

Interim Quality Report

City of Dublin FET College 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 City of Dublin FET College Education & Training Board

It is to be submitted by 27/02/26

The interim quality report has been approved by Quality Assurance and Strategic Planning Council and is submitted by Louise Fitzpatrick, Director Curriculum Development Unit and Manager Quality Assurance on behalf of the Quality Assurance and Strategic Planning Council of the City of Dublin FET College

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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.

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

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R1a. Set key performance indicators (KPIs) to ensure that City of Dublin ETB's strategic objectives are achieved, and that these be reviewed and revised in a formalised way by City of Dublin ETB	Implement, monitor and formally review the organisational KPI framework to support achievement of strategic objectives.	<p>Completed - ongoing</p> <p>City of Dublin ETB launched its Strategy Statement 2026–2030 on 26th January 2026. The strategy includes an implementation and monitoring approach supported by annual service plans, KPIs aligned with key actions, quarterly review, annual reporting and a midpoint review process.</p>
R1b. Work with staff and all stakeholders to inform and communicate the ideals of the City of Dublin ETB and its agenda	Develop and implement a rebranding strategy for City of Dublin ETB	<p>Completed - ongoing</p> <p>City of Dublin ETB officially launched the City of Dublin FET College, integrating FET provision across four campuses and 9 faculties' areas, with centres renamed under the new FET College identity. This supports clearer communication of the strategic direction and strengthens engagement with staff, learners and external stakeholders.</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Strengthen governance and quality structures through ongoing sector engagement and shared learning, including participation in ETBI governance forums and national events.</p>	<p>The City of Dublin ETB website is updated to support communication of the organisation's identity, including the introduction of new campus names for centres. Consultation has taken place to support the organisation of provision and programmes into faculties, and this will be finalised in early 2026.</p> <p>Further updates to the website and related communications are planned as part of ongoing work to embed the organisation's identity across provision.</p> <p>Complete – ongoing</p> <p>City of Dublin ETB staff are actively engaged with ETBI networks including in the area of Quality Assurance. In 2025, we participated in working groups to establish governance processes, policies, procedures, payment mechanisms and templates for the updating of CAS modules and programmes for use in the ETB sector.</p> <p>We also participated in a Devolved Responsibility (DR) working group to develop QA process, templates, payment rates, training structures and supporting documentation to</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		<p>facilitate the smooth and consistent move to DR for the ETB sector.</p> <p>In 2025, senior representatives from across FET attended the ETBI Annual Congress 2025 ('Strengthening Governance, Managing Growth') supporting sector learning and informing ongoing governance development as provision continues to expand.</p>
<p>R1c. Circulate City of Dublin ETB's mission and strategy more widely to teaching staff and other staff and learners</p>	<p>Support staff and learners to reflect on how the mission, beliefs and strategic direction of City of Dublin ETB inform practice, through organisation-wide communication and awareness-raising.</p>	<p>Completed - ongoing</p> <p>During 2025, consultation took place with staff, learners and other stakeholders to support input into the development of the City of Dublin ETB Statement of Strategy 2026–2030.</p> <p>An organisation-wide online address by the CEO took place in January 2026 to announce the launch of the City of Dublin ETB Statement of Strategy 2026–2030 to all staff and to outline plans for a City of Dublin ETB awareness event for staff and learners in March. This in-person open day in Croke</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Expand diversity of <u>membership</u> of Quality Governance groups</p>	<p>Park will bring together 10,000+ staff, learners and stakeholders.</p> <p>Completed – monitored annually</p> <p>Expanded <u>membership</u> of our <u>Quality Assurance Development Group (QADG)</u> to include two new City of Dublin FET College learners. These learners are also members of the QADG working group for 2025-2026.</p> <p>Reviewed <u>membership</u> of the <u>Programme Management Development Group PMDG</u> and brought on six new members to replace staff who had retired/left their role. These six new reps are from the following areas of provision in City of Dublin FET College:</p> <ul style="list-style-type: none"> • full time level 5&6 • Educational Services to Prisons • Employer engagement • 2016 apprenticeships • Learner Support and Engagement • Adult Education Services

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		<p>Replaced the Chairperson of the Strategic Planning Development Group SPDG.</p> <p>In 2026 we will review the membership of the Quality Assurance Strategic Planning Council (QASPC) and explore the inclusion of external members. Currently, City of Dublin FET College has 60 FET delivery centres across 5 service spheres. As there is already a wide variety of voices and insights on our governance group, expanding membership will need to be carefully considered.</p>
<p>R1d. Consider mechanisms to include wider external expertise in strategic planning.</p>	<p>Appoint external consultancy firms to support the strategic development of City of Dublin ETB.</p>	<p>Progressing</p> <ul style="list-style-type: none"> • Consultants appointed to advise on the structures of FET leadership, management and support services. RACI (Responsible, Accountable, Consulted, and Informed) for leadership and management of City of Dublin FET College. This is currently working its way through structures, beginning with FET Directors and support service managers. • Consultants appointed to support the development of City of Dublin ETB Strategy Statement 2026-2030. Following

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		<p>extensive stakeholder engagement, this strategy was launched in January 2026.</p> <ul style="list-style-type: none"> • Consultants appointed to support the development of City of Dublin ETB digital strategy. This was published in 2025 following extensive consultation with stakeholders. This outlines the current digital position of City of Dublin ETB and its future direction. <p>City of Dublin ETB participated in the 4th Annual ETB/SEAI Climate Action Congress 2025, which focused on 'Lessons Learned and the Way Forward', and supported the sharing of external expertise and sector learning to inform local climate action planning and implementation.</p>
<p>Commentary and Reflections</p> <p>The rebranding of City of Dublin ETB, including the introduction of new campus names, is now actively embedded across centres through websites, digital platforms and social media, supporting a clearer and more consistent organisational identity. This has provided a stronger foundation for communicating the mission and strategic direction of City of Dublin ETB to staff and learners. The introduction of faculty structures from 2026 and the launch of a City of Dublin FET College Website will further support collaboration and coherence across centres and service spheres. While budget constraints have limited the ability of FET centres to change signage, securing funding for this project remains a priority for City of Dublin FET College in 2026.</p> <p>Organisation-wide communication of the Statement of Strategy 2026–2030, including the CEO address and the planned City of Dublin ETB awareness event, will initiate a renewed focus on strategic awareness at senior level. This will be complemented by dissemination and engagement</p>		

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>through governance structures, professional learning networks, communities of practice and topic-specific groups, all of which will be supporting the shared understanding of the mission, strategy and breadth of provision across City of Dublin ETB.</p> <p>The Strategy Statement is underpinned by a structured implementation and monitoring approach, including annual service plans, KPIs aligned to key actions with quarterly review, annual reporting, and a mid-strategy review process.</p>		
<p>Links to Published Documents Policies and Procedures:</p> <p>https://www.cityofdublincetb.ie/media/City-of-Dublin-ETB-Strategy-Statement-2026-2030.pdf City of Dublin ETB Statement of Strategy 2026-2030</p> <p>https://www.cityofdublincetb.ie/media/cdetb/publications/Statement-of-Strategy-2021-2025.pdf - City of Dublin ETB Statement of Strategy 2021-2025</p> <p>https://www.cityofdublincetb.ie/media/City-of-Dublin-ETB-Service-Plan-2025.pdf - City of Dublin ETB Service Plan 2025</p> <p>https://www.cityofdublincetb.ie/media/City-of-Dublin-ETB-Digital-Strategy-2026-2030.pdf - City of Dublin ETB Digital Strategy 20126-2030</p> <p>https://www.cityofdublincetb.ie/further-education-and-training-fet/ Campus locations, college names and faculty areas</p> <p>https://cdetbcdu.ie/index.php/governance-groups-membership-lists/ Membership of QA governance groups</p>		

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R2. Consider how to widen participation of all stakeholder representatives in the	Develop and implement a structured approach to developing learner voice and leadership	<p>Complete – ongoing</p> <p>The Learner Support and Engagement Service (LSES), established in December 2022, continues to support learner</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
governance and quality structures of the City of Dublin ETB		<p>participation across centres and service spheres. Annual cross-centre learner surveys are now established and inform organisational- and centre-level planning which is evident in centres' annual Quality Improvement Plans (QIPs).</p> <p>City of Dublin ETB hosted its second FET Learner Conference, bringing together class representatives and student council members from across the college network. The event supported learner leadership, engagement and dialogue, and provided an opportunity to close the feedback loop through sharing key findings from the annual FET learner survey (Nov/Dec 2024). This had received over 3,200 responses from FET learners, reported high satisfaction levels and signposted areas for development on a course, centre and FET college level.</p> <p>A learner led committee has been established to run the 2025/26 FET learner conference, which will take place in Q2 2026.</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		<p>2024/2025 also saw the full introduction of a single City of Dublin FET College student card for all full-time learners across all FET service spheres.</p> <p>In 2025, the College Connect Learner Hub was launched. This learner SharePoint site includes a specific section on learner voice and engagement. It promotes engagement opportunities by highlighting findings and actions from the learner survey.</p> <p>A suite of e-learning modules for learner representatives is in development and will be launched in autumn 2026.</p>
<p>Commentary and Reflections</p> <p>Learner participation is supported through established structures, including learner representation on governance and programme boards, annual learner surveys and student councils at centre level. Centre Quality Improvement Plans (QIPs) further demonstrate active learner voice at local level, with several centres prioritising learner feedback and implementing enhancements to induction, learning supports and delivery approaches. The work of the Learner Support and Engagement Service continues to embed sustainable approaches to learner voice and leadership, providing a strong foundation for continued development of stakeholder participation in governance and quality processes.</p> <p>The annual learner survey (Dec 2024- Jan 2025) received over 3,200 responses, with high levels of satisfaction reported across provision. An average of 89% of college respondents indicated they would recommend their course, citing quality of teaching, practical application of learning</p>		

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<p>and relevant course content as key reasons. The survey also highlighted retention-related challenges, with 30% of respondents indicating they had considered leaving their course early in the first term, most commonly due to personal challenges (including health/financial), balancing work and study, and managing coursework. These outcomes continue to inform local enhancement priorities, with over 50% of centres identifying Learner Supports within their top three QIP enhancement areas for the 2025/2026 cycle. The next annual learner survey is scheduled for early 2026, with question development and pilot testing completed during Q4 2025 to inform full implementation.</p>		
<p>Links to published documents, policies and procedures: https://cdetbcdu.ie/wp-content/uploads/2025/07/April-2025-Vol-3-Issue-3-3.pdf Newsletter highlighting FET learner conference https://cdetbcdu.ie/index.php/quality-assurance/ - Quality Governance Structures https://www.cityofdubl inetb.ie/support-services/learner-support-and-engagement-service/ - LSES</p>		

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R3. City of Dublin ETB build on established mechanisms created for the inaugural review process to continue to bring together staff to discuss important issues pertinent to quality assurance</p>	<p>Maintain, review and update quality assurance policies, procedures and guidance to ensure they remain current, accessible and effective across City of Dublin ETB provision.</p>	<p>Complete – ongoing monitoring</p> <p>The actions completed under this recommendation continue to be implemented and embedded across City of Dublin FET College. Quality assurance policies, procedures and guidance are actively used to support governance and operational practice across centres and service spheres.</p> <p>Dedicated MS Teams and SharePoint sites are now in place for governance and working groups. These provide a consistent location for terms of reference, agendas, minutes and related documentation, therefore supporting transparency, accessibility and continuity of quality assurance documentation. While QA documentation is reviewed and updated as required and communicated through established governance and operational channels, the move to a single City of Dublin FET College has resulted in a move from City of Dublin ETB Policies and Guidelines to City of Dublin FET College Policies and Procedures.</p> <p>In 2025, the first outward facing QA procedure was introduced with staff training, communities of practice and dedicated resources produced and signposted to support the smooth</p>

introduction of the City of Dublin FET College procedures for use in the case of [suspected Academic Misconduct](#).

Monthly QA forums for members of the centre and service sphere [quality teams](#) continue to address issues arising and provide quality vertical communication. In 2025, these structures were used extensively to keep centres informed about changes taking place in City of Dublin FET College and QQI and to engage centres in the production of City of Dublin FET College submissions to QQI consultation processes.

City of Dublin ETB made organisational submissions to QQI on the following in 2025:

- Green paper on intermediate qualifications at level 5 and 6
- White paper on Micro-credentials and the short programmes that lead to them
- White paper on QQI monitoring policy and framework
- Consultation on work integrated learning
- Consultation of healthcare standards – BAS and DAS award standards

QA working groups have been established under the QA Governance Group to develop and implement QA policies and procedures for use across FET. Three working groups

		<p>are progressing actions for 2025/2026, and preparations have commenced for three working groups for the 2026/2027 academic year.</p> <p>2025/2026: WG01 Selection Processes and criteria for entry to level 5 and 6 full time courses, WG02 Work Integrated Learning, WG03 Exam Boards</p>
<p>Commentary and Reflections</p> <p>The launch of the City of Dublin FET College has resulted in an accelerated move from City of Dublin ETB policies and guidelines to City of Dublin FET College QA Policies and Procedures. This move will enhance the consistency of the learner experience across the College and support inter centre / inter course transitions and transfers.</p> <p>Developing and embedding new QA procedures across 5 service spheres and 60 delivery sites can be challenging. The availability of digital platforms is aiding this transition but ongoing investment in staff engagement and CPD is central to the consistent implementation of City of Dublin FET College policies, procedures and practices.</p>		
<p>Links to Published Policies and Procedures:</p> <p>https://cdetbcdu.ie/index.php/quality-assurance/</p> <p>http://cdetbcdu.ie/wp-content/uploads/2024/07/College-Centre-Service-Sphere-QA-Group-Team-TORJuly24.pdf</p> <p>http://cdetbcdu.ie/wp-content/uploads/2024/02/Quality-Maintenance-Enhancement-and-Assurance-ReviewsDoc14FEB2024-doc.pdf</p> <p>http://cdetbcdu.ie/wp-content/uploads/2025/12/Academic-Procedures-in-cases-of-suspected-academic-misconduct-Sept-2025-Website-version.pdf</p>		

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R4. City of Dublin ETB to explore addressing its challenges with staff recruitment with others in the sector. The review team encourages City of Dublin ETB to work with other ETBs to develop a solution that could possibly be applied nationally.</p>	<p>City of Dublin ETB is part of the ETB HR network who are looking at recruitment and staff skills shortages. This issue will be raised and addressed as part of that national network.</p> <p>Work through ETBI programme development working group to establish payment rates and payment structures for the development and updating of CAS programmes.</p>	<p>Progressing</p> <p>The diversity of staff contracts is part of this challenge around staff recruitment. DFHERIS is currently reviewing this and will make a recommendation on next steps. We will continue to work on the national network.</p> <p>Completed and ongoing</p> <p>Participated in the national working group to establish role description, payment rates and payment mechanisms for staff developing or updating modules or programmes.</p>
<p>R5a. City of Dublin ETB to implement mechanisms to ensure the induction programme for new staff is consistently applied and provided to all staff across the organisation in a timely manner.</p>	<p>Centres supported to develop and update their induction programmes – guidelines produced and supported by video content</p>	<p>Progressing</p> <p>Some centres and service spheres have a regular turnover of staff (AES tutors, for example) and others very little. The City of Dublin ETB onboard and centralised staff induction is contributing to more consistent induction processes of all staff as is the availability of topic specific SharePoint, intranet and Moodle sites (Core HR, CDU, QA, PLD, Digital learning hub, staff hub).</p>

	<p>Provide mentoring training for deputy principals and ALO/CEF/Guidance staff</p>	<p>Progressing</p> <p>As part of its leadership development plan City of Dublin ETB is introducing a staff coaching and mentoring services. A working group has been established to develop and quality assure this initiative.</p> <p>Peer mentoring programme established for deputy principals and ALO/CEF/Guidance staff with 18 peer mentors trained in 2025.</p>
<p>R5b. Explore mechanisms to enable allocation of time to all teaching practitioners to complete compulsory continuing professional development (CPD) in learning supports.</p>	<p>Establish and embed organisational and centre-level mechanisms to support access to compulsory continuing professional development in learning supports for teaching practitioners.</p>	<p>Progressing</p> <p>All City of Dublin ETB staff, including those on AES part-time contracts and staff working with community providers, have access to professional learning and development opportunities. CPD is provided on an ongoing basis throughout the year.</p> <p>Centre Quality Improvement Plans indicate that a number of centres have allocated dedicated time for compulsory CPD within timetabled hours or designated CPD days.</p> <p>The introduction of the new national adult educator contract also addresses this as CPD is part of the contracted hours.</p>

Commentary and Reflections

Activity in this area reflects a combination of sectoral engagement and organisation-wide systems. While recruitment challenges require national and sectoral responses, City of Dublin ETB has focused on strengthening induction and access to CPD. CPD is now supported through a combination of central provision (CDU and head office) and centre/service sphere-level approaches. CPD themes and priorities are informed by Quality Improvement Plans, staff and learner feedback, external stakeholder engagement, regulatory and policy updates, and emerging areas of practice such as digital technologies and sustainability.

In August and September 2025, all FET educators received one or two days of CPD from the Curriculum Development Unit (CDU) covering Academic Integrity, AI in education, constructive alignment, introduction of MIMLOs and MIPOs in programme design and delivery, and Universal Design for Learning (UDL) with 92.8% of staff stating that they had learned practical skills at that those training sessions that they could immediately apply to their work.

Experience at centre level indicates that the allocation of dedicated time for compulsory CPD, informed by local needs, supports staff engagement and participation and positively impacts on the quality of provision. This combined central and local approach to CPD and induction provides flexibility while ensuring that CPD remains relevant, timely and aligned with organisational and sectoral priorities.

Links to Published documents Policies and Procedures:

[CPD staff calendar](#)

[Professional Learning & Development - Home](#) CDU staff hub

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R6. Strengthen City of Dublin ETB's systems for programme development, approval and submission for validation and do this, where possible, in cooperation with other ETBs and other key stakeholders like QQI and SOLAS to create collaboration in the development of a solution that can be used sector wide.</p>	<p>Engage with ETB sector, SOLAS and QQI to co-create programme development and validation processes including templates and sharing agreements.</p>	<p>Completed stage 1</p> <p>QA manager on ETBI working group to design process for updating CAS Programmes for the ETB sector. The working group is taking an action research approach to updating QQI validated programmes with a view to developing templates, processes, CPD and governance procedures for the sustainable validation of programmes.</p> <p>City of Dublin ETB was partnered with Kildare Wicklow ETB to update the Communications level 3, 4, 5 and 6 module descriptors.</p> <p>Progressing</p> <p>The programme development team worked with the QQI healthcare assistant working group to help develop the DAS award standard for healthcare.</p> <p>Progressing</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	Develop partnerships with HE to co-create and co-offer programmes leading to degrees (2&2) beginning with youth work (Maynooth University), digital media (National College of Art and Design) and PTEC (National College of Ireland)	A number of Tertiary Degree are currently in development with third level institutions. The validation processes for these are being discussed with the following delivery models proposed: 1+4, 1+3, 2+2, 3+1. This includes sectoral conversations with 3 HE to find a tertiary route to replace the CAS youth and community work level 5 and 6 programmes
R7. The review team recommends that City of Dublin ETB collaborate or liaise with SOLAS on the required updating of the national craft apprenticeship programmes owned by SOLAS).	Engage and provide feedback and subject matter expertise on the updating of the national craft apprenticeship programmes	Progressing City of Dublin ETB is providing ongoing feedback and engagement with SOLAS and the NAO on the updating of Craft apprenticeships. This includes staff participating on working groups and creating modules and assessments as required.
R8. City of Dublin ETB establish a robust governance of programmes in and across centres with programme approval panels, programme boards to ensure ownership of	Secure devolved responsibility for programme development from QQI. Complete the process towards devolved responsibility.	Progressing City of Dublin ETB is in the process of making a formal submission to QQI for devolved responsibility.

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>programmes and the ability to iterate depending on research, industry needs, and learner needs.</p>	<p>Devolved responsibility for governance of blended learning options of courses (iterations of programmes).</p> <p>Establish and resource structures in City of Dublin ETB for developing and managing new apprenticeship programmes.</p>	<p>Blended learning validation panel review took place in November 2025. Awaiting panel report.</p> <p>Progressing</p> <p>Working group established under the Strategic Planning Development Group (SPDG) to review structure and resourcing of employer engagement.</p> <p>Apprenticeship management</p> <p>An appropriate structure for developing, overseeing and delivering '2016 Apprenticeships' is required including the appropriate resourcing of this work. Additional staff is required in this area,</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		<p>particularly the role of national apprenticeship manager. A request for permission to recruit posts is currently with SOLAS and the Department of Further and Higher Education.</p> <p>City of Dublin ETB submitted 2 new 2016 national apprenticeships at higher certificate level in 2025 with a view to offering these in September 2026. They will be offered in City of Dublin ETB initially and only extended if the governance and quality assurance of these is adequately resourced.</p>
<p>R9. City of Dublin ETB explore opportunities for internationalisation via movement of staff and students and to develop joint programme offerings</p>	<p>Continue to expand opportunities for international experiences for learners and staff within the FET courses at City of Dublin FET College.</p>	<p>Complete - ongoing enhancement</p> <p>City of Dublin ETB's International Desk joined the Network of Networks (NON) to strengthen international collaboration, share best practice in teaching and learning, and develop new partnership opportunities across Europe. Engagement with partner institutions supports the continued expansion of international experiences and opportunities for staff and learners.</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Apply and participate in a number of K2&K3 partnerships</p>	<p>In the 2025/26 term the first cross college international learner experience will take place with learners from 4 PLC colleges sending ELC learners to Cyprus for placement in primary schools and creches.</p> <p>In Q1 2026, eight Student Council members representing six FET centres will participate in an ERASMUS+ programme in Bilbao with project partners from five other European countries on the theme of democratic values.</p> <p>City of Dublin ETB's FET international desk continues to participate in Erasmus+ KA2/KA3 partnerships and showcased current projects (including LIAM, DiGiVET, FSTVET and Stream) through international collaboration networks.</p> <p>Progressing</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		Funding sought for the following partnerships for development in 2026/27: <ul style="list-style-type: none"> • Exploring funding for Career Path to Employability (Ballymun Jobs club)

Commentary and Reflections

The review team made four recommendations around Programme Development, Approval & Submission with City of Dublin ETB identifying 19 actions to achieve these. Twelve of these have been completed and embedded into practice and seven are progressing with additional actions added each year. Over the last two years, there has been significant local and sectoral development in programme development and management with even more to come with the review of CAS award, and the expansion of consortium led apprenticeships and Tertiary degrees. City of Dublin ETB have invested significant resources into ensuring that we can continue to innovate our courses while also enhancing and maintaining the quality of the programme and the consistency of the learner experience across our centres.

However, programme validation and the maintenance of academic quality assurance systems is, and continues to be, resource intensive and is, at times, highly technical. Enhancing the use of technology, working in collaboration with sectoral partners and streamlining processes will be essential if the ETB sector is to rise to the challenges it faces in this area.

The International Desk's engagement in European collaboration networks supports the development of new partnerships, the sharing of best practice in teaching and learning, and the identification of opportunities for staff and learner international experiences. This also provides an important platform for City of Dublin ETB to showcase current Erasmus+ project work and to disseminate learning across the organisation to support ongoing quality enhancement.

GenAI4VET (Generative AI for VET Educators) is a recently commenced Erasmus+ project designed to equip Vocational Education and Training (VET) educators with the skills, knowledge, and critical awareness to integrate Generative AI (GenAI) into their teaching. The project aims to help educators create more engaging and inclusive learning materials while preparing learners for future, AI-driven workplaces. Project Overview and Objectives:

- Purpose: To empower FET (Further Education and Training) and VET educators to use GenAI thoughtfully, ethically, and effectively in classrooms.

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<ul style="list-style-type: none"> • Focus Areas: Developing pedagogical practices, enhancing digital skills, and fostering a 'Community of Practice' and mentoring programs. • Partnership: The project involves partners from Ireland (City of Dublin ETB, H2 Learning, LoteTree), Belgium (Scholengroep 20), Germany (OSZ IMT, Berlin); Poland (Kryzowa Kreisau), and Slovenia. • Context: GenAI4VET aligns with broader European efforts to adopt AI in education, as noted in 2026 Erasmus+ priorities focusing on digital transformation and AI integration. <p>As part of the Erasmus+ KA2 LIAM (Language Inclusion of Adult Migrants) project, staff from Ballymun Road, Northeast Campus travelled to Prague to engage in job shadowing and partnership learning with Centrum demokratickeho vzdelavani (CDV), alongside partners from Progetto Tenda (Italy). This supported international collaboration and knowledge exchange to strengthen inclusive adult education practice.</p>		
<p>Link to Published Policies and Procedures: https://www.cityofdublinetb.ie/media/City-of-Dublin-ETB-Service-Plan-2025.pdf - City of Dublin Service Plan 2025</p>		

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R10. Develop a system to track the students' journeys both within City of Dublin ETB and after that and that the ETB consider doing this in cooperation with other ETBs and other key stakeholders such as QQI and SOLAS to create synergy in the development and a solution that can be used at more than one ETB</p>	<p>Work with SOLAS and the ETB sector to secure solution to map learner journeys post FET – progression routes and impact</p>	<p>Progressing</p> <p>Continuing to discuss this on a sectoral basis. However, SOLAS has access to learner data and can track learners into and through FET provision. They produce a number of reports that inform City of Dublin ETB's provision: https://www.solas.ie/research-lp/fet-statistics/</p>
<p>R11. Expand resources and use of multimedia tools to enhance the career guidance programmes and assist the service to develop their programmes to prospective learners, enabling the service to reach a wider cohort of learners, and facilitate learners in understanding the variety of programmes on offer to them through FET.</p>	<p>Continue to work towards a city-wide approach to planning and marketing of FET provision, working towards consolidation and integration and a multilocation multi school of learning model including potential areas of thematic provision</p>	<p>Progressing</p> <p>Following working group recommendations to the Senior Leadership Team, course promotion has been centralised. Since 2025 (and into January 2026), the City of Dublin ETB website has advertised courses using a campus and subject-area approach rather than centre-by-centre listings. This will be further enhanced in 2026 with the FET College and Faculty approach.</p> <p>City of Dublin FET College participated in Higher Options and WorldSkills Ireland 2025 to promote FET opportunities and support prospective learners in understanding available</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Establish steering group under the SPDG to develop a vision, strategy and implementation plan for Guidance in FET provision. This will include exploring ways of communicating options to potential learners</p>	<p>pathways. The events also provided an opportunity to showcase the City of Dublin FET College branding and campus identity, with current and past learners supporting engagement through careers talks and interactive demonstrations.</p> <p>The BA (Honours) in Politics, Society and Media Tertiary Degree Programme commenced in September 2025 as a collaborative progression pathway between City of Dublin FET College (Ballyfermot Road and Rathmines locations) and TU Dublin, supporting access to higher education through a structured multi-year delivery model.</p> <p>Progressing</p> <p>Guidance steering group produced strategy and draft implementation plan in 2025. A final consultation on this strategy will take place with FET leadership teams in early 2026 prior to going to the ETB Senior leadership team for approval and ratification.</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		A shared Career Guidance Teams site has been established to support the consistent approach to whole person guidance in City of Dublin FET College.

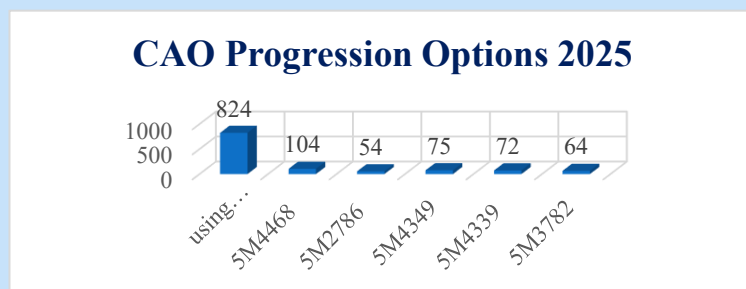
Commentary and Reflections

The review team gave four commendations and two recommendations in Access, Transfer and Progression. The two actions primarily focused on communication to learners on the breath of provision in FET, the pathways for them into and through FET and onwards to employment or further study, and on the tracking of learners into and through FET and onwards to higher education, lifelong learning or employment.

Since the review, more access and progression options as well as pathways have become available to learners. While this provides great opportunities, it also creates even more confusion for stakeholders which requires our messaging to learners to be as clear as possible. The move to a single FET College and the advertisement of courses under faculty areas aim to communicate the breath of opportunities available in a coherent and consistent way.

Ensuring the delivery of quality education and training at levels 1-6 that enables the learner to progress remains a key focus for City of Dublin ETB. This is demonstrated in our ongoing commitment to embedding UD principles and practices across our work, including communicating access, transfer and progression pathways to learners. We are ensuring that any reform of level 5 QQI awards takes into consideration current progression routes to third level via the college links scheme.

City of Dublin ETB is really concerned that the reform of the CAS system, particularly at level 5, will negatively impact progression options for our learners. As part of the review of the impact of the deactivation of the five level 5 CAS healthcare awards City of Dublin ETB provides, we identified that the loss of these awards would result in the loss of **369 award specific** progression opportunities and **824 general progression opportunities** to 17 higher education institutions for the 1,000+ learners enrolled annually on our healthcare courses.



Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Links to Published Documents, Policies and Procedures:</p> <p>https://www.cityofdublincity.ie/further-education-and-training-fet/find-your-course/course-search/ - City of Dublin ETB course search</p> <p>https://nto.heai.ie/courses/ links to available tertiary degrees</p> <p>https://nto.heai.ie/courses/ba-honours-in-politics-society-and-media/ - BA (Honours) in Politics, Society and Media</p>		

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R12a. City of Dublin ETB to consider developing internal and external benchmarks to further develop the work on integrity and approval of learner results</p>	<p>Establish a list of enhancements in QA of assessment, list deliverables, key performance indicators and timelines for when each of these will be presented to the various governance structures</p>	<p>Progressing</p> <p>Over the last 3 years, City of Dublin FET College has reviewed and updated the quality assurance of our assessment processes. This has resulted in the development of standardised processes and templates across all service spheres. These include:</p> <p>Early appointment of EA (2020/21)</p> <p>EA guidelines and templates and EA check list (2023)</p> <p>Academic integrity (introduced in 2024 updated in 2025)</p> <p>Procedures for dealing with cases of suspected misconduct (2025)</p> <p>Internal verification (IV) IV procedures, IV checklist and IV report (2025)</p> <p>Each of these policies were developed by a working group under the QADG. Each working group is established with ToR that include key deliverables, timelines, performance indicators, and instructions for when they will be presented to the governance groups.</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		<p>In September 2025 a working group was established under the QADG to review the exam board and course board documents and templates and to propose a replacement procedure and templates for these structures. It will make recommendations in Q1 2026 with implementation scheduled for all service spheres in September 2026.</p> <p>The review of the RAP process is scheduled for 2026/2027. In preparation for this, in 2025, the QADG and CDU QA team used the ORID model to reflect on the current results approval process (RAP) and the various reports arising from these processes. A RAP working group will be established under the QADG in May 2026. A key focus of this working group will be to develop a template for this process that can aid benchmarking across centres and against external providers.</p> <p>Introduction of new procedures for addressing suspected cases of academic misconduct was introduced in September 2025. Achieved this and this is supported by:</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		<ul style="list-style-type: none"> • training and resources for learners and staff on appropriate academic referencing including the referencing of generative AI • training for all educators on academic integrity and procedures for addressing suspected cases of academic misconduct • training for all staff on the ethical use of AI in Teaching, Learning and Assessment • training, resources and fortnightly clinic for staff in centres acting as academic integrity advisors (AIA).
<p>R12b. Provide both quantitative and qualitative data arising from learner assessment, and the learner experience of the process of integrity and approval of learner results</p>	<p>Ongoing work</p>	<p>Progressing</p> <p>Data team established in City of Dublin ETB to provide meaningful data for centres using PLSS and benchmarking data received from QQI.</p> <p>Annual learner survey introduced with themed papers coming from surveys to aid quality improvement in centres and across the FET College</p> <p>City of Dublin ETB review document updated to include guidance on the use of data at exam boards, RAPs and programme boards</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Introduce academic misconduct procedures in a way that ensures consistent application across centres</p>	<p>Completed and under ongoing review</p> <p>A three-part CPD programme was delivered to support consistent implementation of the Academic Misconduct Procedures across City of Dublin ETB.</p> <ul style="list-style-type: none"> • Templates created for all correspondence and engagement between centre and students to ensure consistent application. • An online Academic Misconduct briefing for all staff was conducted. • Briefing created for students to ensure consistent messaging. Material and videos hosted on colleges connect learner hub. • Training delivered in collaboration with University of Galway and focused on 'courageous conversations' for nominated Academic Integrity Advisors. • Face to face, centre-based implementation training providing practical guidance on applying the procedures in individual centres for the staff member(s) responsible for managing misconduct processes. Resources and

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Establish integration of Teaching, Learning and Assessment (TLC) working group under the QADG to research best practice, develop templates and resources to support integration of TLA for courses offered at levels 3 – 6 and host an integration of TLA showcase event for educators from across FET</p>	<p>recordings were made available via the Academic Integrity SharePoint site.</p> <ul style="list-style-type: none"> Academic integrity fortnightly clinics held to support advisors in the implementation of the new procedures <p>Completed</p> <p>Working group completed all deliverables with the QADG and QASPC recommending the approval of the support materials and proposing the roll out of training for all City of Dublin FET educators.</p> <p>Showcase held in March 2025 with 5 centres showcasing examples of UDL-friendly integration of TLA of level 3, 4 and 5 programmes.</p> <p>Templates and support material developed and hosted on CDU SharePoint site.</p> <p>Workshop on integration of TLA and the support materials provided to all FET educator staff in August/September 2025.</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R13b. Establish further mechanisms to demonstrate parity of opportunity for all learners in all centres and services across City of Dublin ETB.	Update AS used in training centres and by second providers	<p>Complete – ongoing review</p> <p>27 assessments were updated to align with revised MIMLOs. Ongoing assessment clinics were introduced to support staff in implementing updated assessments, with forward planning underway for a QADG working group (September 2026) to develop standardised assessment templates across all service spheres, i.e. one for Levels 1-3 and another for Levels 4-6.</p>
<p>Commentary and Reflections</p> <p>The review team made two recommendations for the Integrity and Approval of Learner Results. These primarily related to the challenges of CAS programmes with different electives being offered across FET centres and the updating of FAS legacy assessment used in training centres and with community providers.</p> <p>Assessment writing sessions, targeted training and ongoing CAS drop-in clinics were implemented to support assessment alignment with updated MIMLOs and TLA principles. The introduction of regular clinics provides a sustainable mechanism for ongoing staff support and consistent implementation across centres. Learning from this process will inform the next phase of work, with a QADG working group planned for September 2026 to develop standardised assessment templates for Levels 1–3 and Levels 4–6, supporting benchmarking, consistency and quality assurance of assessment practice.</p>		
<p>Links to Published Policies and Procedures:</p> <p>EA handbook</p> <p>https://cdetbcdu.ie/wp-content/uploads/2025/04/EA-Briefing-April-2025-draft-1-1.pdf EA briefing https://youtu.be/6MovgBRTwlc EA briefing Video 2025</p> <p>http://cdetbcdu.ie/wp-content/uploads/2025/08/City-of-Dublin-FET-College-Academic-Integrity-Policy-2024-Updated-August-2025.pdf updated academic integrity policy</p>		

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Training Centre Quality Procedures updated to include processes for locally devised assessments: http://cdetbcdu.ie/wp-content/uploads/2024/03/CityOver-Archiving-Quality-Assurance-Manual-20.05.21.docx (page 78)		

1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R14. City of Dublin ETB update the information and data management system and consider doing this in cooperation with other ETBs and other key stakeholders such as QQI and SOLAS to create synergy in the development and a solution that can be used at more than one ETB.</p>	<p>Utilise Tableau to optimise interpretation of data. Building up skills and asks.</p> <p>Improve consistent inputting of data on PLSS to improve communication with learners and improve the quality of data coming from PLSS and QBS</p>	<p>Progressing</p> <p>Monthly Tableau reports circulated to managers. These track progress against the SOLAS strategic performance agreement. Data and strategy team recruited in Q1 2024, and they are working with FET centres, senior management and external stakeholders to identify and produce appropriate data sets to support decision making and inform practice.</p> <p>Completed – ongoing review</p> <p>Introduce naming convention handbook for all QQI awards. This impacts how courses are inputted into PLSS and advertised on the FETCH course website.</p> <p>Completed</p> <p>Developed handbook for uploading courses on QBS.</p> <p>Progressing</p> <p>Providing training for staff on inputting courses and learners on PLSS.</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R15. The review team recommends that City of Dublin ETB consider digitalising paper versions of the learner evaluations so that the results are directly accessible and immediate</p>	<p>Create mechanism for disseminating the data coming from the learner surveys and focus groups across the scheme</p>	<p>Completed – ongoing review</p> <p>The LSES is continuing to find ways of communicating the findings from surveys and focus groups across the organisation. This includes presentation to leadership groups, thematic presentations, reports, and newsletter articles.</p> <p>A second FET Learner Conference was held in March 2025 with an organising committee of learners.</p> <p>A Learner SharePoint site was launched called 'College Connect' in 2025.</p>
<p>Commentary and Reflections</p> <p>The dissemination of useful real time data to aid both decision making and practice was the focus of the review team's two recommendations to City of Dublin ETB regarding information and data management. We identified five actions to achieve these. Three are completed and two are progressing. As the data management system for the ETB sector (PLSS) is managed by SOLAS, we cannot fully respond to the recommendation to update the data management system, but we will continue to support its development.</p> <p>Since the review, City of Dublin ETB has committed and secured resources to establish a learner support and engagement service (LSES) and a strategy, planning and data team. Both teams have already started to have a positive impact in their respective areas which are contributing to supporting evidence informed decision-making across FET. The development of handbooks and training to support consistent inputting of data into PLSS across centres is also aiding the quality of information coming from our learner management systems.</p>		

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Link to Published Policies and Procedures: http://cdetbcdu.ie/wp-content/uploads/2025/07/April-2025-Vol-3-Issue-3-3.pdf learner and staff newsletter highlighting the findings from the learner conference</p>		

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R16. The review team recommends that City of Dublin ETB develop communication, marketing and branding strategy and promotional material reflecting the diversity of City of Dublin ETB learners:</p> <ol style="list-style-type: none"> to ensure current and prospective learners are made aware of programmes; to strengthen the identity of City of Dublin ETB in terms of visibility to a wider public. to identify and promote examples of good practice across all its FET sectors to communicate wider awareness of its quality assurance relevant to a variety of Learners, industry, and the wider community in Dublin and at national level. 	<p>Identify examples of good practice in teaching, learning, TEL and PLD initiatives and create and disseminate related promotional materials</p>	<p>Complete - ongoing</p> <p>Hub and Spoke Communication team established with the City of Dublin ETB communication team meeting regularly with designated communication staff from each centre. It uses centrally designed templates and images when advertising courses or communicating stories and case studies of good practice.</p> <p>The move to the campus Model supported by centralised promotion material is enhancing the communication to the public.</p> <p>The Learner Support and Engagement Service publishes a regular newsletter which is disseminated to all staff. The newsletter is a mechanism for highlighting good practices, programme offerings and initiatives. In 2025, the newsletter archive was made available on the CDU website for the public: https://cdetbcdu.ie/index.php/quality-assurance/ (under 'learner support and engagement')</p> <p>A new learner SharePoint site called College Connect was launched in Q3 2025. College Connect is an online hub containing hundreds of resources to support learners across</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Update the QA section of the City of Dublin ETB and CDU websites to make them more accessible</p>	<p>all areas of their learning experience (from study skills and academic supports, disability-related supports and information, career and progression support, social and cultural information, health and wellbeing, learner voice, and leadership). It also provides a centralised means of communicating and signposting to local and regional initiatives and supports and events that are relevant to learners. Since launching, its usage is steadily increasing with almost 18,000 site visits.</p> <p>Progressing</p> <p>In 2023, City of Dublin ETB updated its main website. This now contains a link to the QA section of the CDU website. Staff in the CDU took training in 'Plain English'. The lessons from this training have been applied to the website. Each policy, procedure and section will be reviewed and updated over the next 3 years with a focus on accessibility.</p>
<p>R25. City of Dublin ETB develop a policy whereby sample assessments are made available to all students, which are relevant</p>	<p>Policy scheduled as part of the work of the QADG in 2024/2025. Sample AS</p>	<p>Progressing</p> <p>A range of sample assessments have been made available across courses and stored on the CDU Moodle site. These</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
and accessible in a timely manner across all centres.	<p>developed as part of updating process (see above)</p> <p>Provide guidance to staff on the development and communication of assessments to learners including marking strategies and marking rubrics</p>	<p>are now available to all staff and can be given to students to help them understand what is expected.</p> <p>As part of the national programme update process pilot across the 16 ETBs, 27 high certification modules have been reviewed and sample assessments that provide UDL opportunities and detailed marking rubric have been created. These will be made available to staff and learners to support good practice in assessment.</p>
R17. The review team recommends that City of Dublin ETB develop processes across all centres and services to standardise course descriptors.	Revalidate all programmes for use across all FET provision (programme by programme basis)	<p>Progressing</p> <p>City of Dublin ETB are approaching this on a sectoral basis. This includes the QA manager sitting on the MUP working group, chairing the working group focused on templates, procedures and consultations, and leading on the updating of communication modules.</p>
<p>Commentary and Reflections</p> <p>The review team identified two recommendations for Public Information and Communication. City of Dublin ETB are prioritising nine actions to achieve these. Many of the actions in this section are related to earlier recommendations and actions about branding and marketing of FET and should be viewed in the context of ongoing developments in this area combined with the strategic focus of the 'one college model'.</p> <p>Recommendations also include the revalidation of City of Dublin ETB's programmes. City of Dublin ETB remains committed to this and see devolved responsibility for programme validation and a sectoral approach to programme development and validation as key to achieving this.</p>		

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Development of guidelines relating to giving sample assessments to learners is scheduled for the work of the QADG in 2026/27. Significant work has also been undertaken in upskilling staff in developing and communicating assessments to learners. This includes embedding UDL approaches into TLA, integration of TLA, training for staff on the use of assessment rubrics, and the early appointment of EAs to review assessments prior to giving these to learners.		
<p>Links to Published Policies and Procedures:</p> <p>CIA Procedures –Course Innovation Application for City of Dublin ETB</p> <p>https://www.cityofdublinyouthservices.ie/ - City of Dublin Youth Services website</p> <p>http://cdetbcdu.ie/wp-content/uploads/2025/08/Internal-Verification-Procedures-.docx IV procedures</p> <p>http://cdetbcdu.ie/wp-content/uploads/2025/08/IV-Checklist-1st-September-2025.docx IV checklist</p> <p>http://cdetbcdu.ie/wp-content/uploads/2025/08/Internal-Verification-Report.docx IV report</p> <p>http://cdetbcdu.ie/wp-content/uploads/2025/12/Academic-Procedures-in-cases-of-suspected-academic-misconduct-Sept-2025-Website-version.pdf suspected academic misconduct procedures</p> <p>http://cdetbcdu.ie/wp-content/uploads/2025/08/City-of-Dublin-FET-College-Academic-Integrity-Policy-2024-Updated-August-2025.pdf updated academic integrity policy</p>		

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R18a. Ensure that the physical learning environment continues to be a priority for City of Dublin ETB strategy, related to wheelchair access and other special needs required for learners</p>	<p>City of Dublin ETB will continue to promote universal design across all FET sites in its programme design and in sample assessment and updated TC AS.</p> <p>City of Dublin ETB will continue to apply for funding to maintain and update the learning environment</p>	<p>Progressing</p> <p>City of Dublin ETB estates strategy includes an audit of universal access and performance against disability and universal design requirement of our existing estate. Audits are ongoing, and all new developments will ensure compliance. City of Dublin ETB is aware of a Statutory Instrument, to be published soon, setting out a Code of Practice on Accessible Public Buildings, aimed at assisting Public Bodies to fulfil their obligations under Section 25 of the Disability Act 2005.</p> <p>Progressing</p> <p>The ETB is currently at various stages of engagement with the SOLAS FET Capital team for upgraded capital works projects under the SIUF (Strategic Infrastructure Upgrade Fund) on sites in Inchicore and Ballyfermot. It is also engaged in the College of the Future process for development of the</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		<p>full site of the former College of Catering on Cathal Brugha Street. We are also key tenants in the OPW led urban regeneration project in the former Magdalene Laundry site on Sean McDermott Street with plans currently in place for a purpose-built FET Centre in the heart of the north inner city.</p> <p>Funding is applied for on a regular basis with resources secured to enhance the learning environment. In 2025, a lift was added to City of Dublin FET College Dhulaigh (Coolock campus) increasing the accessibility of classrooms in that site. Smaller capital amounts were secured for ongoing smaller steps to improve accessibility. Examples of improvements in 2025 include:</p> <ul style="list-style-type: none"> • As part of our Autism-Friendly FET College project with AsIAM, sensory and environmental audits have been carried out in eight FET centres since 2024. These were led by AsIAM in conjunction with autistic learners in each centre. These audits resulted in a report highlighting existing good practices and setting out recommendations for each centre.

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Upskilling opportunities for staff to enhance inclusion both inside and outside the classroom</p>	<ul style="list-style-type: none"> • A follow-up workshop was held in December 2024 focussing on sensory accessibility. It included a talk by AsIAm and case studies from two of our sites, highlighting some of the key learning and practical examples of actions taken to address the audit recommendations. This was attended by 38 senior leaders across all strands of FET provision who took examples of good practice and implemented them in their own centres. • UDL and transversal skill development will be integrated into the development or revalidation of all QQI awards. We will provide ongoing access to and promotion of Ahead's UDL Badges (including 'UDL beyond the classroom') as well as courses, e.g. the 'Framework Masters in Equality, Diversity and Inclusion in FET', a 3-year programme developed in partnership with Trinity College Dublin to specifically to address the upskilling needs of our staff.

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R18b. Conduct a survey of all City of Dublin ETB buildings and centres to assess disability access and where possible making funding applications to funding bodies to make improvements</p>	<p>Review the current building stock. Create buildings masterplan (accessibility will be a key area of this plan) Apply for funding to address the findings of the building survey and masterplan</p>	<p>Progressing</p> <p>City of Dublin ETB has developed a FET Estates strategy that puts the learner at the centre of long-term planning and development. Through campus area master planning exercises, we have identified key opportunities to consolidate provision in several locations to facilitate the replacement and upgrading of FET buildings to create a fit for purpose estate over the next twenty years. City of Dublin ETB have published a Climate Action Roadmap to set targets for the reduction of emissions and will be rolling out the new Green Devolved Grant to upgrade the existing FET estate.</p>
<p>Commentary and Reflections</p> <p>One of the key challenges for City of Dublin ETB is the number of buildings it owns and needs to maintain. Rent and property prices in the city are extremely high but rent usually includes maintenance and upkeep of the property. City of Dublin ETB is spared high rent by having its own properties, but unfortunately the funding model for the ETB sector is strongly controlled, with very limited funding and tight regulation of capital funding making it very difficult to develop and maintain the building stock.</p> <p>To help address this, City of Dublin ETB has developed a FET Estates strategy that puts the learner at the centre of long-term planning and development. Through campus area master planning exercises, we have identified key opportunities to consolidate provision in several locations to facilitate the replacement and upgrading of FET buildings to create a fit for purpose estate over the next twenty years.</p> <p>To ensure the buildings are at an appropriate standard while the campus area masterplan is being implemented and resourced, City of Dublin ETB will continue to engage with the SOLAS FET Capital team for upgraded capital works projects under the SIUF (Strategic Infrastructure Upgrade Fund) in sites in Inchicore and Ballyfermot. We are also engaged in the College of the Future process for development of the full site of the former College of Catering on Cathal Brugha Street.</p>		

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>We are also key tenants in the OPW led urban regeneration project in the former Magdalene Laundry site on Sean McDermott Street with plans currently in place for a purpose-built FET Centre in the heart of the north inner city.</p> <p>Enhancing the learner environment was a priority action in the quality improvement plans (QIP) of 56% of FET centres/service spheres in 2023/2024.</p>		
<p>Link to Published Policies and Procedures: https://www.cityofdublinitb.ie/media/Climate-Action-Roadmap-2.pdf</p>		

2.02 Assessment of Learners

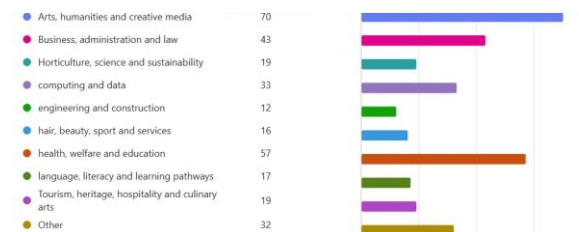
Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R24. That legacy assessments across City of Dublin ETB are evaluated to ensure that they meet quality assurance standards, are up to date, have comprehensive resource and address the needs of current programmes provided to learners</p>	<p>Provide training in assessment writing to Training Centre and second provider staff involved in the development of Assessments Specifications (AS)</p>	<p>In 2025, City of Dublin FET College updated the assessment specifications for its 20 most used modules offered by community providers. This was done using an action research approach to help establish the requirements for the ongoing updating of AS.</p> <p>Key to the project was the upskilling of staff and EAs in both project management skills and assessment and marking rubrics writing.</p> <p>As part of the updating of AS for use in training centres and Community Providers, staff involved in the updating of assessments have/are undertaking the following training:</p> <ul style="list-style-type: none"> • FESS training on locally devised assessments • CDU provided training for assessment writers – March 2025 (constructive alignment, marking rubrics, UDL approaches to assessment) • CDU training for EAs reviewing ASs – April 2025 • Community of Practice/Writing Clinic – weekly online meeting to support assessment writers • Template development for assessments, rubrics and evaluation of assessments

		<p>A new Training Standards Officer for community education was employed in 2025 who will work with the CDU to ensure ongoing updating of AS.</p>
<p>R19. The review team recommends that City of Dublin ETB build on cross-centre Communities of Practice (CoPs) and learn from those which exist and are functioning well. The ETB is encouraged to engage in an overt action to formalise these with a key focus on gaps in professional learning.</p>	<p>Continually review operation of CoPs annually.</p>	<p>Progressing – ongoing process</p> <p>Review took place in Q2 2025 to restructure CoPs for 2025/2026 to respond to low uptake of staff attending scheduled meetings. COPs and PLNs are reviewed on an ongoing basis, and we find the COPs are of more interest to staff during times of change, when we are introducing a new technique, at certain times of the year (start and end) and to support specific tasks.</p> <p>2025/2026 we moved from CoPs to clinics with forth-nightly online clinics offered to FET staff and management in the following areas</p> <ul style="list-style-type: none"> • Introduction of the 27 updated CAS modules • Implementation of the Academic Misconduct Procedures • Introduction of the updated ASs for community providers • AS writers and Evaluators support

Three all staff recorded briefings were also given on the introduction of the academic misconduct procedures, academic integrity, and the introduction of the 27 updated CAS modules.

The introduction of Faculties in City of Dublin 2025/26 for full roll out in 2026/27 is sparking interest in faculty-based communities of practice. An educator survey was sent in August /September 202e to determine interest in being part of a Faculty Community of Practice. 313 educators replied and indicated that they would be interested in joining a faculty COP in the following areas:

Communities of Practice staff indicated they wanted to Join



This data is being considered as part of the CPD plan for 2026/27.

R26. Develop a plan and timeline to implement the reforms in relation to

Develop centralised database for employers

Progressing

<p>industry engagement and work placements, as outlined in the SER (p.148), including formalising processes for delivery, monitoring of learner feedback and assessment of work experience,</p>	<p>Update Work experience module at level 5 for implementation from September 2025</p> <p>Develop City of Dublin ETB understanding and approach to Work integrated learning</p>	<p>Currently, relationships with employers are primarily at the centre level with each centre engaging with numerous employers for placements, to provide bespoke courses to their staff, or as part of wider community engagement. City of Dublin ETB are in the process of utilising a CRM system to create a centralised database of employers that we work with to enhance our ability to respond to their needs.</p> <p>The Seed Database was purchased in 2025. The Employer Engagement Unit is gathering and inputting employer data into this database, which will greatly enhance our ability to engage with employers.</p> <p>Completed – under review</p> <p>An updated version of Work Experience level 4, 5 and 6 was implemented in September 2025. This has emerged from a national programme updating process involving all 16 ETBs.</p> <p>In September 2025, a Work Integrated Learning (WIL) working group was established with 3 key deliverables:</p> <ul style="list-style-type: none"> • Map current WIL across the FET College
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	<p>Pilot Recognition of Prior Learning (RPL) procedures and templates developed by the RPL working group under the QADG.</p>	<ul style="list-style-type: none"> • Propose descriptions of the various types of WIL offered in across the FET College • Identify the three to four key components to consider when developing and delivering the different WIL programmes <p>This group will make its recommendations on these 3 deliverables to the QADG in Q2 2026.</p> <p>Progressing</p> <p>In September 2025, four colleges engaged in an RPL pilot to test procedures and templates. The pilot was open to learners on full awards who could RPL prior experience against one or two CAS modules as part of a full award. Additionally, it was available for learners in employment who were on a part time course and were using the templates and procedures to identify where their prior experience and unaccredited learning could be mapped against QQI validated programmes.</p> <p>This pilot will lead to the publishing of City of Dublin FET college RPL procedure document in 2026/27.</p>
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<p>R27. Processes are implemented to assess the student apprentice prior to starting their apprenticeship programme and, where necessary supplementary classes in maths are made available if required, to ensure that the apprentice can follow the curriculum as they progress through the apprenticeship phases.</p>	<p>Provide learning support in the training centres (in partnership with AES) – while they are on the phase 2 training in the centre</p>	<p>Completed – ongoing development</p> <p>As part of the campus approach to FET delivery, each campus is exploring how to improve the quality of provision in its area, including the delivery of complementary provision. We are also working with ETBI to create a range of support materials for Maths for Trades</p>
<p>Commentary and Reflections</p> <p>The review team made 4 recommendations relating to assessment of learners. City of Dublin ETB prioritised 11 actions in response to the recommendations, with more added each year. These focused on assessment of work experience modules in CAS awards, the updating of legacy assessment instruments in training centre provision, the use of CoPs, clinics and briefings to improve consistency of assessment across colleges, and the introduction of maths support and other learning supports for craft apprentices.</p> <p>The quality assurance of assessments is a very important area of QA for City of Dublin ETB with robust process and procedures in place in most areas. City of Dublin ETB will continue to focus on the ‘progressing’ areas in 2026 /2027 with a view to enhancing provision and outcomes for learners and improving our approach to work integrated learning. In 2025, we updated our suite of IV documentation and standardised the templates across all service spheres. This was introduced in September 2025, and it will have its main usage in 2026. In 2025, we also established a working group to review and update our exam board and course review guidelines and turn them into procedures for introduction across all service spheres in 2026.</p> <p>As the Academic Misconduct Procedures (including the use of a standardised reporting/documentation form) are newly implemented, their application will be monitored throughout the year to support consistency across centres and to identify any emerging support needs. Further guidance, refresher training, and ongoing review will be provided as required, and they will remain part of the overall CPD themes from 2025 into 2026.</p>		

Links to Published Policies, documents and Procedures:

[Academic Integrity Policy updated August 2025](#)

<http://cdetbcdu.ie/wp-content/uploads/2025/12/Academic-Procedures-in-cases-of-suspected-academic-misconduct-Sept-2025-Website-version.pdf>

academic misconduct procedures

<http://cdetbcdu.ie/wp-content/uploads/2025/08/Internal-Verification-Procedures-.docx> IV procedures

<http://cdetbcdu.ie/wp-content/uploads/2025/08/IV-Checklist-1st-September-2025.docx> IV checklist

<http://cdetbcdu.ie/wp-content/uploads/2025/08/Internal-Verification-Report.docx> IV report

2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>R20. Fully assess and address the learning needs of all learners in a comprehensive way across City of Dublin ETB and develop a visible and easily accessible policy to support equality, inclusion, and diversity, made available to all staff and students in all centres</p>	<p>Continuously review data on learning needs of learners on entry to FET</p>	<p>Progressing</p> <p>Forms have been updated to capture learner needs at entry into FET. Educators also engage with learners to encourage them to declare support needs. https://www.cityofdublINETB.ie/support-services/</p> <p>Learner survey data was used in 2025 to inform improvements to the identification of and addressing of learners' support needs. An online student hub was developed and rolled out in Q3 2025 as a means of making supports and policies transparent to learners.</p> <p>Centre QIPs for the 2025/2026 cycle show sustained focus on learner supports, wellbeing and inclusion, with over 50% of centres identifying Learner Supports within their top three enhancement priorities for the year. Examples include strengthened induction and signposting, increased access to study and wellbeing supports, improved learner engagement structures and expanded inclusive practice approaches. This is aligned with learner feedback and informs ongoing enhancement planning.</p>

	<p>Establish working group with ToR, deliverables and performance indicators to develop procedures for the selection of learners for entry to full time level 5&6 CAS awards (PLC provision)</p>	<p>City of Dublin ETB secured funding for a number of projects under the Adult Literacy for Life Collaboration and Innovation Fund in 2025, including Pre-Development Programme to support Traveller Community Health Workers and the Sean O’Casey Community Centre project ‘Literacy Through Creative Writing and Drama Initiative’. City of Dublin ETB will continue to engage with the 2026 funding call to progress further initiatives aligned with identified learner literacy needs.</p> <p>City of Dublin FET College hosted the conference ‘Adult and Community Education in Dublin City: Deepening Impact, Fostering Inclusion, Shaping Practice’ at the Aviva, supporting cross-service collaboration and shared practice development with a focus on inclusion.</p> <p>Progressing</p> <p>A working group was established in September 2025 under the QADG to work on the development of a selection procedures for entry to full time/full award programmes at level 5 and 6 to replace all local procedures from September 2027 onwards.</p> <ol style="list-style-type: none"> Academic requirements – outline these
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	<p>Create branding material that demonstrates diversity and actively sends messages of inclusion</p> <p>Build on the work of the City of Dublin ETB IHREC Public Sector Duty Working Group to develop a policy and action plan on Equality, Diversity, and Inclusion</p>	<p>2. Language requirements - proposed tools for establishing language competency</p> <ul style="list-style-type: none"> • Guidelines on referrals within FET College (e.g. ESOL or to another level 5 college with appropriate learning support capacity) • Guidelines on when language supports should be offered to ensure the learners can achieve the award (e.g. ESOL within award / learning supports) <p>3. Where academic requirements are not met</p> <ul style="list-style-type: none"> • Process for assessing capacity to successfully participate in, and achieve the award (assessment tools and marking criteria) <p>4. Priority groups / ensuring ongoing FET pathways through level 5 FET provision</p> <ul style="list-style-type: none"> • Selection process (assessment tools and marking criteria) • Identification of priority learners for centre and courses / provision types • Referral guidelines for within centre or across City of Dublin FET College to other suitable courses in other centres <p>5. identifying learner needs / clarifying centres ability to meet these (as part of selection process)</p> <ul style="list-style-type: none"> • Process, tools and criteria to identify the suitability of a centre to meet learner needs (physical, education and literacy support needs) • Guidelines for referrals within City of Dublin FET College or ETB funded FET services <p>6. Clarifications for when learners go from provisionally registered to fully registered –</p>
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	<p>Develop an EDI audit tool to support centres in implementing policy</p>	<p>Progressing</p> <p>City of Dublin ETB produced and shared branded communications content highlighting the organisation’s work in supporting learners and communities, helping to reinforce inclusive messaging and visibility of provision across the service.</p> <p>Progressing</p> <p>Renewed the Professional Learning Network for learner support staff across centres. The learner support PLN which is facilitated by the Learner Support and Engagement Service is very active and serves to disseminate good practice and identify divergence in approaches.</p> <p>As part of a national working group on Reasonable Accommodations, the Learner Support and Engagement Service is undertaking an audit of reasonable accommodations across four pillars. A report will be published in Q2.</p> <p>Progressing</p>
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	<p>Establish mental health first aid teams in the Youthreach centres and begin training of staff in mental health first aid</p>	<p>UD/ALTITUDE steering committee has been established to support implementation across the ETB.</p> <p>Completed (ongoing)</p> <p>There are fully trained Mental Health First Aiders in each of our eight Youthreach centres. Approximately 25% of all Youthreach staff have received training in this.</p>
<p>R22a. Implement initial introduction courses and online videos at the beginning of the academic year to support learners in their use of Moodle and other online virtual learning environment (VLE) supports</p>	<p>Continue to build on the existing online induction courses and resources available to learners and ensure equity of access for all learners regardless of programme type. (i.e., expand the use of TEL tools to learners in all service spheres)</p>	<p>Progressing</p> <p>A Digital Learning Hub has been established to support the use of Digital tools in the classroom. The Digital learning team is combined with the CPD team to provide a hub and spoke approach to enhancing the use of technology across FET.</p> <p>City of Dublin FET College Connect is now in place as a central hub for student supports and engagement. The Learner Support & Engagement team delivered a College Connect Roadshow across locations to increase learner awareness of available supports, including study supports, disability supports, wellbeing resources and wider student life information. Online training for learners in using digital</p>

	<p>managing, updating, and reissuing IT equipment Explore funding streams for maintaining and updating the software on the laptops to keep them current If appropriate secure funding to renew the laptops (they are all bought at the same time and will need replacing in the next 2 years)</p>	<p>learners in undertaking courses (full awards level 4-6). City of Dublin ETB will be working in partnership with the ETB sector to maintain this support to learners and ensure access for learners to both hardware and software.</p>
<p>R23. The current infrastructure to support students through ESOL/language support to be further strengthened and developed to allow for a wider influx of students and an increased teaching staff with the relevant skills to promote the language support needs of students where English is not their first language.</p>	<p>Review current language support available to students in FET Develop a consistent approach to language support across FET</p>	<p>Progressing</p> <p>LSE Service working with centres to assist the identification of language support needs of FET applicants to inform local and centralised provision of support.</p> <p>Learner survey includes questions to capture multilingual learners' confidence in learning through English and their access to supports. Survey findings provide an evidence base for the provision and structuring of supports.</p> <p>The QADG selection procedures working group will consider assessment of language supports are part of its deliverables</p>

	<p>Identification of and training in TEL tools and accessibility options to support language development</p> <p>CPD to liaise with Learner Support and Engagement Service to support staff development in these areas.</p>	<p>Progressing</p> <p>This is an ongoing priority area for city of Dublin ETB and considerable work has been completed in this area over the last two years. This includes the establishment of the Digital learning SharePoint site for staff combined with digital badges in TEL, the ahead UDL course, support in assessment development and the Framework for Masters course developed with Trinity College Dublin.</p> <p>Progressing</p> <p>In 2025 City of Dublin FET College purchased 15 VR headsets to use with learners to support language development. The success of these were evaluated and 60 additional VR headsets will be purchased in 2026 and staff will be trained in how to use them to support learning including language development.</p>
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colleges. The signposting of supports and the staff providing those supports have improved significantly since the sensory and environmental audits were undertaken. For example, in one centre, the use of pull up banners and both digital and physical posters with the names, photos, contact details and office hours of key support staff strategically placed around buildings has led to a noticeable increase in self-referrals from learners who had not disclosed a disability or support need.

The rollout of Active Consent across City of Dublin ETB demonstrates a structured implementation approach, progressing from management briefings and staff awareness training to facilitator training and learner-facing interventions. This supports a whole-organisation, learner-centred approach to consent education and strengthens the consistency of access for learners, including embedding consent education as part of induction processes.

Securing Adult Literacy for Life Collaboration and Innovation Fund support has strengthened City of Dublin ETB's capacity to respond to unmet literacy needs through targeted, innovative projects. Funding enables centres to pilot new approaches (including creative and community-based learning), reach learners who may not engage with more formal provision, and build confidence, participation and progression outcomes. Engagement with the 2026 call will support continued development of responsive literacy initiatives aligned with identified learner needs. In recent years, learners are increasingly reporting higher levels of mental health challenges. The rollout of the Mental Health First Aid programme across all centres (not only Youthreach) continues each term and supports staff to develop tools to assist a young person who may be experiencing a mental health problem or mental health crisis until appropriate professional help is received or the crisis resolves, using a practical, evidence based action plan ow to assist a young person who may be experiencing a mental health problem or mental health crisis until appropriate professional help is received or the crisis resolves, using a practical, evidence-based action plan. [List of 2025 funded projects](#)

City of Dublin FET College hosted the Adult and Community Education conference at the Aviva, bringing together 200+ educators, community partners and policy makers to strengthen collaboration and share practice focused on inclusion and social justice. The event included external expertise (University of Edinburgh keynote), the launch of a local impact report (Reach Fund), and practitioner-led workshops on themes including learner voice, tackling racism, climate justice and recovery supports. This engagement supports shared learning, partnership development and continuous improvement in inclusive adult and community education practice across Dublin City. The conference also included the launch of the report 'Inclusion Through Community Education: The Impact of the Reach Fund in 2024 in Dublin City', highlighting outcomes and case studies from Reach-funded community education projects supporting educationally disadvantaged learners.

The majority of students with disability are in the Adult Education Sphere, yet it is difficult for the AES to access funding for sign language interpreters and other assistance as the Solas fund for disabilities is not available to part time learners. In 2025 the REACH funding was used to provide assistance to learners with additional needs but depending on REACH funding is not sustainable in the long term and the REACH funding

available to City of Dublin ETB reduced by 90%. The lack of sustainable funding is impacting on the quality of provision and on relationships with stakeholder agencies who view City of Dublin ETB as a statutory agency with a statutory responsibility to provide assistance where needed

The FET learner survey has been updated to include more questions to understand the experience of learners with disabilities and/or support needs. The findings will be available in Q1 2026 and will drive further work in this area.

Link to Published Policies and Procedures:

<https://www.cityofdublINETB.ie/about-us/news/city-of-dublin-etb-shares-its-adoption-of-the-altitude-charter/> Adoption of Altitude Charter
[Collaboration and Innovation Fund 2025/2026](#)
[Adult and Community Education Conference: Deepening Impact, Fostering Inclusion, Shaping Practice](#)

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R28. The development of the new management information systems is accelerated, and the current timeline revised, and that the City of Dublin ETB ensures staff are trained on its effective use.	Work with SOLAS and other ETBs to explore how the national management information system (PLSS) can be better utilised.	Progressing Data team appointed in 2024. Together with the QA team, they are reviewing current PLSS practices in City of Dublin ETB on how to best utilise the system. City of Dublin ETB participate in the PLSS national working group and are actively engaged in identifying how the system can best meet our needs.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<p>Commentary and Reflections</p> <p>Self-evaluation, monitoring and review is a strength of City of Dublin FET College with mature review processes in place in centres. Over the last 4 years, City of Dublin FET College has focused on embedding a culture of quality across centres and it is starting to see and act like a single college with the learner at the centre.</p> <p>The biggest challenges under the heading self-evaluation, monitoring and review have been the size of the organisation and the former culture of every centre acting as a standalone entity. Because of this, data, reporting and review processes were primarily locally based. The strength of this approach was the availability of local information and the ability to adapt quickly. As we moved from 22 separate agreements with QQI to a single college with 4 campuses and 9 faculty areas, work had to be concentrated on the gathering of data (qualitative and quantitative) from across centres and using it to inform college wide decisions while also ensuring that the data was accessible locally and informing local decisions. The Hub and Spoke approach combined with the work of the CDU teams and FET support services has helped strengthen local decision making, central strategy, and supports.</p>		

Link to Published Policies and Procedures:
Click here to enter text.

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	

Commentary and Reflections

The review team acknowledged the level of monitoring and review of programmes and courses in City of Dublin ETB. While no recommendations were made by the review team in this area, City of Dublin ETB have continued to focus considerable resources and effort to develop, monitor, and enhance our programmes and courses. This includes updating our programme monitoring and review guidelines and procedures.

In 2025, we reviewed and updated the membership of the PMDG (governance group for programme management). We also submitted two level 6 higher certificate apprenticeships and two level 6 programmes for validation (one L6 CAS and one supplemental award) as well as numerous differential validation applications for part time Skills to Advance programmes. We participated in the development of the QQI healthcare assistant DAS and BAS and made an extensive submission to QQI on the introduction of the healthcare awards. We also made organisational submissions to all QQI consultations focused on programme development or award standards held in 2025.

We participated in the national updating of 27 CAS modules as well as the development of systems and infrastructure to support future programme reviews. The modules were introduced in September 2025. Their implementation was supported with training for all educators, updating of our IV documentation, and the updating of our exam board procedures. In 2025, City of Dublin ETB applied to extend our scope of provision to include national online synchronous delivery and are awaiting the panel feedback report. We were also invited to participate in QQI's Devolved Responsibility Pilot (DR).

In 2025, City of Dublin FET College offered four Tertiary degrees in partnership with TU Dublin, the National College of Ireland (NCI) and the Institute of Art Design and Technology (IADT) and agreed three more degrees for roll out in 2026/27 with Trinity College Dublin (TCD) and University College Dublin (UCD). We are also in advanced discussions for three further degrees to be start in 2027.

Updating our validated programmes is a key priority for City of Dublin ETB.

Link to Published Policies and Procedures:
[QME and Assurance – Programme Review](#)

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R29. The review team recommends that City of Dublin ETB set minimum standards around quality of provision that all partnership providers must meet to enable them to continue delivery	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<p>Commentary and Reflections</p> <p>With the agreement of QQI, this recommendation was not actioned in this review cycle, although City of Dublin ETB continues to monitor and review the QA and course delivery relationships with second and community providers and has invested significantly in CPD for second providers particularly around assessment development, this includes the updating of 20 high volume module assessments.</p>		
<p>Link to Published Policies and Procedures: Click here to enter text.</p>		

4.0 Quality Developments and Enhancements

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

Guide:

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

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

No.	QA Objectives <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			Click here to enter text.
2			Click here to enter text.
3			Click here to enter text.
4			Click here to enter text.
5	Click or tap here to enter text.	Click here to enter text.	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: Introduction of 27 updated CAS modules

Introduction

In September 2025, City of Dublin FET College introduced 27 updated CAS modules developed by 16 different ETBs into its existing courses. This impacted all level 4, 5 and 6 full CAS awards offered by City of Dublin ETB.

Description of issue

City of Dublin FET College is committed to updating all programmes offered in centres on a regular basis (3-5 years). Each course is reviewed every 1-3 years with improvements implemented as part of our existing monitoring and review processes, but the programmes that the courses are built on have not been systematically updated.

The introduction of the updated modules presented a number of challenges:

- As CAS module is validated by QQI as an award in its own right, they have both MIMLOs and MIPLOs, which, historically, have always been expressed as learning outcomes at full programme and module levels.
- Existing major awards are expressed as Learning Outcomes (LO), so introducing MIMLOs into full awards expressed as LO presents difficulties.
- Upskilling of staff to deliver updated modules, including understanding MIMLOs and agreeing processes for tracking these.
- Because the modules had been produced by 16 different ETBs against a common template and guidelines, we had ongoing questions about the quality of the modules produced and the approaches to assessment, etc.
- Updating of current QA of assessment documents and processes to manage the widescale introduction of MIMLOs:
 - Updating IV documents
 - Updating exam board processes
- Upskilling of EAs in tracking MIMLOs, including guidance on how MIMLO tracking will be managed in 2025/26.

- Development of replacement Assessment Instruments used in training centres and by community providers

Action

City of Dublin ETB took a **risk-based approach** to the introduction of the updated modules. It produced a risk assessment and mitigation document produced in early 2025 to accompany the recommendation to adopt the use of the 27 modules. The Quality Assurance and Strategic Planning Council (QASPC) agreed to the introduction of the modules subject to all the mitigations being in place in time for the introduction of the modules in September 2025.

The CDU was charged with developing a work plan with a variety of actions to ensure the safe and appropriate delivery of the modules. This involved the following:

- Modules were introduced using an **action research approach** with the CDU programme development team monitoring the implementation, the impact and the need for future changes to modules. To support this, a **MS form tracks all recommended changes from staff and EAs. Fortnightly clinics** provide an opportunity for staff to meet directly with the team, to give feedback on implementation, and to collectively problem solve any issues arising.
- Online **all-staff briefings** about the introduction of new modules followed by asynchronous **CPD** (videos on each module) and two days of in person training for all educators (on a number of topics).
- Working group established to come up with **exam board procedures** for dealing with the demonstration of the achievement of MIMLOs.
- **Briefing for EAs** on City of Dublin FET College's approach to tracking MIMLOs.
- **Updated IV documentation.**
- Worked with community provides and existing teaching staff to create **new assessment instruments** for use by community providers and in training centres.
- Review of repeats policy to ensure learners who received 50% in a module but did not demonstrate the achievement of all MIMLOs had access to a repeat opportunity.

- Standardising the approach to the treatment of 'unsuccessful' learners on the QBS

Key Outcomes/Impacts

- Effective way of upskilling staff in the management of MIMLOs and MIPOs in preparation for changes in CAS programme validation.
- Improved understanding of MIMLOs and MILPOs and of the impact of same on module and programme delivery. When asked, 68% of staff reported that they felt more confident in delivering the updated modules after receiving in-person training, and only 5.8% disagreed or strongly disagreed.
- Updated procedures and documents for use across City of Dublin FET College.
- Updated AS developed for community providers, bringing the assessment of community provision more in line with City of Dublin FET College approaches.

Key Learnings

The **importance of preparation** both nationally and locally for any programme changes being implemented. For example, the national process resulted in standardised templates, agreed payment levels as well as paperwork and processes for module writers and evaluators. Discussions with unions on a national level about the changes coming reduced local resistance to change.

The **risk assessment and mitigation** process helped identify actions needed to prepare for the smooth implementation of the updated modules.

The action **research approach improved staff willingness to implement the modules**, as they were aware that issues identified with them could be addressed at an ETB level rather than teacher or centre level. It also meant that changes can be made for implementation in 2026/27 where needed.

CPD, SharePoint site and clinic approach **improved consistency** of implementation and encouraged cross centre relationships and problem solving.

Case Study Title: Rollout of training to all FET staff

Introduction

City of Dublin ETB delivered an organisation-wide programme of professional learning to support FET staff in priority areas impacting teaching, learning and assessment: Artificial Intelligence (AI); Academic Integrity; Constructive Alignment; Teaching, Learning and Assessment (TLA); and the management of Minimum and Module Intended Learning Outcomes (MIMLOs).

Description of issue

Investment in staff development is a key priority for City of Dublin ETB. This takes a hub and spoke approach with limited training offered centrally, and each centre drawing from their own resources to deliver CPD locally. The move to a single City of Dublin FET College, the introduction of QA procedures to replace QA guidelines combined with changes in programmes, and reoccurring CPD themes coming from learner surveys, EA reports and centres resulted in the decision to provide standardised cross campus CPD to all FET educators in August/September 2025.

Previously, staff had limited contact with colleagues in other City of Dublin FET College centres. The move to a single FET College with multiple delivery sites allows staff to have opportunities to meet, learn and work together.

Action

A coordinated, phased training programme was rolled out to all FET staff, led by the Curriculum Development Unit (CDU). Over a 3-week period, over 1,200 staff attended 2 days of workshops with colleagues from across the campus areas. For many, this was the first time they met teachers delivering the same subjects/modules in a different centre.

Training supported the rollout of a new Academic integrity Policy. It focused on constructive alignment highlighting the link between MIMLOs/LO and assessment; integration of teaching, learning and assessment; ethical use of AI; and ULD approaches to learning, teaching and assessment. Delivery included presentations, workshops, demonstrations, and small group work.

The two days of training were supported by the launch of the CDU SharePoint site which contained educator support material for everything covered in the training. Additional help includes follow up topic specific sessions and ongoing fortnightly online clinics for academic integrity, introduction of updated modules, and the introduction of updated assessments specifications for community providers.

Online resources and recorded materials were provided to support access, consistency and sustainability.

Key Outcomes/Impacts

- Greater sense of being part of City of Dublin FET College rather than a specific FET centre.
- Improved staff understanding of Academic Integrity and the application of the new Academic Misconduct Procedures.
- Increased staff confidence in the ethical and appropriate use of AI aligned with organisational digital priorities.
- Greater consistency in assessment design and constructive alignment with updated MIMLOs in line with QQI requirements.
- Strengthened integration of Teaching, Learning and Assessment (TLA) approaches across programmes.
- Enhanced staff capacity to revise and implement assessment specifications through supported assessment clinics.

Key Learnings

Aligning staff professional learning with learner feedback, QIP evidence, and policy development supported relevance and engagement. The combination of organisation-wide training and ongoing assessment clinics proved effective in embedding updated academic policy, revised MIMLOs, and consistent assessment practice. Continued professional learning and review will be required to sustain alignment with QQI requirements, the Digital Strategy, and ongoing developments in AI and assessment practice.

Case Study Title: Academic Misconduct Procedures

Introduction

City of Dublin FET College takes the integrity of its assessment processes seriously. This requires having both an approach to instil a culture of academic integrity, and a set of procedures to achieve consistency, transparency and fairness in the treatment of suspected academic misconduct across the organisation.

Description of issue

City of Dublin FET College had a guidance document for colleges of FET for dealing with academic malpractice. The guidance document left much latitude to centres in the application of sanctions leading to inconsistent learner experiences, and there was no central register of academic misconduct.

Action

A working group reporting to our Quality Assurance Development Group (QADG) was established to create a set of misconduct procedures to be followed by every centre across City of Dublin FET College. The working group used the existing guidance document and NAIN's 'Framework for Academic Misconduct Investigation and Case Management'. It consulted academic misconduct procedures across HE in Ireland and internationally. Three consultations were held with staff through our Quality Teams Forum, and the Chair of NAIN acted as a critical friend. In September 2025, [City of Dublin FET College Academic Misconduct procedures](#) were implemented.

Academic integrity advisors were appointed in all centres. A matrix and a rubric for determining sanctions were added and 'Courageous Conversations' were introduced. A register was created for reporting and recording incidents of academic misconduct centrally. This register will be held in line with our retention schedule.

Training in [academic integrity](#) was delivered to all educators. Training in 'Courageous Conversations' and in applying the misconduct procedures were provided for relevant staff.

Key Outcomes/Impacts

Since 1st September 2025, all centres follow the same QA Procedures in Cases of Suspected Academic Misconduct when dealing with suspected breaches of academic integrity. There is a central register of incidents of academic misconduct, which allows us to track a learner's academic misconduct should they move across the organisation.

We now can ensure fairness, consistency and transparency in dealing with suspected academic misconduct across City of Dublin ETB FET College. The central register means that we can track and deal with repeated cases of misconduct. It will also provide useful data about our detection of academic misconduct.

Key Learnings

Consultation with staff was key to understanding the concerns of staff at the coalface to achieving buy-in. Training was hugely important to demystify the procedures for staff, to dispel misconceptions, and to reinforce that the procedures are necessary for consistency, transparency and fairness. Feedback from staff at training indicates that more support will be needed throughout the academic year. To that end, monthly clinics/Community of Practice for academic integrity advisors begun in January 2026.

Case Study Title: Work Integrated Learning (WIL)

Introduction

In September 2025, City of Dublin ETB established a Work Integrated Learning (WIL) Working Group under the Quality Assurance Development Group (QADG) to support preparation for the forthcoming QQI Statutory Quality Assurance Guidelines on Programmes Involving Work-Integrated Learning. The ETB delivers a wide range of further education and training programmes across multiple service spheres, each engaging with WIL in different ways. This case study outlines an interim quality enhancement initiative focused on mapping existing WIL provision, developing shared purpose statements to support consistent quality assurance, and identification of key areas of consideration to inform programme development for City of Dublin FET College.

Description of issue

While WIL opportunities were generally valued by learners, internal reviews identified variability in the quality and consistency of provision. Challenges included uneven alignment between workplace activities and programme learning outcomes; limited explicit development of transversal skills, such as communication and teamwork; variability in supervision and feedback from host organisations; and barriers for some learners in accessing placements. In addition, there was limited systematic data available to support evaluation of WIL effectiveness or to support a systematic approach to WIL in programme development and validation.

Action

A cross-service WIL Working Group was convened under the Quality Assurance Development Group (QADG) to map and categorise current WIL usage across FET centres service spheres using a structured mapping template. Additionally, it worked to identify key considerations underpinning WIL in City of Dublin FET College.

To guide the work, a Terms of Reference (ToR) document outlining work methodologies, deliverables, performance indicators, group membership, and timelines was produced. A chairperson (deputy principal from a large FE college) was appointed with support staff from the Curriculum Development Unit to support the process.

In 2025, the group worked on 2 deliverables: the mapping and definitions of the different types of WIL happening across City of Dublin FET College. The group were scheduled for 6 two-hour meetings. The first meeting took place online. At this meeting, the ToR were reviewed and refined, and a workshop approach was used to help the group develop the mapping template. This template was then circulated to all members, and they worked in their service spheres for the following two months to map the different types of provision.

Action two for the group was to refine the definition of the different WIL approaches being used. Six broad categories of WIL were identified at the workshop. To support collaborative development of the definitions, the CDU support person introduced a digital collaboration tool (Padlet) containing one draft, AI-assisted draft sample purpose statement per category. These drafts were explicitly framed as starting points only. Working Group members were invited to comment, revise, or propose alternative wording based on their practice, ahead of a scheduled meeting. This approach enabled inclusive participation, including contributions from members unable to attend all meetings.

With the definitions agreed and the mapping completed the group were ready to progress to deliverable three which is scheduled for completion by April 2026. A consensus workshop will be utilised to help the working group identify the key areas for consideration in the development, delivery, quality assurance, and governance of WIL.

Key Outcomes/Impacts

- A comprehensive mapping of WIL activity across multiple service spheres was progressed.
- Shared engagement with draft purpose statements supported a common language for WIL across the City of Dublin FET College.
- The collaborative approach increased practitioner ownership and surfaced diverse interpretations of WIL practice.
- The process created a clear foundation for the next stage of work: identifying core design and QA considerations for WIL.
- Recommendations from the Working Group will inform governance decision-making through QADG (and relevant governance structures) in April 2026, strengthening readiness for alignment with QQI's forthcoming statutory WIL guidelines.

Key Learnings

The case study highlights the value of structured mapping and collaborative definition-building as early QA enhancements in complex organisations. Using accessible digital tools enabled inclusive, reflective input while maintaining quality oversight. Framing drafts as provisional was critical in encouraging engagement and avoiding premature standardisation. City of Dublin ETB identified that establishing shared purpose statements is a necessary precursor to developing consistent QA processes for WIL across diverse provision types.

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](#).