on the planning and hosting of an event that would showcase and celebrate research and good practice models established both within WWETB and by other external participating colleagues. SETU were invited to partner with WWETB in an annual collaboration that would see the hosting of the event alternate annually between the two institutions.

The Symposium

An online invite was shared by WWETB in December 2023 calling for submissions to deliver a combination of topics in experiential framework and practical application of theory in both Higher Education (HE) and Further Education and Training (FET) for the proposed symposium. The entries were requested to be delivered through picture, poster, or formal presentation. This partnership event highlighted the story of the everyday in FET and HE and lessons learned in both provisions from all subjects, departments, and faculties. It was delivered to 175 delegates from both FET and HE practice. The presentations shared good practice and current research while exploring the learner’s voice and experience.

There was a display of over thirty picture and poster presentations and forty formal presentations, with online contributions from institutions based outside or Ireland. The varied topics included Learner Inclusion, Staff Engagement, Digital and Technology exploration to name a few.

In addition, there was a panel-based event. The lively and engaging panel discussion included contributors from AONTAS, Distinctions, EPALE, SETU, SOLAS, and WWETB. The event took place at Wexford College of Further Education and Training, one of the first Colleges of its kind to open in Ireland in September 2023. This College brings together education and training across a wide range of programmes, including Apprenticeship and Training, part-time and full-time courses, and Community Education programmes.

Conclusion

The Symposium was a hugely successful event for many reasons. It presented as an opportunity to celebrate the fantastic work and research from all institutions and practitioners involved. It also served as a great networking event allowing practitioners from various institutions and codes to connect, discuss the various exhibits and presentations, to collectively enjoy the atmosphere, the live music performance, the food. The event strengthened the collaborative bonds between WWETB and SETU and has established a synergetic event that has practitioners and learners at its core, a learning event for a community of practitioners who regardless of provision type or level, share common aspirations, common skill sets and a common vocation. An official Book of Extracts from the symposium event will be available in early March and will be available in several formats including on the WWETB website.



Case Study 3- Safeguarding the Authenticity of FE Assessments (Including the use of Artificial Intelligence (AI) Technology.

Introduction

2023 heralded a leap in terms of the availability of, and widespread access to free generative AI tools. This leap presented as both a huge opportunity and challenge within the education sectors. The opportunities are manifold. One immediate challenge that quickly materialised however, was around the ethical use of generative artificial intelligence (Gen. AI) tools by learners at assessment time. With many opinions, perspectives, and various levels of understanding of the implications for Gen. AI use in this context, it was apparent that clear guidance and direction was required within WWETB, in order to ensure that the principles of assessment are upheld and that the WWETB quality assurance processes remain robust.

The Procedures

In the first half of 2024, the Quality Team began to compile information from across provision on the use of Gen. AI including any perceived challenges that were being faced. The challenges were brought to the Quality Assurance Steering Group for discussion in May that year.

Following the meeting, the Quality Team began to draft procedures that would help mitigate some of the challenges being faced in respect of learner use of Gen. AI at assessment time, promote more ethical application of Gen. AI technology, and promote more authentic approaches to assessment. These new procedures were brought to the FET Leadership Team in the September and approved for use in their draft form across FE provision.

The procedures were divided into six distinct but connected sections. Each section was written into an overall procedure entitled: ‘Process for Safeguarding the Authenticity of FE Assessment (including the use of generative Artificial Intelligence).’

[Process-for-Supporting-Safeguarding-the-Authenticity-of-FE-Assessments-Draft-1.0.pdf](#)

For each section, there is a guide to respective roles and responsibilities and a host of supplementary guides and templates were devised to assist WWETB providers implement a more definitive and comprehensive approach to authenticity at assessment time. See below for a list of the supplementary documents associated with each section:

Section 1: Information

- Note to WWETB FET Learner on Plagiarism and Use of AI Technology.
- Academic Integrity Poster
- WWETB Guide to Academic Integrity

Section 2: Authentic Assessment

- QA Guide to Authentic Assessment

Section 3: Assessment Briefing

- New Assessment Brief Template (Levels 4-6).
- QA Guide to Sanctioning the Use of AI Tools at Assessment.

Section 4: Plagiarism and AI Detection Tools

- Guide to Plagiarism and Use of AI Detection Software
- QA Submission Authenticity Checklist

Section 5: Learner Rectification

- QA Guide to Courageous Conversations and Suspected Assessment Malpractice Interviewing

Section 6: Assessment Malpractice Procedures

- QA Guide to Courageous Conversations and Suspected Assessment Malpractice Interviewing
- All elements of the developed procedures work seamlessly into the already established assessment malpractice procedures.

Upon approval from the FLT, the procedures were issued to all FE Coordinators and the Quality Team set about delivering briefings in all locations where there are programmes deliver at levels 4, 5 or 6. This gave practitioners across provision the opportunity to become more acquainted with the procedures, to ask questions about their implementation, to get clarity and stress test them through hypothetical situations previous, or indeed previous genuine ones.

Conclusion

The WWETB Quality Team proactively responded to reports and fears that Coordinators and Practitioners were having, that learner use of AI was making it difficult to stand over the acquisition of learning by those learners in the context of assessment. After investigating the state of play across provision it was felt that comprehensive and definitive procedures were required to ensure that Practitioners could maintain certain controls on learner use of AI in order to allow best practice in this regard to be developed over time, at a pace that each practitioner could be comfortable with. The procedures established a clear message, a clear responsibility and a clear mechanism for Practitioners to support them in the fact that, the use of generative AI by learners is a positive thing, but only when the tools are used ethically at assessment time. The practitioner must be comfortable that they can ensure robust, authentic assessment events, where responses accurately reflect the learners' intrinsic acquisition of knowledge, competency and skill. In this way we safeguard the veracity of the certification we bestow at the end of programmes. In this way we guarantee learners high-standard and reputable awards.

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](#).