

Interim Quality Report

Cavan and Monaghan Education and Training Board

Date: February - 2026



PREFACE

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

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

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

It is to be submitted by 27 February 2026

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

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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 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 reporting 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.

Note: This report reviews the 12-month period since the submission of CMETB’s last Interim Quality Report (IQR) in February 2025. In other words, this IQR only considers key developments and updates that occurred between February 2025 and February 2026.

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)

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

<p>1. The review team recommends that there be consistency when reporting findings in quantitative and qualitative terms. Dissenting voices can potentially reveal perspectives not widely experienced or shared by the majority. Such perspectives could enrich the processes and efforts in the true spirit of equality and inclusion.</p>	<p>1. Annual FET Learner Survey</p> <p>Following completion of the 2024/2025 FET learner survey, the Quality Assurance and Enhancement Service (QAES) carried out a comprehensive review of its learner voice process. All FET services were invited to feed into this review via a Microsoft Form. Based on the feedback received, a consensus approach was taken, resulting in numerous updates to both versions of the survey. These changes included the deletion of some questions, the addition of new questions and the rewording of others. In addition, some questions that were previously mandatory were made optional. The revised 2025/2026 surveys were launched as part of Learner Voice Week, which took place from 17 to 21 November 2025.</p> <p>In terms of administering the survey, and based on feedback from Adult Education Services, QAES is currently piloting a ‘talking survey’ approach with learners on unaccredited courses and courses up to and including QQI Level 4. Via this approach members of the QAES team</p>
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are visiting individual Adult Education Centres across Cavan and Monaghan and discussing the survey questions with different class groups. It is hoped that this approach will allow learners, who may not be able to complete the survey online, participate and have their voices heard in a more relaxed, interactive and accessible manner. To date QAES has engaged with 35 learners via this approach.

An overall target of 1,300 responses was set for the 2025/2026 survey with individual centre targets agreed. By the end of January 2026 1,300 responses had been received.

Also, via the 2025/2026 survey, QAES gauged interest from the wider FET learner population regarding the establishment of a CMETB-wide FET Learner Voice Group. Based on a preliminary analysis of the survey responses received up to the end of January 2026, of the 1,167 learners (90% of overall survey respondents) who responded to the optional learner voice section of the survey, 86% of these learners felt that the establishment of such a group was a good idea.

In consultation with relevant FET Services, QAES has decided to re-open the learner survey from the end of February to the end of March 2026. This will afford learners who commenced their courses between December and February 2026 the opportunity to complete the survey in a meaningful and insightful manner.

2. Annual Staff Survey

CMETB is planning on conducting a FET staff survey in Q1, 2026, with the overall theme yet to be agreed with the FET Management and Quality Council. A Working Group is being established to consider both the area(s) of focus and approach to the development and roll-out of this survey. This work will be progressed in conjunction with the FET Management and Quality Council.

Additionally, CMETB awaits the publication of the new SOLAS FET Strategy 2025 – 2029. Once published, CMETB will engage with staff on the development of a new CMETB FET strategy which will be aligned to the key priorities and targets set out in both the SOLAS FET Strategy and the updated Strategic Performance Agreements (SPAs).

In Q4 2025 the Professional Learning and Development (PL&D) and Quality Assurance (QA) Policy Officer consulted with individual FET services to help identify specific training or upskilling requirements. Based on the outputs of this process, and in conjunction with centre managers, a delivery plan has been developed. To date training on maximising feedback has taken place for Adult Education practitioners (December 2025), while sessions for Youthreach staff, based on recommendations from various inspection reports, Cavan Institute and Monaghan Institute are scheduled to take place across Q1 and Q2 2026.

Throughout 2025, staff were also consulted on relevant QQI public consultation events which included:

- Green and White Papers on Qualifications at NFQ Levels 5 and 6
- Green and White Papers on Access Transfer and Progression (ATP)
- Green Paper on Micro-credentials
- Draft Statutory Quality Assurance Guidelines on programmes involving Work-integrated Learning
- White Paper on QQI Monitoring Policy and Framework
- White Paper on procedures for focused reviews for programmes of education and training validated by QQI
- White Paper on procedures for focused reviews by QQI of the implementation and effectiveness of provider quality assurance and ATP procedures
- Draft Award Standards for Healthcare
- Operational Procedures for FET Providers – Devolved Responsibility for Arranging Validation Evaluation Process

3. Programme Evaluations and Reviews

CMETB and Donegal ETB have completed work on the review of Work Experience modules at QQI levels 4, 5 and 6. These modules, along with the other modules updated as part of the CAS Module Update Process, are now being rolled out by ETBs nationally, including CMETB. The impact of these modules will be assessed at the end of the 2025/2026 academic year.

In terms of additional CAS award reviews, CMETB has recently commenced redevelopment work on ESOL awards at QQI levels 3 and 4.

In addition, in Q3 2025, CMETB formally established and convened a national ESOL Programme Board. This programme board is currently undertaking an interim review of the ESOL QQI Level 1 and 2 Special Purpose Awards (SPAs) in conjunction with all ETBs. The outputs from this review will be collated and shared with the programme board in Q1 2026 and any required amendments to the programmes will be considered. The outputs from the review will also support the redevelopment of the existing ESOL level 3 and 4 awards.

CMETB continues to develop PDAS awards based on clearly demonstrated and articulated needs, with the process being managed by the Programme Design, Validation and Review (PDVR) Officer.

4. Professional Learning and Development Evaluations/FET Meet

In addition to the ongoing consultation with individual FET services regarding specific training or upskilling needs, the PL&D and QA Policy Officer, in conjunction with the PL&D Working Group, continues to conduct evaluations and reviews of each PL&D event organised as part of the centralised FET PL&D calendar.

In respect of the annual FET Meet, CMETB's flagship FET PL&D event, and based on a comprehensive evaluation of the 2025 event, the deferral of the FET Meet from its traditional end of May slot to the end of August was deemed successful. 193 FET staff members attended the event. Overall, there was extremely positive feedback from staff who attended the event with 90% of attendees stating that the duration of the event was suitable, while 77% rated their overall experience of the event as either good or excellent.

Furthermore, 77% of attendees agreed that the end of August is the most appropriate time for hosting the event. As a result, the PL&D Working Group is proposing once again holding the FET Meet at the end of August in 2026. Planning is already underway with a number of suggested topics and guest speakers under consideration.

The fourth annual Excellence in FET Showcase took place in December 2025 under the theme 'Through a Learner's Lens: Stories that shape us.' Submitted projects were presented from the learner perspective in keeping with CMETB's ongoing focus on amplifying the learner voice. Through the various projects showcased, staff heard how FET has positively impacted the lives of many learners.

5. CMETB FET Learner Voice Group (formerly Learner Advisory Network)

Next steps in the development of a CMETB FET-wide Learner Voice Group will be guided by the inputs from learners gathered via the 2025/2026 learner survey. This feedback will be

considered in the context of the staff training delivered by AONTAS in Q1 2025. Based on this, an updated proposal will be presented to the FET Management and Quality Council for approval, with the establishment of the CMETB FET Learner Voice Group now earmarked for the start of the 2026/2027 academic year.

In the interim, CMETB continues to develop and promote ongoing opportunities for learners to provide relevant and timely feedback. Current mechanisms include:

- Learner Voice Week (to coincide with International Students' Day held annually on 17 November)
- Annual learner survey
- Annual learner forum(s) – either CMETB operated or independently facilitated by AONTAS
- Annual Excellence in FET Showcase
- End of module and end of programme evaluations forms (operational since Q4 2025)
- The Journey Podcast

The Journey Podcast has been shortlisted for the AONTAS STAR Awards 2026 under the Learner Voice category.

In addition, QAES is keen to engage with existing learner councils in Cavan and Monaghan Institutes in respect of the development and promotion of a calendar of learner focused events

and engagements. QAES will hold exploratory meetings with representatives of these learner councils across Q1 2026.

6. Learner Forum/Learner Voice Week

Based on feedback received from individual FET services via the review of the learner voice engagement process, QAES invited AONTAS to conduct the 2026 CMETB Learner Forum as part of its national learner forum initiative. This approach brought independence to the learner voice process and will allow CMETB to more accurately and effectively triangulate learner survey data and identify specific areas of concern, key priorities etc. for the wider FET learner population. The learner forum took place on 10 February with 105 learners in attendance, representing all aspects of CMETB's FET provision – Adult Literacy, Community Education, Youthreach, Training Services, Apprenticeships, Supply Chain, Logistics and Procurement Centre of Excellence and Cavan and Monaghan Institutes. CMETB awaits receipt of AONTAS's draft report on the outputs from the forum.

The second annual Learner Voice Week took place from 17 to 21 November 2025 and throughout this week members of the QAES team visited 14 FET centres and engaged with 579 learners via a short online survey. This is a significant increase from 226 learners who engaged with the inaugural Learner Voice Week in 2024. QAES hopes to further build on this in 2026 with the third annual Learner Voice Week scheduled to take from 16 to 20 November 2026.

New episodes of 'The Journey' Podcast continue to be uploaded to Spotify on an ongoing basis. The podcast has been shortlisted for the AONTAS STAR Awards 2026 in the Learner Voice category, with the overall winners due to be announced in early March 2026.

7. Review of External Authenticator Reports

The updated CMETB External Authentication (EA) Policy has been fully approved and is now being implemented by individual FET services.

A review of 112 External Authenticator Reports (EA) from across all CMETB FET Services highlighted a high standard of quality assurance, with clear strengths evidenced via integrated and vocationally relevant assessment tasks, detailed marking schemes, robust Internal Verification (IV) processes and high-quality constructive and supportive learner feedback. Key enhancement opportunities were identified in relation to consistency and visibility of marking and commentary on where/how marks were lost, stronger emphasis on academic referencing, improved accessibility of online assessment evidence and clearer guidance and safeguards concerning the use of Artificial Intelligence in assessment. This feedback is shared with centre managers and also discussed at the FET Management and Quality Council in terms of next steps and corrective actions.

2. The review team recommends that CMETB continue in its efforts to work more cohesively by improving internal communications and developing and

1. FET Rebranding

As previously updated, the FET rebranding project will now be progressed in line with the CMETB FET College of the Future building project which is currently at the Pre-tender, Project

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

Design, Planning and Procurement Strategy stage. The new SOLAS FET Strategy will also inform this rebranding project.

2. CMETB Communications Strategy

Throughout 2025, CMETB continued to implement its Communications Plan in line with organisational objectives and statutory obligations.

Below are some of the key achievements from 2025:

Internal Communication and Governance

Internal newsletters and staff communications supported organisational awareness and consistency across CMETB services. Digital tools, including Microsoft Teams and SharePoint, were used to support staff connectivity, provide access to corporate resources and support adherence to branding and communications protocols.

Accessibility and Plain English training supported compliance with statutory requirements and organisational standards.

External Communications and Sectoral Collaboration

CMETB continued to deliver targeted public awareness and marketing activity aligned with organisational priorities. Engagement with ETBI remained strong, with CMETB contributing to national communications initiatives.

CMETB is currently participating in a national collaborative recruitment campaign co-ordinated by ETBI, due to launch in mid-March 2026, which will promote the ETB network collectively as an employer using shared national assets. CMETB supported the inclusion of one of its school principals in one of the media advertisements. Campaign content is being released through a co-ordinated national approach and will be available over the coming weeks.

Accessibility Compliance

The National Disability Authority's monitoring report for 2025 under the EU Web Accessibility Directive has been published. CMETB achieved an accessibility score of 84.3%, ranking second out of the 16 ETBs nationally. CMETB also recorded the third lowest number of accessibility errors across the ETB sector. This outcome reflects sustained investment in accessible design, ongoing staff training and governance of digital content, and positions CMETB as a strong national performer in this area.

Social Media Performance Monitoring

Throughout 2025, CMETB demonstrated measurable growth across its social media platforms. LinkedIn followers increased from approximately 2,000 to 2,348 (17.4% increase), while Facebook followers increased from approximately 11,000 to 12,925 (17.5% increase). Instagram followers increased from approximately 2,000 to 2,632 (31.6% increase). This reflects increased engagement with visual content and younger learner-focused audiences.

These metrics help support evidence-based monitoring of communications reach and engagement.

Ongoing Review

The Communications Plan will continue to be reviewed with the Senior Management Team to ensure alignment with the CMETB Service Plan, with a focus on targeted internal communications, accessible digital tools and clear external messaging.

3. FET Breakfast Briefings

Across Q1 and Q2 2025 two FET Breakfast Briefings took place; the first one focused on Recognition of Prior Learning (RPL), while the second explored the preliminary results of the annual learner survey and learner forum events. A third planned briefing on the use and triangulation of learner and certification data was deferred until 2026. In its place, an additional

staff briefing and consultation on the new professional standards for healthcare awards took place in December 2025.

Commentary and Reflections

CMETB continues to amplify its commitment to enhancing the learner voice by updating and extending its engagement mechanisms such as Learner Voice Week and the annual CMETB FET Learner Survey. The purpose of these initiatives is to bring everyone together with one shared voice. This approach is already reaping rewards with engagement during Learner Voice Week 2025 increasing by 156% when compared to 2024 engagement levels. This upward trend extends to the annual learner survey where responses have increased from 2024 by 8%.

However, there is still scope for further enhancements to ensure that learner engagement is truly reflective at not only the FET-wide level, but also at individual service level. In this vein, QAES is currently piloting a 'talking survey' approach with Adult Education Services so as to better engage with learners on unaccredited courses and courses up to and including QQI level 4. QAES, in conjunction with the Adult Education Officer, will monitor the impact of this pilot and develop a revised engagement plan in advance of launching the 2026/2027 learner survey in November 2026.

The new end of module and end of programme evaluation forms will also help ensure consistency in the collection of learner feedback on a regular and ongoing basis at key points during the learner journey. QAES will engage with centre managers to develop a mechanism for capturing headline data from these evaluations so that all learner voice data can be triangulated and key trends, areas of good practice and areas for improvement can be highlighted.

In 2025, CMETB further extended opportunities to highlight the learner voice by showcasing the impact of FET on learners via the annual Excellence in FET Showcase where submitted projects were presented by learners and told from their perspective, aligned to the theme 'Through a Learner's Lens: Stories that shape us.'

On foot of the staff training delivered by AONTAS in Q1, 2025, CMETB is also refining its approach to the establishment of a CMETB Learner Voice Group with direct learner input being sought via the 2025/2026 learner survey. Based on these inputs, a revised development plan will be devised and presented to the FET Management and Quality Council for consideration and approval.

While showcasing the learner voice via staff events is important, it is also important to amplify and maximise opportunities to hear the staff voice. As such, throughout 2025 staff were consulted on various QQI publications that will have significant impacts on the future of FET. Building on this, staff

engagement will be extended in further with a dedicated staff survey planned and wider staff consultation on the development of a new CMETB FET Strategy in line with the new SOLAS FET Strategy.

Staff feedback is also captured via evaluations of Professional Learning and Development (PL&D) events, as well as programme review initiatives such as the CAS Module Update Process.

In conclusion. CMETB continues to strengthen its 'shared voice' through its governance groups, consultations, surveys and participation in sectoral initiatives in areas such as Professional Learning and Development (PL&D), Recognition of Prior Learning (RPL) and Quality Assurance (QA).

Link to Published Policies and Procedures

CMETB Learner Voice Calendar 2025 – 2026 **(In folder)**

PL&D Week August – September 2025 Insights from Webinars and FET Meet Summary **(In folder)**

CMETB Learner Story: [*“Just Go for Gold”*](#)

CMETB The Journey Podcast on [Spotify](#)

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)

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

<p>3. The review team recommends that the analysis of desired results and targets could be more strongly emphasised for benchmarking trends. This approach will support the monitoring of the achievement of objectives, allowing quick reactions where needed.</p>	<p>1. QQI Compliance Audit and Benchmarking/Internal Audits – PLSS Cross Check with QQI Results</p> <p>Based on internal audit checks, it was confirmed that all 2025 QQI programmes scheduled on PLSS were validated for delivery by CMETB. All CMETB FET centres have now scheduled their programmes on PLSS for 2026.</p> <p>Regular monitoring checks related to ‘Title vs Award,’ ‘Level vs Programme,’ along with data accuracy checks are ongoing</p> <p>2. Increasing Data Transparency</p> <p>PowerBI is the preferred platform for data analysis and reporting and is supported by regular FET briefings on key data outputs that are aligned to CMETB’s strategic priorities.</p> <p>CMETB is actively triangulating both qualitative and quantitative data via a new integrated PowerBI database where data from PLSS and QBS is collated and used to report back to individual FET centres and the FET Management and Quality Council.</p>
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3. PLSS Learner Dashboard/Databytes Dissemination/MIS Review

CMETB awaits the publication of new Strategic Performance Agreements (SPAs) in line with the upcoming new SOLAS FET Strategy.

In the interim, the FET Management and Quality Council continues to monitor and review key targets and data metrics in line with the CMETB FET Strategy and the annual CMETB Service Plan.

A Power BI database has also been developed and shared with centres to provide insights into the specifics of PLSS learner data while emphasising any data gaps that exist. This FETDATA dashboard provides centres with monthly updates, displaying any new PLSS data. The visuals created will facilitate target retrieval once the new SPAs are issues by SOLAS.

In addition, Databytes continue to be circulated monthly highlighting the importance of ongoing audit and quality checks, as well as the importance of ensuring data is kept up to date, accurate and complete.

4. Power BI Learner Database Reports

The 2025/2026 CMETB FET Learner Survey was formally launched as part of Learner Voice Week 2025 which took place between 17 and 21 November 2025. As in previous years,

individual learner responses automatically feed into a Power BI database where it is regularly monitored. Key data and trends are currently being collated and will be shared with staff at a FET Breakfast Briefing in April 2026. Individual centre specific synopsis reports, benchmarking data and key trends between 2019/2020 and 2025/2026, will also be developed and circulated to centres in Q2 2026.

5. ESF Audits

There were five European Social Fund (ESF) declaration requests received in 2025 – two for Adult Education, two for Youthreach and one for Training Services. The requests spanned the years 2021 to 2025. CMETB uploaded the required evidence for Adult Education and Youthreach, which included PLSS learner application forms and attendance records. There were no requests for Training Services documentation.

6. Development of Tracking System – Monitoring of SPAs and KPIs

CMETB awaits updates on the development of a new Annual Quality Reporting (AQR) process. In the interim, QAES will continue to update progress in the implementation of the inaugural review recommendations via its Excel based tracking system.

7. Governance Group Terms of Reference

CMETB is currently reviewing the Terms of Reference for the Programme Planning, Development and Implementation (PDI) and Quality Assurance (QA) governance sub-groups, as well as for the FET Management and Quality Council. This review will ensure that the work of these governance groups continues to be underpinned by both quantitative and qualitative data metrics and that it remains current and relevant to the every evolving QAES landscape.

Commentary and Reflections

CMETB's approach to data analysis continues to mature, with data now actively triangulated across multiple sources. For example, PLSS data is actively checked against QBS data to ensure that scheduled QQI programmes are validated for delivery by the relevant services. This helps ensure that CMETB consistently received "clean" non-compliance reports from QQI.

Furthermore, CMETB is utilising platforms such as Tableau and PowerBI to perform data analytics and create visuals so that centres can better interpret data, while also helping to identify any gaps in data. The monthly Databytes circulations continue to highlight the importance of complete and accurate datasets.

Link to published policies and procedures

CMETB FETDATA Outcomes Based Dashboard **(In folder)**

CMETB Data Bytes for December 2025 **(In folder)**

CMETB Learner Survey 2025 – 2026 – Responses by Date Power BI Dashboard **(In folder)**

1.03 Documentation of QA

Recommendation (as recorded in the review report)

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

<p>4. Whereas the review team acknowledges that CMETB realises the importance of working towards the development and implementation of a centre-level QA plan, the review team recommends that comprehensive support be given to the development and implementation of QA plans at centre-level, enhancing cross-centre co-operation and sharing best practice.</p>	<p>1. QA Centre Plan Template</p> <p>Work has commenced on the development of a Quality Assurance (QA) and Quality Enhancement (QE) Strategic Architecture and Framework in collaboration with Cavan Institute. Once finalised, these will be piloted in Cavan Institute in 2026/2027. This initiative will then be evaluated in advance of a wider rollout across all CMETB FET centres.</p>
<p>5. The review team recommends that CMETB should pay attention to achieving equality and consistency for all learners across all centres through examining how quality management procedures and documentation leads to comparable equality and consistency for learners. The review team finds, that although CMETB has built up a robust QA system with procedures, rules and regulations determining the management of</p>	<p>1. Addressing Inconsistencies in Learner Experiences</p> <p>New end of module and end of programme learner evaluation forms have been developed and circulated to all FET centres since November 2025. These forms will be completed by learners at the end of each module and at the end of each programme. QAES will liaise with centre managers in Q1 2026 to develop a mechanism for capturing headline data and key trends, areas of concern, models of best practice etc. from these evaluations. These will then be brought to the FET Management and Quality Council as required.</p>

quality, further attention is needed to ensure a unified approach across all centres.

2. Development of QA Policies and Procedures

Since the appointment of a dedicated QA Policy Officer in Q4 2023, the following policies have been developed and/or reviewed:

- Blended Learning
- Recognition of Prior Learning (RPL)
- Academic Integrity and Assessment Malpractice
- Assessment Process Appeals
- Assessment Results Appeals
- External Authentication Policy
- Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances
- Assessment Submission Deadlines: Short Term Extensions
- Examinations: Planning, Conducting and Concluding
- Reasonable Accommodations in Assessment
- Secure Storage

Commentary and Reflections

With work on policy development continuing across 2025, CMETB has also commenced work on the development of a Quality Assurance (QA) and Quality Enhancement (QE) Strategic Architecture and Framework. This framework once completed and piloted across a number of FET centres, will feed the development of centre level QA plans.

Data gathered from the new end of module and end of programme evaluation forms will also help inform these centre level QA plans as will data from the annual learner survey and learner forum events. This will help enhance cross-centre co-operation, sharing best practice via an integrated CMETB-wide approach.

Link to Published Policies and Procedures

[CMETB Policies and Procedures](#)

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)

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

<p>6. The review team recommends that CMETB continue to engage in the national working group in support of an e-recruitment system to further standardise the recruitment process, enhance the candidate experience and improve efficiency in the time it takes to recruit.</p>	<p>1. E-recruitment System</p> <p>All CMETB vacancies are now advertised via the Jobtrain site which is accessible via https://careers.cmetb.ie/Home/Job.</p> <p>Since the full transition to the Jobtrain site, Human Resources (HR) has seen a notable increase in the number of applications across the organisation.</p>
<p>7. The review team recommends that CMETB create the opportunity to address the challenges faced in the areas outlined in the SER in its 'People Strategy' with additional focus on the following areas:</p> <ul style="list-style-type: none">As part of a branding/re-branding strategy, CMETB should focus on making	<p>1. Corporate Strategy – CMETB as an Employer of Choice/Employer Accreditations/Staff Wellbeing</p> <p><u>CMETB as an employer of choice</u></p> <p>CMETB's Hybrid Working Policy is reviewed on an annual basis, with staff required to reapply for remote working arrangements annually.</p>

<p>CMETB an employer of choice in the region and should develop a social media strategy to reach out to potential candidates.</p> <ul style="list-style-type: none"> • CMETB management should continue to support collaboration and employee engagement through CMETB wide initiatives e.g. the promotion of mental health & wellbeing initiatives and flexible working patterns for learners. • The QA induction training and CMETB-wide induction training programme should be integrated to enhance awareness around the impact of QA and the importance of a quality culture. • CMETB should identify appropriate accreditations for staff to achieve which would strengthen and improve the existing HR policies and procedures and promote external validation of CMETB as professionally valuable e.g. Great Places to Work, Keep Well Award, Investors in Diversity Award. 	<p>CMETB FET Services operates a staff Professional Learning and Development (PL&D) Support Scheme which is designed to facilitate FET staff to undertake certified programmes which are of benefit to them in their current and/or future roles with CMETB. Under this scheme, CMETB may provide partial reimbursement of fees following successful completion of the programme and attainment of the award.</p> <p><u>Mental health and wellbeing initiatives</u></p> <p>Wellbeing training and initiatives continue to be provided and promoted amongst FET staff. Ongoing opportunities to avail of relevant training are available via CMETB's DCM Corporate Membership, ETBI's Professional Learning and Development (PL&D) Hub and the Further Education Support Service (FESS) PL&D programme of events. The PL&D and QA Policy Officer keeps staff informed of these and other relevant training opportunities on an ongoing basis.</p> <p>The Wellbeing Committee and Wellbeing Champions continue to operate within individual FET centres in collaboration with the Learner Support Officer.</p> <p>All CMETB staff continue to have access to the Spectrum.Life portal and Employee Assistance Scheme.</p>
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In addition, since 2025, CMETB, in partnership with IPB Insurance, has been providing a Personal Accident Policy for all staff. This initiative is fully funded by CMETB and recognises that when accidents happen, the financial impact can be significant. The policy is designed to cover medical expenses incurred and/or serious or life-changing injuries sustained as a result of an accident/injury which occurs while performing work duties for CMETB.

QA and CMETB Staff induction

A staff induction policy and pack and probation policy have been developed and implemented for administration staff. Discussions around expanding this to FET staff are due to commence shortly.

On foot of this, work will progress in Q1 2026 to update the QAES induction to reflect recent developments in respect of Recognition of Prior Learning (RPL) and the recent extension of CMETB's scope of provision to include blended learning.

Achieving accreditations

FET staff are part of the working groups on the Public Sector Duty, which aims to eliminate discrimination and promote diversity and inclusion. The Public Sector Duty Action Plan is updated on an annual basis and published on the CMETB website.

	<p>The National Dignity at Work policies on bullying and harassment/sexual harassment were updated and circulated to staff in 2025.</p> <p>The CMETB Equality and Diversity Policy was developed and implemented in 2025.</p>
<p>8. The review team recommends that the PL&D Co-ordinator, operating in conjunction with HR, should complete a CMETB-wide Training Needs Analysis and Training Plan which will support the FET College of the Future. The review team recommends that CMETB consider expanding PL&D opportunities to include such areas as mentoring, coaching and Learning Portals (LinkedIn Learning).</p>	<p>1. CMETB PL&D Strategy and Annual PL&D Calendar</p> <p>The PL&D and QA Policy Officer is liaising with centre managers to identify training needs at individual service and centre level. A session on maximising feedback for Adult Education staff took place in December 2025. A session for Youthreach staff focused on the sharing of best practice, streamlining processes and idea generation is scheduled for April 2026. Discussions are ongoing with Cavan and Monaghan Institutes to help identify areas where specific PL&D may be required.</p> <p>In consultation with the PL&D Working Group, the PL&D and QA Policy Officer identified an overarching theme for 2026 PL&D activity. This theme of ‘head, hands and heart’ will underpin all CMETB organised PL&D events such as the 2026 FET Meet.</p> <p>In addition, CMETB will continue to promote relevant PL&D activities organised by providers such as DCM, the Digital Learning Institute and FESS.</p>

The CMETB PL&D Action Plan will be updated in line with the publication of the new SOLAS FET Strategy and the development of the new CMETB FET Strategy.

2. Training Needs Analysis

As mentioned elsewhere in this report, the PL&D and QA Policy Officer is liaising with individual centre managers to identify specific training needs, with an implementation plan based on the needs identified currently being rolled out.

As part of the 2025 PL&D Calendar and based on consultation with both the PL&D Working Group and wider staff teams, the following key topics/areas have been addressed:

- General Learning Difficulties
- The EU Artificial Intelligence (AI) Act 2024
- Nutrition to support mood and reduce burnout
- Exploring challenging behaviours in the classroom
- Attendance avoidance
- Exploring the role of the educator and interactions with Artificial Intelligence
- Academic Integrity
- Becoming an Equity Advocate
- Emotional Intelligence
- Writing, editing and proofreading

- Speaking for success

3. Consultation with SOLAS, ETBI and National PL&D Co-ordinators Network

ETBI's PL&D Hub's ongoing calendar of events is supported at CMETB level by the PL&D and QA Policy Officer and the PL&D Working Group, with details circulated via centre heads for onward circulation as relevant.

The PL&D and QA Policy Officer also continues to promote both the FESS and DCM PL&D offerings amongst FET staff.

4. FET Meet

FET Meet 2025 took place at the end of August and focused on the areas of Artificial Intelligence, Academic Integrity, Emotional Intelligence and becoming an equity advocate.

CMETB will continue to deliver relevant introductory/taster sessions via the annual FET Meet event. Planning for the 2026 iteration is already underway with a number of suggested themes and guest speakers under consideration by the PL&D Working Group.

Commentary and Reflections

Following the decision to pause the procurement of a dedicated CMETB PL&D Hub, CMETB renewed its focus on promoting both relevant internal and external training opportunities. External training opportunities continue to be offered to staff via DCM, FESS and the ETBI PL&D Hub. SharePoint is now being used with greater efficiency to keep staff informed of relevant PL&D opportunities.

Focus across 2026 is turning to the provision of centre/service specific training based on needs identified by individual FET services/centres themselves and brought to the attention of the PL&D and QA Officer. These needs have been identified by staff and/or via external stakeholders such as External Authenticators and inspection reports.

Link to Published Policies and Procedures

[Implementing the Public Sector Equality and Human Rights Duty: Action Plan 2025](#)

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)

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

9. The review team recommends that CMETB develop specific Key Performance Indicators (KPIs) for tracking programme development as this does not seem to be included in the enhancement categories in the conclusions section in the SER. The team suggests these could be included as

1. Programme Development Process Design

CMETB's stage/gate process for programme development was showcased as a model of best practice at a QQI peer networking event in October 2025.

part of the QA SharePoint as this seems to be a powerful tool for accessing the most up-to-date and relevant information.

2. Programme Development Key Performance Indicators (KPIs)

In 2025, CMETB developed the following PDAS awards:

- Synchronous Blended Learning Design (Level 6 Special Purpose Award) – Validated
- Fundamentals of Feedback in the Workplace (Level 6 Special Purpose Award) – Validated
- Introduction to Gambling Awareness (Level 3 Special Purpose Award) – Validated
- Essentials of Warehousing Operations (Level 5 Special Purpose Award, comprising four minor awards) – Scheduled for QQI's PAEC in April 2026
- Artificial Intelligence for Beginners (Level 3 Special Purpose Award) – Scheduled for QQI's PAEC in April 2026

CMETB has also applied for differential validation of the following programmes:

- Dementia Care and Support (Level 5 Special Purpose Award) – Validated
- Wind Energy with Immersive Technologies (Level 5 Special Purpose Award) – Validated
- Immersive Technologies (Level 5 Special Purpose Award) – Validated
- Using Robotics in Advanced Manufacturing (Level 6 Special Purpose Award) – Validated
- Introduction to Artificial Intelligence (Level 4 Special Purpose Award) – Validated
- Sustainability Leadership (Level 6 Special Purpose Award) – Validated
- Corporate Sustainability Reporting (Level 6 Special Purpose Award) – Validated

	<ul style="list-style-type: none"> • Enhancing Productivity with Artificial Intelligence (Level 5 Special Purpose Award) – Validated <p>The following CMETB programmes have been differentially validated by other ETBs:</p> <ul style="list-style-type: none"> • Managing the Sustainable Home (Level 3 Special Purpose Award, comprising 3 Minor Awards) • Drugs and Alcohol Awareness (Level 3 Special Purpose Award) • Online Awareness and Responsibility (Level 3 Special Purpose Award, comprising two Minor Awards) <p>In addition, CMETB has commenced work on the development of the following new awards:</p> <ul style="list-style-type: none"> • Maths for DIY (Level 3 Special Purpose Award) • English to Speakers of Other Languages (ESOL) (Level 3 Special Purpose Award) • English to Speakers of Other Languages (ESOL) (Level 4 Special Purpose Award)
<p>10. The review team recommends that the ETB monitor and review their ongoing programmes in light of being fit for purpose and meeting national and regional needs and consider gaps in provision. It is recommended that the ETB builds on the present momentum and works with other</p>	<p>1. National CAS Programme Review</p> <p>The updated Work Experience modules at Levels 4, 5 and 6 are now available and currently being rolled out by ETBs nationally.</p>

ETBs and QQI to further develop policy and programmes using a blended learning approach. The review team recommends that the ETB, in reviewing its programmes, should consider reducing the number of programmes and see if existing programmes can be updated.

These modules, along with the other updated CAS modules, will be piloted by ETBs nationally and reviewed at the end of the 2025/2026 academic year.

2. Blended Learning Strategy and Policy

CMETB's validation panel event to extend its scope of provision to included blended learning took place in November 2025. As part of the phase one implementation plan, CMETB will be focusing on synchronous delivery.

3. Review of Validated Programmes

All CMETB FET centres were invited to provide feedback on the ETBI-led national review of CAS awards. Centres were asked to rank the QQI programmes of most importance to them. 158 major awards were ranked in the top 20 awards in CMETB. Services/Centres also indicated which awards they would like to take an active role in reviewing.

4. Devolved Responsibility

CMETB is one of seven ETBs selected by QQI to participate in a Devolved Responsibility (DR) pilot. Through this pilot, CMETB will take on responsibility for managing evaluations as part of the programme validation process. Following approval of revised procedures in November 2025 by QQI and a QQI-hosted online briefing in January 2026, CMETB is currently preparing

its formal application for Devolved Responsibility. CMETB plans on submitting its application in June/July.

Commentary and Reflections

CMETB's stage/gate process for programme development is now viewed as a model of best practice having been featured as part of a QQI showcase event in Q4, 2025. This process ensures that CMETB retains agility in the development of programmes that are responding to identified needs. With CMETB also included in QQI's pilot for Devolved Responsibility, it is anticipated that CMETB will achieve further efficiencies in the programme development process.

In 2025, CMETB became the first ETB to successfully extend its scope of provision to include blended learning under new QQI Blended Learning processes. CMETB will now move to operationalise this approval, with phase one focusing on synchronous blended learning. Staff training, via the Synchronous Blended Learning Design QQI Level 6 Special Purpose Award, will commence in Q1, 2026.

With CMETB spearheading programme development in the ESOL space, 2025 saw the establishment of a National ESOL Programme Board. This programme board hosted its inaugural meeting in Q3, 2025 and at that meeting commenced an interim review of the ESOL Level 1 and 2 Special Purpose Awards. The programme board requested feedback from tutors, co-ordinators and External Authenticators via a Microsoft Form. This feedback is now being collated and was presented at a programme board meeting in February 2026. Next steps, in terms of updates to the programmes are currently being considered. In addition, in Q4, 2025 CMETB commenced work on the redevelopment of the existing QQI Level 3 and Level 4 awards, while CMETB continues to collaborate with SOLAS on the development of a suite of QQI Level 5 Sector Specific English language micro-qualifications for healthcare support, customer service and engineering and manufacturing.

The Level 5 Warehousing micro-qualifications which were also developed in collaboration with SOLAS were validated in January 2026.

In tandem with ETBs nationally, CMETB is in the process of implementing the CAS modules updated as part of the Module Update Process in 2025. The impact of these revised modules will be assessed at the end of the current academic year.

It is also anticipated that the Devolved Responsibility pilot will support CMETB to develop efficient processes for the validation of new programmes.

Link to Published Policies and Procedures

Draft ESOL Programme Board Terms of Reference 2025 **(In folder)**

CMETB Programme Development Stage/Gate Process Video **(In folder)**

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)

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

No recommendations were made under this heading

While no recommendations were made under this heading, CMETB contributed to the recent QQI Green and White Paper consultations on Access Transfer and Progression (ATP). The PL&D and QA Policy Officer is also currently drafting a CMETB ATP Policy.

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)

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

No recommendations were made under this heading

1.08 Information and Data Management

Recommendation (as recorded in the review report)

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

11. The QA platform and database support the analysis of data, performance indicators and trends. The review team recommends that CMETB develop and implement a digital transformation strategy in tandem with work at a national level to further support information collection and dissemination across the whole of CMETB. The review team also recommends that opportunities need to be developed to allow greater access for centres and staff to relevant data and information across CMETB while also adhering to GDPR obligations.

1. Development of ICT Strategy

Following on from the completion of Phase 1 of the ICT Audit Plan, CMETB is awaiting a date for the Phase 2 audit.

2. SharePoint Site

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

All newly updated CAS module descriptors have also been uploaded to the CMETB Awards SharePoint.

3. Impact of Artificial Intelligence

CMETB is continuing to monitor ongoing developments in respect of Artificial Intelligence and the resultant impact on its service delivery and underlying quality assurance processes and procedures.

	<p>CMETB also recently updated its Artificial Intelligence guidelines for both educators and learners based on recent developments and to ensure compliance with CMETB's IT security policies. These updated guidelines are currently awaiting formal approval from the FET Management and Quality Council and the Senior Management Team. Once approved they will be published on the policies section of the CMETB website.</p> <p>Commencing in Q1, 2026, CMETB is undertaking a six-month pilot of Co-pilot Professional Licences with senior managers. The impact of the pilot will be reviewed after the six-month period and will inform next steps.</p>
<p>12. The review team recommends that the ETB consider its data protection risks and ensure it is compliant with DP and GDPR regulations.</p>	<p>1. Risk Register Review</p> <p>Risk Management and Business Continuity Planning (BCP) training was provided for all service/centre managers in Q3 and Q4 2025. New risk register templates have been circulated to centres and will be operational in 2026.</p>
<p>Commentary and Reflections</p> <p>CMETB continues to promote SharePoint as a vehicle for sharing key documentation while ensuring appropriate levels of access. All CMETB programme descriptors have been migrated from Aquaweb to the new CMETB Awards SharePoint and this includes all newly validated programmes as well as the updated CAS modules. Access to the Awards SharePoint is restricted to key personnel in each centre.</p> <p>Following on from recent risk management training in Q3, 2025 and the circulation of new risk register templates, CMETB is working on updating its existing registers in view of new and ongoing developments in areas such as Artificial Intelligence and Academic Integrity.</p>	

Link to Published Policies and Procedures

Upon formal approval by the FET Management and Quality Council and the Senior Management Team, the updated Artificial Intelligence Guidelines will be published [here](#).

1.09 Public Information and Communication

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline.

No recommendations were made under this heading	
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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.

<p>13. The review team recommends that CMETB engage with relevant parties to clarify issues raised and seek to streamline and accelerate procurement processes.</p>	<p>1. Rollout of P2P across CMETB</p> <p>ESBS regularly facilitates online training to support and update staff on the use of P2P. CMETB is currently implementing new procedures in relation to the whitelisting of suppliers and the revised process for the submission of invoices for payment.</p> <p>2. Supporting Guidelines and FAQ Documentation</p> <p>Regular updates are circulated on procurement guidelines and processes. Compliance updates are also circulated on an ongoing basis.</p>
<p>Commentary and Reflections</p> <p>CMETB continues to implement and comply with procurement policies and guidelines. In addition, all orders and invoices are processed via ESBS Shared Services. CMETB is currently implementing new supplier whitelisting and invoice submission and approval processes as communicated by ESBS.</p>	
<p>Link to Published Policies and Procedures</p> <p>CMETB Procurement Policy</p>	

2.02 Assessment of Learners

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline.

<p>14. The review team recommends that CMETB develop policies and procedures for RPL.</p>	<p>1. Recognition of Prior Learning</p> <p>Further to the development of a comprehensive Recognition of Prior Learning (RPL) Strategy and Policy, an initial panel of RPL Mentors has been recruited and induction training took place in October 2025. A number of initial staff pilot projects are being planned for early 2026 prior to a wider public roll-out and promotional campaign in 2026.</p> <p>CMETB is also currently exploring the development of a standalone RPL branding to complement the RPL animation that has been developed as a promotional tool.</p>
<p>15. The review team also recommends that CMETB liaise with other ETBs and networks and work to develop a tool to measure ‘distance travelled.’</p>	<p>1. Wider Benefits of Learning Project to Measure Distance Travelled</p> <p>The Wider Benefits of Learning (WBL) Project is coming to an end nationally. A video and podcast on the project’s progress are being developed. Since January 2026, it has been up to individual ETBs to decide how to roll out the project/tools. In CMETB a number of Adult Education tutors are rolling the tool out to a small cohort of classes.</p> <p>2. Nurture Pilot</p> <p>Following the decision to end the Nurture Pilot, Cavan Institute proceeded to use Microsoft Teams as it had all the required functionalities. Teams allows tutors to grade, provide feedback and automatically back up to SharePoint.</p>

	Microsoft Teams is evolving quickly, and it already includes many of the positive features that Nurture had during the pilot.
16. The review team recommends that work placement practices should be further enhanced to improve consistent formative and summative assessment feedback to learners.	<p>1. Development of Marking Rubrics and Feedback Guidelines – Work Placements</p> <p>The updated work experience modules at levels 4, 5 and 6 are currently being rolled out by ETBs nationally. These modules were redeveloped to further enhance and improve consistent formative and summative assessment feedback to learners. An Excel marking sheet has been developed and is currently being piloted.</p>
<p>Commentary and Reflections</p> <p>CMETB regularly reviews and updates its assessment policies and procedures to ensure they remain both fit for purpose and focused on supporting learner achievement while being underpinned by robust quality assurance. CMETB seeks to update tools and methodologies for ensuring consistent marking for learners through the use of locked excel spreadsheets to assist with error free calculating of marks.</p> <p>CMETB also recognises the need to provide recognition for learners who already possess significant prior qualifications and/or experience. As such, throughout 2025 CMETB invested significant time in the finalisation of its RPL Policy, the development of an introduction to RPL video and the recruitment and training of an initial panel of RPL Mentors. In 2026, focus will shift to operationalising RPL across FET via a number of staff and learner focused pilot projects in specific areas such as Early Learning and Care (ELC), hairdressing and Train the Trainer.</p> <p>Equally, CMETB acknowledges that not learners attend courses to achieve formal certification. It is, however, important that learner outcomes on uncertified courses, as well as the wider societal benefits outcomes beyond certification are tracked and monitored. Tools such as the Wider Benefits of Learning project are critical to this measurement.</p>	
<p>Link to Published Policies and Procedures</p> <p>Recognition of Prior Learning (RPL) Policy (final approved version)</p> <p>CMETB Recognition of Prior Learning Animation (In folder)</p>	

2.03 Supports for Learners

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline.

17. The review team recommends that CMETB increase efforts to ensure that learners are aware of the supports available and can access them in a timely and straightforward manner. Efforts should be made to ensure that learners involved in the training services are aware of the guidance service offered by the Adult Guidance Service (AGS). The review team also recommends that the ETB takes a proactive approach to raise the profile of CMETB among learners.

1. Learner Support Officer

CMETB publicly announced its adoption of the ALTITUDE Charter in November 2025, joining the national call to action on universal design. In so doing, CMETB declared its intention to make incremental and sustainable progress towards embedding universal design in the following:

- Learning, teaching and assessment
- Student supports, service and social engagement
- Physical campus and built environment
- Digital environment

A FET Maturity Model for Reasonable Accommodations has been developed by AHEAD and ETBI with support from the Reasonable Accommodation in FET Feedback Group with CMETB's representative being the Learner Support Officer.

Working with AHEAD, ETBI and other ETBs, CMETB is conducting a self-review of the provision of reasonable accommodations across all FET services. This project aims to improve the support experience of disabled learners by assisting ETBs and system stakeholders to identify and address gaps in the areas of:

- ETB policy and strategy
- Infrastructure and resources
- Quality Assurance and communication of disability support services
- Staffing and professional development

AHEAD and ETBI are planning to submit a report to SOLAS in May/June 2026 with recommendations.

In terms of learner supports, a broad range of disability supports are available across CMETB based on learner need, including, but not limited to, assistive technologies, learning support, alternative assessments, flexible deadlines and a range of professional supports (e.g. interpreter, reader or personal assistant). As well as delivering more individualised disability supports, CMETB FET Services staff are adopting a universal design for learning approach so that learning, mental health, and technology supports are available to all learners.

2. Learner Voice Group (Formerly the Learner Advisory Network)

The second annual Learner Voice Week took place from 17 to 21 November 2025 with the focus being on creating awareness of mechanisms for learners to provide feedback and have their voices heard.

Via the 2025/2026 learner survey, learners were asked to give their feedback in respect of proposals for the establishment of a CMETB FET Learner Voice Group. This approach is building on the staff training that AONTAS provided for 13 FET staff in Q1 2025. Of the 1,167 learners who responded to an optional question gathering thoughts around the establishment of a CMETB-wide Learner Voice Group, 86% felt that the establishment of such a group was a good idea. CMETB will now explore next steps in conjunction with the FET Management and Quality Council.

As part of Learner Voice Week learners were also asked if they identified more with the term 'learner' or 'student.' Of the 579 learners who engaged as part of Learner Voice Week, 15% identified as learners, 49% identified as students, while 36% identified as both. This question was posed due to ongoing conversations around the use of the terms 'student' or 'learner' and which was more appropriate. It was felt that the best way to sense check this was to ask learners directly how they wished to be referred to and Learner Voice Week provided the perfect opportunity to do this.

3. Induction Process and Learner Supports

The QAES induction materials will be further updated in Q1 2026 to include references to new initiatives such as blended learning and Recognition of Prior Learning (RPL).

QAES is currently exploring the possibility of developing a standalone RPL brand to complement the RPL animation that was developed in 2025.

4. Guidance Supports

Data gathered via the 2025/2026 Learner Survey highlights the important and positive impact of the guidance supports provided by CMETB. 57% of learners stated that they were aware of the guidance services provided by CMETB before they started their course, while 18% of learners said that they had already availed of the supports provided by the guidance service. A further 21% of learners had not yet engaged with the service at the time of completing the survey.

In terms of the type of support sought, the top three, in order, were figuring out what to do next, advice on choosing a course and help with preparing a CV. For those learners who had already availed of guidance supports, 96% stated that they would recommend the guidance service to other current or future learners. This compares favourably with data captured via the previous 2024/2025 version of the learner survey, where 97% of learners who accessed guidance supports stated that they would recommend the guidance service to others.

Commentary and Reflections

The decision to adopt the ALTITUDE Charter is further evidence of CMETB's commitment to improving access for learners at all levels of interaction with FET Services. Based on the outputs of the self-review of reasonable accommodations, CMETB will be better positioned to ensure that it provides the best possible experience for all learners. Central to this will be inputs directly from learners themselves and a key mechanism for attracting the learner voice will be the proposed Learner Voice Group that CMETB is planning on establishing in the 2026/2027 academic year.

Link to Published Policies and Procedures

[CMETB Announces its Adoption of the ALTITUDE Charter and Joins the National Call to Action on Universal Design](#)

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.

No recommendations were made under this heading.

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline.

18. The review team recommends that CMETB address how programme delivery and outcomes are monitored across multiple centres, including the collection of feedback from learners/stakeholders and how the methodology is unified between centres/programmes. The review team also recommends that CMETB ensure that the scope of its Programme Approval Committee or its successor is extended to include the monitoring of instructors and learners' feedback in periodic reviews of programmes so that the process becomes not only comprehensive but

1. Incremental Review of Process

The updated CAS modules are currently being rolled out by ETBs nationally. The impact of these revised modules will be reviewed at the end of the 2025/2026 academic year.

2. Augmenting Learner and Instructor Voice

Newly updated draft end of module and end of programme learner evaluation forms have been circulated to all FET managers for review. A small working group has been established (Q1, 2026) to review these forms and agree a final draft of the forms for approval by the TUI and FET Management and Quality Council. This working group will also consider how best to monitor and report on the data captured via these evaluation

<p>also inclusive and truly representative of all voices.</p>	<p>forms. In addition, the working group will consider how staff feedback should be captured as part of a wider module/programme monitoring and evaluation process.</p>
<p>Commentary and Reflections</p> <p>While CMETB remains committed to ensuring that the programmes it offers remain up-to-date and responsive to needs, it is also conscious of monitoring the impact of any changes to existing programmes. It is for this reason that CMETB is monitoring the impact of the updated CAS modules, with a detailed review at the end of the 2025/2026 academic.</p> <p>Furthermore, and in addition to the internal module review process that CMETB has implemented and which allows for minor updates to existing CAS awards, CMETB is introducing end of module and end of programme evaluations. These new evaluations will provide learners with a mechanism for providing feedback on their learning experience and to promote any suggested changes to programmes. This approach ties in with ongoing efforts to enhance the learner voice across all levels of FET Services.</p>	

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.

<p>19. Whilst it is not a requirement of community education as its core objective is inclusion, the review team recommends that the ETB consider accreditation or a distance travelled metric.</p>	<p>1. Wider Benefits of Learning</p> <p>Following on from the national development and pilot of a Wider Benefits of Learning tool, since January 2026, a number of Adult Education tutors are rolling the tool out to a small cohort of learners.</p>
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<p>20. The review team recommends that CMETB continue to work on a national level and international level in developing programmes in response to learner, employer and national needs.</p>	<p>1. Programme Development</p> <p>CMETB continues to work at a local and national level in respect of the development of new programmes that respond to identified needs. For example, CMETB is currently developing a Floor and Wall Tiling Traineeship to European standards in collaboration with the National Tiling and Flooring Association of Ireland.</p> <p>CMETB will shortly commence development of a QQI Level 6 SPA in Volunteer Leadership in conjunction with Volunteer Ireland.</p>
<p>21. The review team recommends that CMETB work to strengthen its relationship with Third Level Institutes on an ETB wide basis. The review team recommends that CMETB explore opportunities to develop courses allowing learners to stay in the region while completing Years one and two of third level courses.</p>	<p>1. National Tertiary Office</p> <p>A new National Tertiary Office (NTO) manager was appointed in Q4 2025.</p> <p>The new tertiary degree in Social Care with Cavan Institute and the Atlantic and Border region cluster is up and running. This cluster includes Cavan and Monaghan ETB (CMETB), Donegal ETB, Galway and Roscommon ETB, Mayo, Sligo and Leitrim ETB (MSLETB) and Atlantic Technological University (ATU).</p> <p>A tertiary degree in Intellectual Disability Nursing in conjunction with Dundalk Institute of Technology (DkIT) commenced delivery in 2025. Learners in Cavan and Monaghan Institutes will complete QQI Level 5 Nursing Studies (5M4349). Eligible learners will then gain entry into the first year of DkIT's BSc (Hons) In Intellectual Disability Nursing.</p>

22. The review team recommends that in view of the border location of CMETB further cross-border initiatives with Northern Ireland's third level institutes should be explored.

1. South-East He/FE/Industry Cross-Border Alliance (SECBA)

The South-East Higher Education/Further Education/Industry Cross-Border Alliance (SECBA) initiative continues to progress under the PEACEPLUS programme, with partners working collaboratively to strengthen skills provision and address regional needs. SECBA has established additional staff roles, co-ordinated rollout planning and engaged with industry and education partners to share programme offerings.

PEACEPLUS funding supports SECBA as a cross-border skills partnership led by Dundalk Institute of Technology (DkIT), in collaboration with Southern Regional College, Monaghan Institute, Cavan Institute and Workplus. SECBA has confirmed programmes for launch, focusing on priority sectors including Sports and Business, Biopharmaceuticals and Information Technology.

Work has also advanced in emerging skills areas such as digital skills, Artificial Intelligence (AI) and certification pathways, ensuring alignment with industry demand.

Engagement with local industry and community stakeholders has helped identify skills gaps and shape relevant training pathways.

	<p>Marketing and communications planning has also advanced, with promotional materials prepared and outreach strategies developed to ensure visibility across the region.</p> <p>The initiative is focused on boosting employability, widening participation among underrepresented groups, and encouraging innovation across key sectors. By aligning education and training with industry priorities, SECBA aims to stimulate growth, enhance cross-border labour mobility and strengthen regional competitiveness.</p>
<p>23. The review team recommends that CMETB explore nationally how to develop programmes to respond to emerging needs whilst being cognisant of the need to adhere to QA. The review team recommends that CMETB explore possibilities for co-projects with partners in the region.</p>	<p>1. Programme Development</p> <p>In addition to the Floor and Wall Tiling Traineeship, CMETB is due to commence work on the development of a Level 6 Special Purpose Award in Volunteer Leadership in conjunction with Volunteer Ireland.</p> <p>CMETB is also continuing work on the development of a suite of Level 5 sector specific language micro-qualifications in Healthcare Support, Customer Service and Manufacturing and Engineering Operations in conjunction with SOLAS and industry partners in each of these sectors via the Innovation Through Collaboration Fund (ITCF).</p> <p>A suite of Level 5 micro-qualifications in Warehousing Operations, developed under the ITCF, have also recently been validated by QQI.</p>

24. The review team recommends that CMETB develop a unified collaboration with employers and ensure that employers have a central point of contact in the ETB. The ETB should explore the development of a centralised database to assist in identifying employers who have a relationship with the ETB and new employer partners. The ETB should continue to engage with employers regarding further access for workers to upskilling and should also seek to expand workplace opportunities for learners.

1. Employer Engagement Project

CMETB is planning two further employer engagement events with one taking place in Cavan in March 2026 and another in Monaghan in April 2026.

These initiatives are also supported by the CMETB Employer Portal which is growing in popularity with both employers and jobseekers with the CMETB region. The portal was designed to bridge the gap between employers and jobseekers in Cavan and Monaghan along with providing a platform for job postings and searches.

The Employer portal won a Runner Up Award in the Excellence in Further Education and Training category of the ETB Excellence Awards 2025.

CMETB, working alongside a local hotel, was nominated for the Education Awards 2026 under the *Best Workforce Upskilling Initiative* category for its Delivering Team Leader Development Programme (ILM).

2. SEED Project

SEED is being implemented by CMETB since the second half of 2025. CMETB intends on fully utilising the SEED platform from early 2026 to make it an integral tool alongside the CMETB Employer Portal. Further training on the SEED platform will be delivered to relevant staff in Q1 2026.

3. Programme Development

CMETB is one of the partners with Southwest College delivering the Green Skills Accelerator Programme (GRASP) under the PEACEPLUS programme, Skills Development programme area (Theme 2.3.)

This multi-strand initiative operates across the Irish Central Board Network (ICBAN) with the following key educational partners:

- Irish Central Border Network (ICBAN)
- Cavan and Monaghan ETB
- Donegal ETB
- Southern Region College (SRC)
- North West Regional College (NWRC)
- Atlantic Technological University (ATU)

The programme is being led by Southwest College (SWC) and will provide training opportunities for 2,000 participants across the ICBAN region – nine council areas with at least 1,600 participants or 80% achieving full accredited awards.

	<p>Training provision will address identified industry deficits and skills gaps in new and emerging green skills, fabric and renewables. Programmes will be offered from Levels 2 to 6 in Northern Ireland (NFQ levels 3 – 9).</p> <p>CMETB commenced its first green skills programme in October 2025 – Thermal Insulation Installations QQI Level 5.</p>
<p>25. The review team recommends that the ETB develop a process which allows timely responses in programme provision to meet the needs of employers and the local community.</p>	<p>1. Employer Engagement</p> <p>CMETB, via the work of Employer Engagement Officer and the Skills for Work Co-ordinator, continues to regularly engage with employers to ensure timely responses in the provision of programmes and interventions that respond to identified local and regional needs. By optimising its agile stage/gate programme development process, CMETB has a proven track record of developing modern, fit-for-purpose programmes in a timely and efficient manner while working alongside industry partners and other key stakeholders.</p> <p>At present, CMETB is working in conjunction with SOLAS, via the Innovation Through Collaboration Fund (ITCF) to develop a suite of Level 5 micro-qualifications in the areas of warehousing and sector specific English language support.</p>
<p>26. The review team recommends that CMETB explore how to maintain a base of suitably qualified teachers and instructors and how to keep them upskilled.</p>	<p>1. Teacher/Instructor/Tutor Adult Educator Recruitment</p> <p>FET services/centres continue to liaise with the Human Resources (HR) Department regarding the recruitment of new teachers and instructors. Staffing requirements,</p>

particularly in respect of teaching staff, are also considered in the context of new programme development.

On the placement of posts on the Jobtrain website, the HR Recruitment Officer liaises with the Communications Officer regarding the advertisement and promotion of posts on CMETB's social media channels.

2. HR Staff Upskilling

At present, two members of the HR Department are undertaking the Recruitment Executive Apprenticeship with National College of Ireland (NCI).

3. PL&D Staff Support Scheme

The PL&D Staff Support Scheme for 2025 opened in October 2025 and all valid applications were considered and successful candidates notified in December 2025.

Commentary and Reflections

CMETB continues to make strong progress in terms of developments in new and emerging areas such as programme development and employer engagement in conjunction with external stakeholders. Initiatives such as the Wider Benefits of Learning Project, in association with ETBI expanded tertiary pathways, in partnership with the National Tertiary Office and Higher Education Institutions, skills specific traineeships, in conjunction with employers and representative bodies, and focused green skills provision, highlight CMETB's ability to respond in agile, innovative and timely ways to help address critical local and regional needs.

Link to Published Policies and Procedures

[Launch of Green Accelerator Skills Programme \(GRASP\) to tackle green skills shortages in the cross-border construction sector](#)

Education Awards 2026 Shortlist **(In folder)**

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
1	Review of CMETB's building portfolio to assess its ongoing suitability.	Work is ongoing to upgrade buildings in line with available resources and approvals. Devolved Capital Grants, Green Devolved Grants and Minor Works Grants support this ongoing upgrading of CMETB's infrastructure.	Click here to enter text.

		<p>Work on the development of the new CMETB FET College of the Future is progressing with the project currently at the Pre-tender, Project Design, Planning and Procurement Strategy stage.</p> <p>A new Adult Education Centre in Cavan town came on stream in Q4, 2025, consolidating provision and moving away from multiple outreach locations across the town and environs.</p>	
2	Establish synergies with CMETB's Compliance Department to support the ongoing review of policies and procedures	The Professional Learning and Development and QA Policy Officer engages with the CMETB Compliance Department as required in the context of QA policy development.	Click here to enter text.
3	Conduct annual reviews with second providers to assess the ongoing appropriateness and effectiveness of supports provided by CMETB, including QA	FET Centre Heads liaise with QAES and Second Providers to	Click here to enter text.

		inform and guide QA processes and procedures.	
4	Work to develop appropriate staffing structures to support the FET College of the Future	<p>Work is underway nationally to consider a new FET Practitioner role. An expert panel report on this is due to be published shortly.</p> <p>CMETB continues to develop service wide supports and roles, for example, Learner Support, QAES, Technology Enhanced Learning (TEL) and Data Reporting.</p> <p>The FET College of the Future submission documents outline the staffing requirements for this new college. Capital allocations have not yet been approved for this project.</p>	Click here to enter text.

5.0 Additional Themes and Case Studies (optional)

Guide:

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

Guideline for Case Study

QQI recommends that written case studies should:

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

Case Study Title: CMETB Academic Integrity Module: Empowering Independent Thought and Ethical Academic Practices

Introduction

In recent years, how learners engage with educational content and resources has shifted dramatically due to the proliferation of Artificial Intelligence platforms. These platforms, arriving virtually overnight, have exposed learners to multiple ways of exploring and understanding the content presented. These enhanced opportunities also present significant challenges in maintaining independent thought, academic integrity and robust and ethical standards of research and referencing.

As part of its 2025 quality enhancement agenda, CMETB sought to address these challenges proactively, launching a learner Academic Integrity module designed by learners for learners. This module was developed to support learners transitioning to a FET environment where independent thought and critical thinking are championed.

Description of issue

The rapid evolution of digital learning tools and Artificial Intelligence platforms has fundamentally and permanently altered how learners interact with education content and resources. While this emerging technology offers unhindered access to information in diverse ways, it also risks undermining the development of independent thinking and proper, ethical standards in academic practice.

In opting to develop a learner focused Academic Integrity module, CMETB identified a number of issues that need to be addressed:

1. Maintaining Academic Integrity

CMETB needs to ensure learners understand and consistently uphold a strong and transparent standard of research, referencing and ethical conduct.

2. Preventing Assessment Malpractice

Ongoing clarification is needed to address and prevent the risk of plagiarism, collusion and/or prohibited use of Artificial Intelligence platforms such as ChatGPT, Co-pilot or Gemini.

3. Supporting Learners' Educational Transition

Learners transitioning from highly structured educational contexts, such as secondary school, often need support with adapting to a FET culture that promotes independent thought and critical analysis.

4. Managing Expectations

CMETB needs a learner focused vehicle for providing clear and unambiguous guidance on organisational expectations in respect of ethical academic practices, while reflecting sectoral norms and national and international principles and best practice.

Action

The content of the CMETB learner Academic Integrity module was developed through collaboration with leading external experts, with special acknowledgement to Dr Kelly Ahuna from the University at Buffalo for her valuable insights and experience in this field. The module content was brought to life by Instructional Designer Paddy O'Hara who is a graduate of Monaghan Institute's Level 5 Digital Marketing Traineeship and is also a current Level 6 learner with Monaghan Institute. In his role as Instructional Designer, while drawing on his recent experiences as a FET learner,

Paddy emphasised the importance of involving learners in the module design, noting, *“when you are designing something for learners, it is a good idea to have learners involved in the process.”*

As such, a group of learners who were transitioning from secondary school to FET were engaged to test the module based on the look and feel, accessibility and relevance of the content. They were also asked to consider the useability of the module including navigation flow, technical performance and interactivity level. Their feedback was actively sought and incorporated into the module content and design.

One of the learners provided the following feedback:

“We loved the case studies, and the stop and think questions. The module touched on some very interesting topics. The [quiz] questions were quite simple, they should be simple as [the content] should be something at the end of the module that we all understood, which we did.”

Following this testing of the module, the feedback provided was used to refine the module content and enhance its interactivity. CMETB then rolled it out to learners on Level 5 and 6 courses in October 2025. To date 500 learners have completed the module. Following successful completion of the module, learners are required to submit their certificate of completion when submitting their assignments for grading, reinforcing the module’s role in promoting Academic Integrity.

Key Outcomes/Impacts

The module has already delivered a number of significant outcomes and impacts.

Enhanced Academic Integrity

- The module clearly articulates CMETB's expected standards for good practice and positive academic practices, tailored to the Irish FET sector.
- In completing the module, learners gained a practical understanding of academic misconduct, referencing and ethical research, supported by interactive case studies and regular 'stop and think' questions.

Improved Learner Engagement

- The module's design, informed by learner testing and feedback, ensures it is accessible, relevant and easily navigated.
- The use of interactive quizzes and scenario-based case studies and questions encourage active engagement, helping to reinforce learning.

Sectoral Impact

- The module was highlighted by QQI in its national Academic Integrity Update in January 2026.
- With the module developed in the context of the Irish FET sector, it would be of use to ETBs nationally, thereby helping support sector-wide enhancement of Academic Integrity.

Data-Drive Enhancements

- Completion rate data and learner feedback are consistently monitored to measure impact and inform future enhancement of the module.

Key Learnings

Based on the experience of developing the Academic Integrity module, CMETB has gained some valuable learnings:

- **Learner Involvement:** Engaging learners in the design process ensures relevance, accessibility and engagement
- **Collaboration:** Collaboration with external Subject Matter Experts (SMEs) enriches the content and aligns practice with national and international best practice
- **Continuous Improvement:** Iterative testing and resultant enhancements, informed by learners, helps drive quality enhancement and agility
- **Dissemination:** The opportunity to share the module and experiences of implementing it, can help support wider sectoral improvements

Conclusion:

The CMETB Academic Integrity module represents a proactive and innovative learner-centred response to the rapidly evolving challenges posed by digital education tools and Artificial Intelligence platforms and their resultant impact on ethical academic practices. Through the combination of subject matter expertise, learner engagement and sectoral sharing, CMETB has developed a useful resource that encourages independent thinking, supports ethical conduct and enhances Academic Integrity across the FET sector.

Case Study Title: Using Power BI to Visualise Data (PLSS, QBS and Learner Survey)

Introduction

CMETB data is more than just numbers collected from a variety of platforms including Programme Learner Support Service (PLSS) and learner surveys — it's a powerful tool for improving learner outcomes and enhancing centre performance. By leveraging learner and course data effectively, centres can move beyond compliance reporting and start making evidence-based decisions that shape strategy, allocate resources, and identify areas for growth.

Visualising this data through dashboards and performance reports transforms complex information into clear, actionable insights. It allows managers and educators to see trends at a glance — such as enrolment patterns, learner progression, and course completion rates — helping them respond quickly to emerging needs. This approach not only supports continuous improvement but also fosters transparency and accountability across the organisation.

CMETB has access to the Microsoft 365 software which brings this data to life for centres — from collecting data via Microsoft Forms to using queries in Power BI to transform the data into visual and interactive dashboards.

Description of issue

Without leveraging this data effectively, centres risk missing opportunities to improve learner outcomes and enhance overall performance. Decisions could be based on assumptions rather than evidence, leading to inefficient resource allocation and limited insight into areas for growth.

The absence of visual dashboards and performance reports compounds this issue. Raw data in spreadsheets can be difficult to interpret, making it challenging for managers and educators to identify trends such as enrolment patterns, learner progression, or course completion rates. This lack of clarity slows decision-making, reduces transparency, and limits accountability across the organisation.

Action

CMETB is utilising datasets from various platforms to layer and benchmark different data sets against one other.

1. Visualising raw PLSS Data using Power BI

PLSS contains large volumes of data such as learner demographics, enrolments, completions, outcomes, awards and schedules. The Data Reporting Officer transforms this data into visual graphs and tables using Power BI. This dashboard is disseminated from a central Microsoft platform monthly.

The dashboard helps centre managers interpret and interact with data efficiently without the need to scroll long excel sheets. The dashboard highlights performance trends making it easier to see completion or certification rates, retention rates, course demand, learner profile and areas where there is insufficient data. The interactive nature of Power Bi gives the user the ability to customise their view through filtering.

Early detection supports quicker intervention. The Power Bi dashboards ensure the evidence is accurate, consistent, and audit-ready for stakeholders such as the European Social Fund (ESF), reducing the risk of gaps or inaccuracies hidden in spreadsheets.

2. Layering Quality and Qualifications Ireland QBS data with PLSS Data using Power BI

CMETB has initiated a Certification Review Dashboard which layers data obtained from QBS and PLSS. Relationships are created via programme IDs, award codes (e.g., 5N/6N/4N/major awards), centre identifiers, and timeframes. The dashboard also shows grade trends, certification attainment across several years and promotes operational data into actionable insights for centre managers, the Quality Assurance and Enhancement Service (QAES) and senior management—supporting planning, compliance, and continuous improvement.

The correlation of the two data sets (QBS and PLSS) ensures that our systems are standardised and viewed in unison bringing together QQI certification outcomes and corresponding PLSS learner/course records to reduce data silos and manual data matching.

This dashboard is useful in the validation and compliance space also as it displays QBS data in a visual format for the QA Compliance Officer to review.

3. Transforming Learner Survey Data linking Microsoft Forms and PLSS Data using Power BI

Power BI plays a central role in converting raw learner feedback collected through Microsoft Forms into structured, meaningful insights that can support evidence-based decision-making across centres. While Forms provides an efficient way to gather responses, the underlying data is typically exported in a flat, unstructured format that offers limited analytical value on its own. Power Bi enables CMETB to clean, model, and visualise this information through automated data transformation processes. This ensures that the insights produced are both accessible and actionable for centre managers, tutors, QAES staff and senior management.

CMETB has further enhanced this approach by layering PLSS reference codes onto the survey dataset. This integration allows learner feedback to be drilled down to class level, creating a stronger connection between feedback and operational delivery. Centre managers can now view responses by specific course instances, compare satisfaction levels across classes, and identify consistent themes or areas for improvement. This level of granularity provides a more accurate understanding of learner experience, supports targeted interventions and strengthens the evidence base for centre reviews, programme evaluation, and continuous quality improvement.

Key Outcomes/Impacts

Layered datasets support more robust Quality Assurance (QA) and Quality Enhancement (QE) cycles across centres by:

- Highlighting emerging trends and variations in learner experience.
- Strengthening evidence for self-evaluation, centre reviews, and programme enhancement plans.
- Enabling earlier identification of issues such as low certification rates, poor engagement, or high withdrawal levels.
- Providing clear, auditable evidence for QCI, ESF+, and internal governance processes.

Key Learnings

Bringing datasets together (PLSS, Forms, QBS, QCI exports) provides a far richer understanding of learner experience and programme performance per centre than any single dataset can offer on its own. Layered data creates a more complete, accurate, and contextualised view of what is happening across centres. Data quality issues become visible once datasets are combined.

Dashboards encourage regular use and support a culture of evidence-based decision-making. Staff are more likely to act on insights when:

- Data is presented visually
- Reports are easy to navigate
- Key metrics are clear and accessible

Data cleansing and transformation require an initial investment of time; however, once the correct structure, logic, and formulae are established, the resulting model becomes a highly powerful and reliable analytical tool. It is important to note that the value and accuracy of any dashboard are entirely dependent on the quality and completeness of the data entered into the source system.

Case Study Title: Supply Chain Logistics and Procurement Centre of Excellence

Introduction

The Supply Chain, Logistics & Procurement Centre of Excellence (SCLPCE) is the first initiative of its kind in Ireland. It was created with support from the Enterprise Ireland Border Enterprise Development Fund to strengthen skills, innovation, and industry growth in these critical sectors.

What the Centre Does

- *Builds a strong regional and national network*

The Centre supports supply chain, logistics, and procurement professionals and businesses across the Cavan and Monaghan region and nationally, while also providing leadership to the Further Education and Training (FET) sector in these areas.

- *Develops modern training and education*

It helps identify the skills that companies need—especially those in high value manufacturing and technology—and designs new courses and flexible ways to deliver them.

- *Prepares businesses for the future*

The Centre assists companies in getting ahead of major changes such as digital transformation, the move toward zero carbon operations, the impact of Brexit, and the reshaping of global supply chains.

- *Supports regional growth.*

Working with Enterprise Ireland and IDA Ireland, the Centre promotes the development of existing businesses and helps attract new supply chain-related enterprises to the Border Region.

Description of issue

The Supply Chain, Logistics & Procurement Centre of Excellence (SCLPCE) has made significant progress since establishing its dedicated training and development facility at Unit 8, Killygarry Business Park in Cavan.

Below is a summary of the main achievements and ongoing work.

Facility Development

- A 7,000 sq. ft. Warehouse style premises has been fully refurbished.
- The building now includes a specialised warehouse training area, modern classroom, office space, toilets, and a canteen area.
- The Centre has been designed as a hands-on manufacturing and logistics training hub, equipped with the latest technologies and training equipment.

Training Equipment and Technology

- The Centre is equipped with forklifts, warehouse racking, a dock leveller, a shipping container, and industrial impact barriers for realistic warehouse training.
- The Centre has installed a fully operational Production Line and Industrial Robots within the warehouse training area. This equipment allows learners to gain hands-on experience with modern manufacturing technologies and automated systems used across industry today.

SCLPCE has also procured two state-of-the-art Motion Lorry Simulators, which are actively used in professional driver training programmes

Action

SCLPCE offers a wide range of parttime and fulltime training programmes across Cavan and Monaghan, designed to meet the skills needs of the supply chain, logistics, Procurement, transport, and advanced manufacturing sectors. Current courses include:

- Freight Forwarding
- Purchasing and Procurement
- Planning and Scheduling
- Logistics and Distribution
- International Trade
- Forklift Training
- Professional HGV Traineeships
- Rigid and Artic Truck Driving (Part Time)
- Bus Driving (Part Time and Full Time options)
- Digital Assisted Eco Driving
- Sustainable Supply Chain Procurement
- Warehouse Management and Operations
- Life Science Manufacturing Operations
- Industry 4.0 Technology and Industrial Robotics

These programmes support learners at all stages—from beginners entering the workforce to experienced professionals looking to upskill or retrain in high demand areas.

Key Outcomes/Impacts

Training Delivery and Impact

- The Centre marked a significant milestone in its development with the delivery of its first training course in January 2024. This inaugural programme signalled the beginning of full operational activity at the new facility and demonstrated the Centre's readiness to provide industry focused, high-quality training to learners in the region.
- For example, the Centre has made a substantial contribution to addressing the ongoing shortage of professional drivers by supporting learners in achieving approximately 600 new Professional Driving Licences across rigid truck, artic truck, and bus/coach categories. This level of output represents a significant strengthening of the regional and national driver pipeline at a time when the transport and logistics sector continues to experience major recruitment pressures. By providing high quality training, access to modern equipment, and industry aligned instruction, the Centre is enabling learners to progress into well paid, in demand roles while helping employers fill critical vacancies. The scale of licence attainment demonstrates the effectiveness of the Centre's training model and highlights its important role in supporting the overall resilience and capacity of Ireland's transport and logistics workforce.

Programme Development and Innovation

- SCLPCE is currently developing four new Micro Qualifications in Warehouse Operations, funded through the SOLAS Innovation Through Collaboration initiative.
- CMETB, through the SCLPCE, acted as the lead ETB for the rollout of the new QQI Level 5 Special Purpose Award in Sustainable Supply Chain Procurement, delivered for the first time in Q4 2024.
- Work is currently underway to develop a new QQI Level 6 Traineeship in Supply Chain Logistics. This programme is being designed to meet the growing demand for advanced skills within the logistics and supply chain sector, providing learners with a structured pathway that combines industry focused classroom learning with practical, on-the-job experience. The traineeship will equip participants with the technical, operational and analytical competencies required for modern logistics roles, supporting employers who are seeking staff with higher level qualifications and hands-on capability. As part of its development, the programme is being shaped in consultation with industry

partners to ensure that the curriculum reflects current and emerging labour market needs, ultimately strengthening the talent pipeline for both regional and national supply chain operations.

- A dedicated Supply Chain, Logistics and Procurement Taster Programme has been developed specifically for delivery in secondary schools. To date, the initiative has reached over 1,500 students across Cavan and Monaghan, generating strong interest from schools and contributing to early talent development in the region.

Key Learnings

1. Early Engagement with Industry is Essential

Strong collaboration with employers from the beginning ensures that the Centre responds to actual skills shortages and emerging trends. Regular engagement with transport companies, manufacturers, warehousing providers, and industry bodies helps shape course content, equipment needs, and workforce development priorities.

2. A Purpose Built Training Environment Adds Significant Value

Investing in an appropriate facility—including warehouse space, classrooms, robotics equipment, and realistic training environments—creates opportunities for hands-on learning that closely mirrors real operational settings. This significantly strengthens learner outcomes and industry confidence.

3. Modern Equipment is Critical for Realistic Skills Development

Ensuring the Centre is equipped with contemporary technologies—such as forklifts, warehouse racking, motion lorry simulators, industrial robots, and production line systems—gives learners access to tools used in modern supply chain operations. This helps them transition smoothly into the workplace and supports employer recruitment needs.

4. Flexible, High Quality Programmes Attract a Wide Range of Learners

Offering both parttime and fulltime programmes allows the Centre to support school leavers, career changers, and existing workers seeking upskilling. micro qualifications, traineeships, and specialist awards ensure that learning pathways suit different stages and goals.

6.0 Reporting Feedback Survey

(This section will not be published)

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