

Interim Quality Report

Cork 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 Cork Education and Training Board

It is to be submitted by 27/02/2026

The interim quality report has been approved by Cork ETB FET Steering Group and is submitted Enda Mc Weeney, Director

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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

1.02 Structures & Terms of Reference for Governance of QA

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

<p>Makes more extensive use of quantitative information and data in the monitoring, evaluation, and review of each college/centre/service's provision e.g., through the use of key performance indicators.</p>	<p>Cork ETBs Strategy, Planning and Reporting Support Unit (SPRSU) continue to monitor and report on external data sources relevant to Cork College of FET's strategic goals.</p> <p>The Cork ETB PLSS Standard Operating Procedure, which outlines best practice and promotes high data quality among PLSS users, is currently in use as both an operational document and a training resource. It will continue to be reviewed and updated as necessary in response to identified data quality issues and to any changes or enhancements to PLSS/FETCH issued by SOLAS.</p> <p><u>Data Model and Communication Tools</u></p> <p>For internal ETB FET PLSS and related datasets, the underlying data model has expanded considerably over time, utilising industry standard programming methodologies and advanced data analytics techniques. It is structured around a comprehensive data lake containing source data from 2022 onwards, comprising more than 70 million PLSS records and over 2.5 billion individual data points across applications, courses, learner records, venues, modules,</p>
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programmes, QQI datasets, and external sources such as the CSO, Pobal, and Tailte Éireann mapping data. These data are processed weekly using custom-designed software as a single, complete data model.-standard programming methodologies and advanced data analytics techniques.

In response to increasing data scale and rising user expectations, the software underwent substantial redevelopment in 2025. The redesign incorporated best practice in data-lake architecture and data modelling, including the adoption of faster, more efficient file formats and full integration with Tableau and its native data structures to enhance server upload performance.

The model serves as the authoritative source for FET statistics, generating weekly up-to-date snapshots, reports, and audit outputs. Beyond standard snapshot reporting, it now tracks more than 150 distinct metrics over time, with historical data extending back to 2022. These metrics include the 12 National Strategic Performance Agreement indicators up to 2024, key course management and pedagogical performance measures, and a comprehensive suite of data quality performance indicators.

The model functions as a longitudinal data quality and analytical platform that can be continuously reviewed and refined to address evolving organisational requirements. Developed uniquely for Cork ETB, it delivers insights beyond the capabilities of PLSS alone or standard SOLAS MIS reports by monitoring data changes over time, analysing learners' application histories, and detecting missing or anomalous data.

No GDPR sensitive personal data is retained within the model. All PLSS derived reports utilise an arbitrary, non-identifying person identifier. Learner location data is processed only at the Small Area level and solely where statistical disclosure control requirements permit its use.

Issues identified in SOLAS data are reported back to SOLAS where necessary to ensure corrections for Cork ETB and, when relevant, the DSP.

Data reports are continuously transferred from the local server to industry standard interactive Tableau dashboards, providing Cork ETB managers and data users with access to the most up to date custom audit reports and interactive analytical summaries. With the enhanced data-processing pipeline in place, audit and exception reports are issued to the relevant personnel at the beginning of each week, providing them with the most recent data available from the close of the preceding week.

Summary charts and high-level information are shared with a broader group of internal stakeholders via the unit's Teams channel, while full audit reports may be distributed and prioritised by the relevant line managers.

Geographical modelling integrates mapping data with learner and venue records to analyse service provision in relation to learner populations, census information, and Pobal deprivation indices. It computes venue catchment models and produces interactive catchment maps at Small Area and Electoral Division levels, subject to applicable GDPR statistical disclosure control requirements.

Catchment modelling, essential for planning, has been developed as a custom algorithm to produce statistically relevant mapping of a venue's (school or college) geographical area clearly indicating from where the vast majority of learners travel, using over 80,000 currently

calculated and up-to-date commuting vectors. A further 12 million vectors are used to analyse the course options available to every learner within 50 km – providing powerful modelling for course provision review, planning and resource allocation.

Apart from specific data requests received from within Cork ETB or from external stakeholders and researchers, only high-level summary statistics are shared with the wider ETB community through the internal Workvivo platform. This approach reinforces that the underlying data is actively analysed and serves a critical organisational function, while also encouraging broader engagement with the unit's services.

For external data requirements, the SPRSU uses a dedicated Teams channel to disseminate reports via Power BI. These reports are updated regularly to ensure they remain timely and relevant. The SPRSU responds to the needs of the FET Steering Group and Directors, as well as to the ad hoc data requests of centre managers, principals, and Cork ETB Head Office on an ongoing basis.

Learner Experience Survey

The SPRSU continues to measure the learner experience across FET centres and campuses through established survey research methodologies. The Learner Experience Surveys are designed to capture feedback from a diverse learner population, reflected in the use of six distinct survey instruments. These instruments are reviewed and updated as part of the Learner Experience Survey procedure to ensure they remain appropriate and effective. Further revisions include the provision of foreign-language translations (Arabic, Ukrainian, and Russian) for the Adult Literacy and Community Survey.

Additionally, collaboration is continual with administrative leads across centres and campuses to ensure that best practice is consistently applied in the dissemination of the Learner Experience Survey.

The SPRSU is currently developing a learner focused report that will present clear, accessible summary indicators relevant to participants in specific programme areas, including Adult Literacy and Community, Campus (PLC), Apprenticeships, Skills to Advance, BTEI, and Youthreach. In addition, a review is underway on reporting processes for individual campuses and centres to ensure that they continue to support ongoing administrative requirements arising from survey findings.

In 2025, a total of 3,187 responses were received across the six survey instruments in operation, from a learner population of approximately 12,600 across Adult Literacy Groups, BTEI Groups, ESOL, PLC, and Youthreach.

In 2025, the SPRSU drew on existing learner survey data to support evidence informed planning for emerging projects within Cork College of FET. It also employed survey research methodologies to design new instruments that addressed identified information gaps, generating insights to inform decision making.

In collaboration with the Universal Design (UD) Steering Group, SPRSU designed and analysed a survey to support planning and inform group activities. The resulting findings were presented at Maynooth University's International UDL Symposium, *Changing Mindsets, Changing Practice*, in September 2025.

Click here to enter text.	Click here to enter text.
Commentary and Reflections Click here to enter text.	
Link to published policies and procedures Cork ETB Strategy Statement 2022-2026 Strategic Performance Agreement 2022-2024 Further Education and Training Campuses & Centres - Cork Education and Training Board	

1.03 Documentation of QA

Recommendation (as recorded in the review report)

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

Develops and implements a quality assurance approach for all areas of the ETB's provision.	Cork ETB establishes and maintains a comprehensive Quality Assurance (QA) system by adhering to QQI's national QA standards, implementing robust internal QA frameworks and governance structures, and carrying out systematic self-evaluation and ongoing monitoring across all FET services. By integrating insights from both internal and external reviews, and through structured strategic planning and reporting processes, Cork ETB ensures that quality assurance is consistently embedded across FET provision. In 2025, Cork ETB established a Blended Learning Work Group. This group encompassed representatives from various support services such as Technology Enhanced Learning (TEL) Professional Learning and Development (PLD), Information and Communication Technology
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(ICT), Quality Assurance (QA) and campus/centre representatives. The work of this group led to the development of a draft Blended Learning Framework for Cork ETB and a further review of all Cork ETB Quality Assurance Assessment Policy and Procedures and the development of new Policies and Procedures. In September 2025, Cork ETB submitted an application to QQI to extend its scope of provision to Blended and currently awaiting a review of the application and all documentation by a panel. If approved all current draft updated and new policies and procedures will be implemented across all Campuses and Centres.

Cork ETB have developed an Academic Integrity Policy and associated Procedure with an effective implementation date of October 2025. To support this, an Artificial Intelligence (AI) Usage Policy was also developed.

The Quality Assurance (QA) Department continues to utilise SharePoint as the central repository for all Quality Assurance policies, procedures, guidelines, and supporting documentation. This platform continues to serve as the main source for staff seeking access to current and approved QA materials, ensuring version control, consistency, and ease of retrieval across the organisation.

In addition to maintaining the SharePoint repository, the QA Department communicates important updates, developments, and reminders through multiple channels to ensure broad dissemination and staff engagement. QA related news and notifications are shared on WorkVivo and circulated via email on a monthly basis.

The Assessment Working Group reviewed and updated the Feedback to learners procedure in October 2025, this procedure is designed to give assessors a clear, consistent framework for how feedback should be planned, delivered, recorded, and reviewed. Even though each

	<p>campus/centre may adapt the procedure to its context, the purpose is the same across the ETB, to support assessors in giving feedback that is timely, constructive and fair.</p> <p>Regular updates of policies and procedures enable the QA Department to support campus and centre staff in maintaining consistent assessment practice.</p> <p>The group continues to meet on a bi-monthly basis to discuss any queries raised by campus and centre staff regarding aspects of the assessment processes.</p>
<p>Develops and implements systematic and regular monitoring of the quality of individual centres/services.</p>	<p>Cork ETB consistently maintains and enhances the quality of its Further Education and Training (FET) provision through structured, systematic, and ongoing processes of self-evaluation, monitoring, and review. These processes promote a culture of continuous improvement across all FET services and support evidence-based decision making in the development and delivery of high-quality learning experiences, evaluation, monitoring, and review. These processes promote a culture of continuous improvement across all FET services and support</p> <p>The Quality Assurance Department have developed a Policy on Self Evaluation, Monitoring and Review. Cork ETBs Self – Evaluation, Monitoring and Review Procedure and associated QA template have also been developed in support of the policy. This policy has been approved by the FET Steering Group with an implementation date of September 2026. Continuous Quality Improvement Plans (CQIPs) will be rolled out to all campuses and centres for the 2026-2027 academic year. These CQIPs aim to further strengthen internal governance, promote strategic alignment with national FET priorities and further embed quality assurance across the provision.</p> <p><u>Cork College of FET Morisons Island Campus</u></p>

	<p>Morrison’s Island Campus oversees four additional campuses located in Youghal, Skibbereen, Macroom, and Kinsale. These centres operate under a shared framework of assessments, examinations, and briefs, with ongoing efforts to further strengthen collaboration across the county.</p> <p>While each campus has developed specialist expertise and valuable networks, such as industry speakers, the priority has been to ensure all learners can benefit equally. Although recorded presentations have been useful, they do not replicate the impact of live engagement.</p> <p>To address this, the campus has invested in collaborative, interactive large-screen technology across all locations. This enables learners in every campus to participate live in guest lectures and information sessions, for example, a recent Financial Wellness workshop delivered by Bank of Ireland, with an upcoming session on avoiding online scams and fraud.</p> <p>This approach ensures learners county-wide can learn, interact, ask questions, and contribute in real time, significantly enhancing the learner experience and enabling genuine cross-campus collaboration.</p>
<p>Explore what opportunities exist to use indicators to ‘benchmark’ the quality of individual centres’ provision.</p>	<p>Significant enhancements in data quality have already been achieved, as evidenced by improved Strategic Performance Agreement outcomes and strengthened KPI performance indicators.</p> <p>Strategic Performance Agreement targets were established at 100 percentage points for each of the twelve metrics. Through rigorous auditing processes, Cork ETB substantially reduced the number of lost target points attributable to data-quality issues, from a peak of 131 percentage points at the end of 2022 to just 9 percentage points by the end of 2024.</p>

The National Strategic Performance Agreement metrics concluded in 2024. A new suite of metrics is anticipated in early 2026, and the SPRSU intends to respond promptly by monitoring the constituent measures, minimising potential target loss through robust data-quality assurance processes, and providing providers with essential feedback on their respective contributions to overall targets.

Since measurement began in 2022, Cork ETB have also significantly reduced other key data quality issues:

- In 2022, 20% of ESF learner records were missing mandatory data fields. As the 2025 data submission deadlines close, the SPRSU has achieved its lowest error rate to date, with only 1.3% of records containing incomplete data
- The proportion of learners who had completed their programmes but had not yet been recorded as finished on PLSS reached a peak of 23% in early 2023. This figure has since decreased to 0.6% for 2025 learners by year end
- Unprocessed applications peaked at almost 4,000 at the end of 2023 and were reduced to approximately 1,000 by the end of 2025

Cork ETB has developed a suite of metrics to report on and uniquely monitor PLSS data operations efficiency over time at the level of individual providers. This framework will be implemented in early 2026 to further strengthen PLSS data quality and promote greater operational consistency. The emphasis is shifting from reactive data correction towards proactively supporting best practice and improving efficiency in learner registration and completion processes.

Cork ETB continue to use circulated QQI certification and validation reports to strengthen the overall quality of its provision by ensuring consistent alignment with national standards,

	<p>identifying trends in learner achievement, and supporting evidence-based decision making across campuses/centres. These reports help highlight variations in assessment practices, guide continuous improvement planning, and provide essential data for benchmarking performance against QQI national statistics.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Cork ETB Quality Assurance Procedures Home - Cork College of FET - Morrison's Island Campus Cork ETB Strategy Statement 2022-2026 Strategic Performance Agreement 2022-2024</p>	

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)

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

<p>Use quality assurance processes to enhance and strengthen the existing HR procedures.</p>	<p>In accordance with the strategic objectives outlined in the Cork ETB Strategy Statement 2022–2026, the implementation of the ETB’s People Strategy is being advanced by the Corporate Services and Human Resources departments.</p> <p>In January 2026, three new organisational policies have been developed by the Human Resources Department. These include:</p> <ul style="list-style-type: none"> - Adverse Weather Protocol Policy - Retirement Policy - Unreasonable Conduct Policy
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	<p>These policies have been prepared to enhance clarity and support staff in their day-to-day roles across the organisation.</p>
<p>Develop a much better understanding of the effectiveness of work placements and learners' work-based learning.</p>	<p><u>Work Placement Working Group</u></p> <p>Cork ETB's Work Placement Working Group has been established with representatives of each Cork College of FET campus led by the Project Management Office (PMO). The working group will aim to develop a unified framework for work placements across all campuses, establishing common requirements and structures for campuses, employers and learners, while allowing for course-specific requirements as additional elements. This framework will underpin the development of a work placement policy, guidelines for learners and employers (including workplace mentors) and supporting resources.</p> <p><u>Enterprise and Employer Engagement Committee</u></p> <p>In 2025, Cork ETB established the Enterprise and Employer Engagement Committee. This committee is a subcommittee of the Cork ETB Board and consists of ETB Board members as well as representatives across various enterprises in the region.</p> <p>The committee aims to provide for enhanced links and communications with the business and enterprise sectors and employers within the region. By further developing the links with business an enterprise, Cork ETB will enhance its contribution to economic growth and development for the benefit of individual learners, communities and the region as a whole.</p> <p>Employers in the region will be surveyed during the first quarter of 2026 to establish additional areas where we can further engage with business and enterprise.</p>

	<p>Cork ETB continues to support local business networks including the Cork Electronics Industry Association (CEIA), Cork Chamber of Commerce, Cork Business Association and Network Cork. Cork ETB staff sit on the board of the CEIA and the committee of Network Cork which further strengthen the links with business.</p>
<p>Develop a much better understanding of the effectiveness of the existing, and any future, mentoring schemes.</p>	<p><u>Induction</u></p> <p>Cork ETBs Professional Learning and Development Support Service (PLDSS) have created an Induction eLearning Programme for staff using Articulate Rise. The programme consists of integrated content provided by OSD, HR and IT and it is aimed to launch the programme in February 2026, pending final decisions on a hosting platform and additional content if required.</p> <p><u>Cork ETB FET Leadership Development Programme</u></p> <p>A specific FET Leadership Development programme has been developed and offered to staff across all areas of FET provision who aspire to formal or informal leadership roles within the organisation. This six-week programme focuses on participants gaining a deeper insight and understanding of what it means to be a leader within the Cork College of FET context. Currently, twenty-seven participants are enrolled on the programme which will conclude in March 2026. The programme will undergo an evaluation process with a view to develop in-depth programmes on particular aspects as appropriate.</p> <p><u>Mentoring</u></p> <p>Informal job mentoring is currently taking place across the provision.</p> <p>Following evaluation, reflection and revision of the Leadership Development Programme it is expected that regular in-house bespoke programmes will be offered each year. Cork ETBs</p>

	Senior Management will turn consideration to a system of coaching and mentoring in Cork ETB in a formal capacity.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures All HR policies and procedures are published to our Internal Communications platform - WorkVivo Professional Learning and Development Opportunities are advertised on Internal SharePoint Platforms	

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)

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

Rapidly implements a manageable process of programme review to ensure all programmes are up-to-date and meet the needs of learners, employers, and society.	<p>The Programme Approval Group (PAG) in Cork ETB continues to play a central governance role in ensuring that all new and existing programmes meet the required quality, compliance, and strategic standards of the organisation. It provides oversight, evaluates programme proposals, and ensures alignment with national FET policies, funding requirements, and Cork ETB's strategic priorities. Through this structured approval process, the PAG helps maintain high-quality, learner centred provision across the ETB-centred provision across the ETB. PAG in its current format will be operational for the academic year 2025-2026 only and further review of the group, memberships and terms of reference (TOR) will be conducted.</p> <p><u>New Programme Development Policies</u></p> <p>In January 2026, Cork ETBs Interim Programme Development Procedure was approved by the FET Strategy Group. This procedure is now operational to facilitate the approval of new</p>
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and modified courses for programme development by Cork ETB. This procedure is approved on an interim basis for the academic year 2025-2026. The Cork ETB Policy and associated Procedure for Programme Approval and Development will be operational in the academic year 2026-2027.

Programme Development & Validation

Cork ETB Programme Development Team working in conjunction with Cork College of FET Tramore Road Campus, developed a Level 4 Programme Derived Award Standard (PDAS) Certificate in Music, which was validated by QQI in November 2025. The programme was developed following extensive consultation with music educators, industry stakeholders, and community music providers, which identified a gap in Level 4 music provision nationally and regionally. The programme aims to provide learners with a strong foundation in music theory, performance, appreciation, event coordination, and work experience, supporting learners who may not have had access to formal music education previously. The curriculum is designed to foster creativity, collaboration, and employability skills while also providing clear pathways to further education and entry-level roles within the music and creative industries. The programme forms part of Cork ETB's strategic commitment to expanding inclusive, learner-centred creative arts provision within the FET sector.

Micro-qualifications

Cork College of FET, in collaboration with SOLAS, is currently developing Micro-qualifications as part of an initiative funded by the SOLAS Innovation Fund. These industry-focused qualifications aim to enhance workforce skills and future-proof businesses. This

initiative supports and promotes lifelong learning and industry-driven skills development, equipping professionals with the expertise needed to remain competitive in the rapidly evolving Life Science Sector.

Two micro-qualifications were developed with the Bishopstown Campus Life Sciences Centre of Cork ETB, SOLAS, and industry partners within the life sciences sector. These micro-qualifications form part of Cork ETB's strategic commitment to responding to emerging skills needs within the life sciences sector by delivering flexible, industry-informed, and learner-centred programmes that support both workforce capability and ongoing professional development within Further Education and Training.

The first micro-qualification that has been developed is a Level 6 Specific Purpose Certificate in Biopharmaceutical Manufacturing Processes. This micro-qualification has been designed to support workforce upskilling within the expanding biopharmaceutical and biotechnology industries, with a particular focus on employees working in regulated manufacturing environments. The development of the programme involved engagement with employers, representative bodies, national skills agencies, and subject matter experts to ensure alignment with current industry practice, GMP regulatory requirements and emerging skills needs. The programme aims to provide learners in employment with applied knowledge of biopharmaceutical manufacturing processes, contamination control and operational compliance, while supporting career development and progression within the life sciences sector.

The second micro-qualification that has been developed is a Level 6 Special Purpose Award in Contamination Control in Cleanrooms. The development of this micro-qualification followed extensive consultation with industry employers, representative bodies, national skills agencies,

and subject matter experts which identified a growing demand for targeted, accredited training in contamination control within cleanroom environments. The programme is designed to provide employed learners with specialised knowledge and practical competencies in cleanroom design, environmental monitoring, contamination control strategies, regulatory compliance, and industry best practice. The curriculum supports workforce upskilling and professional development for individuals working in regulated manufacturing environments while maintaining alignment with current legislative and regulatory requirements.

Both of these programmes have been reviewed by a QQI panel and currently we are awaiting validation.

Programmes submitted for validation

Cork ETB, working in conjunction with Sport Ireland and the National Governing Bodies (NGBs), is currently developing four new Programme Derived Award Standard (PDAS) programmes. As part of this process, two programmes, PE Studies with Sport and Sports Coaching and Athletic Performance have been submitted to QQI for screening. The wider development work has included extensive engagement with stakeholders such as Higher Education institutions, industry partners, and the NGBs. In addition, Cork ETB, in conjunction with UCC, has developed the Sports Coaching and Athletic Performance programme, which incorporates Year One of a tertiary degree. These programmes are designed to strengthen both the practical and theoretical foundations required for careers in physical education and sports-related fields. The new PDAS programmes aim to address identified gaps by strengthening work in conjunction with NGBs to promote greater participation in physical activity, embedding practical skill development throughout the curriculum, and integrating

enhanced technological innovation across modules. A strong emphasis on fostering physical literacy will underpin all programme components.

Cork College of FET Morrison's Island Campus, in partnership with University College Cork (UCC), has identified a gap in learners' understanding of social policy at NFQ Level 5. This gap offered a progression pathway opportunity to UCC's Bachelor of Social Work tertiary degree, where a foundational knowledge of social policy is a requirement. The development of the proposed 15-credit, NFQ Level 5 elective minor award in Social Policy provides an important opportunity to enhance learners' knowledge and critical awareness in this area. This Social Policy minor award, within the major award of Applied Social Studies, has been designed with the Programme Development team to ensure that learners are well prepared to apply social policy principles within their chosen fields of study and future professional roles. The Social Policy Component Specification was developed and is now published on QQI.ie, with delivery pending validation. The Programme Development team has submitted the completed Social Policy minor award proposal to QQI for consideration of validation.

The Universal Design Skills programme at QQI Level 6, 10 credits Special Purpose Award, with Cork College of FET Kinsale Campus is currently in its final review stages with the Programme Development Team. The proposed programme will shortly be submitted to QQI for consideration for validation, the programme introduces the principles of Universal Design, along with practical implementation methods, enhancing the relevant skills and knowledge of learners. This qualification is designed to meet the significant demand within Cork ETB, private sector and other public service employers and in addition the programme can be offered to graduates of Level 5 programmes who wish to advance their awareness and comprehension in the area of Universal Design.

Differential Validation

Cork ETB has a completed differential validation for several level 5 and 6 programmes. These programmes include:

- Level 5 Specific Purpose Certificate in Enhancing Productivity with AI 5S22965
- Level 5 Specific Purpose Certificate in Restorative Practice for Professionals 5S22441
- Level 5 Specific Purpose Certificate in Dementia Care 5S22764
- Level 5 Special Purpose Certificate in Wind Energy with Immersive Technologies 5S22439
- Level 5 Special Purpose Certificate in Immersive Technologies 5S22366
- Level 6 Specific Purpose Certificate in Mentorship Practice 6S21999
- Level 6 Specific Purpose Certificate in Sustainability Leadership 6S22910
- Level 6 Specific Purpose Certificate in Corporate Sustainability Reporting 6S22959

Module Updating Project (MUPs)

Cork ETB adopted twenty-five modules that were updated at national level as part of the ETBI National Module Updating Project (MUPs), along with locally updated modules of the Level 5 Life Science Programme. Ongoing support continues to be provided to staff delivering these modules, and sustained efforts have been made to update existing quality assurance documentation to incorporate the revised module descriptors and digital learner marking sheets. In addition, briefing sessions were conducted to further assist staff in the implementation and use of the nationally updated materials.

	<p>Alongside this work, Cork ETB continues to strengthen its internal capacity in programme development and quality assurance. All Cork ETB staff of the Programme Development team who participated in the Maynooth University Programme have now successfully completed their Level 9 Postgraduate Certificate in Programme Design and Validation, further enhancing the organisation's expertise and readiness to implement new programme development processes aligned with national standards.</p> <p><u>Devolved Responsibility (DR)</u></p> <p>Cork ETB is currently participating in QQI's national pilot on Devolved Responsibility (DR), an initiative developed throughout 2025 to explore how ETBs can assume greater responsibility for managing evaluations within the programme validation process. As part of this pilot, Cork ETB is actively contributing to sector-wide consultation, peer learning activities which are central to shaping a sustainable future model for DR across the ETB sector. In preparation for full engagement with the pilot, Cork ETB is also developing a new internal policy and procedure for Devolved Responsibility to ensure alignment with the QQI DR procedures. The application for DR will be submitted to QQI in quarter two of 2026.</p>
Click here to enter text.	Click here to enter text.
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Home - Cork College of FET - Tramore Road Campus Home - Cork College of FET - Morrison's Island Campus Home - Cork College of FET - Kinsale Campus Home - Cork College of FET - Bishopstown Campus</p>	

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)

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

Additional support relating to progression is provided to vocational learners outside the PLC sector.

Transition Year (TY) Taster programme

Cork ETB has a dedicated Progressions Support Team responsible for coordinating and supporting learner progression initiatives. A suite of Transition Year (TY) Taster Programmes has been established, comprising a total of 41 TY course experience days this year. Individual course capacity ranges from 10 to 25 places, with an average of approximately 15 participants per course. To date, all published courses have received applications, and 34 courses have now reached full capacity. A waiting list system has been implemented to manage ongoing demand.

Transition Year (TY) students visit the relevant Cork ETB campus for an introduction to both the campus and their chosen taster course, participating in theory and practical sessions delivered by teaching staff. Each student receives a certificate of completion for their portfolio and is invited to provide feedback on their experience. A TY Course Experience (TYCE) presentation template is provided to TY Coordinators to support students in presenting their learning. The overall structure and activities of the TYCE align with the learning outcomes of the new TY Course Programme.

This Is FET is a Cork ETB Initiative, which consists of a short module that is made available to all senior cycle students. It was originally developed to meet the learning outcomes of the new

	<p>Transition Year (TY) Programme but, due to increasing demand, is now offered across TY, LCVP, and LCA cohorts. Certificates of completion are issued to programme coordinators for inclusion in student portfolios. Ince September 2025, 20 schools across Cork have been visited to deliver and support the module. New invitations have been issued to schools in February 2026 of which 17 responded.</p>
<p>Click here to enter text.</p>	<p><u>Supporting Traveller and Roma Education</u></p> <p>The Adult and Community Education team work closely with the Traveller Visibility Group and the Southern Traveller Health Network (STHN) to provide adult literacy and community education courses.</p> <p>Cork ETB is represented by an Adult Education Officer on the Traveller Education Unit and the Traveller Interagency subgroup.</p> <p>The Chief Executive (CE) represents Cork ETB on the Traveller Interagency Group.</p> <p>The Traveller mentoring programme has evolved with two additional staff employed in the role of traveller mentor development workers, supported by the traveller interagency subgroup. They provide ongoing support to the mentors, building and enhancing relations in schools and developing links with traveller parents and children.</p> <p>A community education class was delivered with the Roma community which focused on Beauty and ESOL.</p> <p>REACH funding was approved for both Traveller and Roma education projects.</p>

Cork ETB continues to service and support unemployment blackspot areas and in particular focus on three key programmes: -

Great to Train – GTT Programme

The Great to Train programme was developed in partnership with Cork Simon to address employment progression for those at risk of or experiencing homelessness with an addiction and trauma background. This demographic typically encounters higher unemployment rates, lower educational levels, social exclusion, higher levels of poverty and deprivation than the general population. This programme provides a large variety of Work-related training along with skills development, therapy and learning in a trauma informed, learner centered environment.

Boxing Clever

The Boxing Clever programme developed in partnership with Cork ETB, The Recovery Academy and University College Cork, is a twenty-week integrated educational, substance use recovery and fitness programme that aims to support participants to develop more resilient identities, while encouraging educational achievement, physical wellness and reduction in harmful or risky behaviours.

Sustainable Futures

The Sustainable Futures programme focuses on additional learner supports, wellbeing interventions and programme resources to support NCE outreach community employment participants. The target group are referred from the addiction treatment services of The Tabor Group and Cuan Mhuire. Our aim is to improve their education and employment prospects through Cork ETBs educational classes, increase confidence and self-awareness through

Personal and Professional Development workshops specially tailored to our NCE Outreach Learners and to assist each participant in identifying their next steps regarding possible retraining or upskilling.

New Initiatives

Esports Educational Programme

In partnership with Esports Ireland, Cork ETB are running a 30-hour Esports educational programme for 18 Youthreach students. This pilot programme is being delivered in the National Esports centre, and the programme is designed to develop the learners understanding of Esports and engage with an interactive learning experience of esports and the gaming industry. The programme will focus on two module areas;

- 1) Esports Games, Teams and Tournaments
- 2) Establishing an Esports Organisation

Each module area are derived from the Pearsons BTEC National Diploma in Esports.

ParentChild+ Family Support Initiative

Partnering with University College Cork and other stakeholders, Cork ETB has played a significant part in steering the implementation of the ParentChild+ Initiative in Cork. The programme is designed to support parents and their pre-school children with a learning through play experience. Parents involved in the programme will be offered support with further and/or higher education opportunities, through part of full-time courses.

Youthreach Work Experience Initiative

Working Connections is a Cork ETB and Cork Chamber of Commerce partnership initiative to provide work experience to Youthreach students who often lack the social capital to maximise the opportunity afforded to them through the work experience module. This 10-day programme aspires to let young people access education and employment opportunities, previously not within their reach. The programme will be delivered in partnership with Cork Chamber, sharing joint expertise in education and industry, opening the world of work and education to show the possibilities available to learners.

Tertiary Degrees in the Cork College of FET

Cork ETB are pleased to confirm that two additional degree programmes, along with a new tertiary pathway, were established and launched in 2025. In addition, the BSc in Mental Health Nursing has been expanded to include delivery on our Mallow Campus, where students are now actively engaged in their studies.

In partnership with University College Cork (UCC), Cork ETB now offers a BSc in Occupational Therapy delivered through a 1+4 degree pathway. Students commence their Occupational Therapy training at the Cork College of FET, Morrison's Island Campus, before progressing to UCC to complete their studies.

Furthermore, in collaboration with Munster Technological University (MTU), students are enrolled in the first year of a 1+2 ordinary degree programme based at the Carrigaline Life Sciences Centre. This degree, titled BSc in Process Manufacturing Practice and Technology, commenced in September 2025. The programme includes a significant structured work placement, ensuring strong industry engagement and enabling learners to apply their skills directly in real manufacturing environments.

	All students enrolled on these degree pathways are dually registered and are not required to pay fees for the FET component of their programmes.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures TY Taster Programme - TY Taster Programmes - Cork College of FET Traveller and Roma Education Strategy 2024-2030	

1.07 Integrity and Approval of Learner Results

1.08 Information and Data Management

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

Explore how the ETB could develop and strengthen its arrangements for tracking learners following the completion of their programme.	<p>Cork ETB intends to implement a new Learner Exit Form and the associated procedures. A revised template is currently being developed through the ETBI Internal Audit Unit (IAU) working group, and further information on the agreed national guidelines has yet to be issued.</p> <p>In 2022, 20% of ESF learner records were missing mandatory data. As the 2025 data submission deadlines conclude, the SPRSU has achieved its lowest recorded error rate, with only 1.3% of records containing incomplete information.</p> <p>While the development of a longitudinal study remains an area of interest for the SPRSU, there are currently no plans to capture panel data within the medium-term timeframe due to resource constraints.</p>
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Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.09 Public Information and Communication

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

2.02 Assessment of Learners

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

<p>Considers how it can strengthen the quality assurance of teaching and learning or enhance the accuracy and validity of the proxy measures which are being used.</p>	<p>Cork ETB has two appointed ESOL Adult Literacy Organisers (ALO) to further support staff across the provision.</p> <p>Between 2024 and 2025, a total of 4,676 learners were registered on ESOL courses across the county, 52% of which were certified programmes.</p> <p>The Cork ETB ESOL Strategy enhances the quality assurance of teaching and learning and strengthens the accuracy and validity of proxy measures through several targeted actions.</p>
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Curriculum and syllabi have been developed for levels A1, A2 and B1. The syllabi include links to resources, schemes of work and ensure all four skills (reading, writing, listening and speaking) are covered in all lessons. A syllabus for B2 is currently in development

Increased certification rates have been achieved across ESOL provision, rising from 21% of courses being certified in the 2023/2024 academic year to 52% in 2024/2025. This improvement has been supported through multiple initiatives, including sustained guidance, professional learning supports, and the training of ESOL educators provided by the ESOL ALOs, senior management, and the Quality Assurance team, as well as the development and dissemination of assessment and teaching resources to all ESOL practitioners

An initial assessment tool has been devised in line with international best practice and the Common European Framework for Reference for Languages. This tool assesses all four skills (reading, writing, listening and speaking). PLD training was developed and delivered to staff both online and in person. The tool has now been rolled out across the provision

Ongoing support is provided for the ESOL Community of Practice which is used for networking, sharing of experiences and peer support. All staff working with and supporting ESOL learners and non-native English speakers have access to the ESOL Teams. A considerable bank of resources for all aspects of ESOL instruction is available to educators in this teams and the sharing and co-creating of resources are encouraged

In 2025, workshops on the following topics were developed and facilitated by ESOL ALO's:

- Games for Language Learning
- Teaching Grammar
- Initial Assessment
- Teaching Mixed Levels
- Differentiated Instruction
- ESOL Literacy
- Material Development

Workshops planned for 2026 include Integrated ESOL and Creating Inclusive and Culturally Responsive Classrooms.

Annual tutor surveys were administered in May 2024 and May 2025. Staff were asked to identify their professional learning and development (PLD) needs, resource development requirements, and their level of engagement with and awareness of ESOL Teams and associated materials. The feedback collected informed subsequent PLD planning and resource development. A further survey will be conducted in May 2026

Collaboration with stakeholders, communities, community organisations and learners to support learner recruitment and retention continues across the provision. Courses are being effectively promoted through local channels such as West Cork Development partnership, FETCH.ie, Accommodation Centres, Department of Social Protection etc.

In 2026, ESOL ALO's plan to develop resources on teaching and learning to include topics such as equality, inclusion, diversity and the Equal Status Act.

The PLDSS continue to provide access to external micro credentials. The funding application process is open to all FET Staff in line with the Staff Training and

	<p>Development Policy. These micro-credentials provide an excellent opportunity for staff to upskill in new areas or further enhance their existing competencies. All opportunities are advertised on the Professional Development SharePoint Training Site. Ongoing development of the PLD SharePoint Site continues with a focus on gathering and promoting relevant staff resources via the PLD Resources page. The interface of the page is currently being redeveloped to create a more streamlined user experience.</p> <p><u>Non accredited Micro Training</u></p> <p>PLDSS have developed a self-directed interactive eLearning course for the Quality Assurance Department. eLearning courses provide internal recognition and can be designed to target staff and enhance the quality assurance of teaching and learning. The Assessment Process at Cork ETB was developed from content provided by QA and is currently under final review. It is aimed to pilot this programme for new staff in the 2026-2027 academic year.</p>
<p>Produce an annual internal analysis of the effectiveness of the assessment process be conducted in order to avoid a dependence on this external perspective. This internal perspective should combine quantitative and qualitative information and inform the content of any continuing professional development programme for staff.</p>	<p>The Quality Assurance FET Support Team continues to provide comprehensive assistance to campuses, centres, and services across the Cork ETB region. Annual consultations are undertaken to gather staff feedback on Cork ETB's assessment processes, including External Authentication and the Appeals process, and this feedback is disseminated as appropriate. In September 2026, Continuous Quality Improvement (CQIP) Plans will be implemented across all campuses and centres, further strengthening internal review processes and supporting ongoing evaluation of best practice and areas which may require additional support.</p>

<p>Strengthen the quality assurance of teaching and learning or enhance the accuracy and validity of the proxy measures which are being used (the review team recognises the ETB operates within a national context).</p>	<p>The Quality Assurance Department continues to offer various training in conjunction with PLDSS. These training offerings include:</p> <ul style="list-style-type: none"> - Cork ETB Assessment Process - Writing Assessment Briefs at Levels 1-3 - Writing Assessment Briefs and Examinations at Levels 4-6 - Provision of Feedback to Learners - Integrated Assessment Workshops - How to Set Up Assessor and Learner Portfolios - Secure Storage of Assessment Materials including OneDrive/Cloud - Internal Verification Training - QQI Business Systems (QBS) Training <p>The Quality Assurance Department continues to provide ongoing support to campus and centre staff through regular QA clinics. The External Authentication Pilot remains a valuable support mechanism for centres and campuses, especially those newly engaging in the delivery of QQI modules.</p> <p>A slide deck is currently under development by PLD in collaboration with the QA department to support both new and existing assessors in understanding every stage of the QA process - from developing assessment plans through to conducting internal verification. This resource will take the form of an interactive PowerPoint presentation. After progressing through a series of slides, assessors will be required to answer questions in order to move to the next section, ensuring active engagement and successful completion of the training.</p>
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The PLDSS continues to support individual staff funding applications to facilitate the updating and development of new skills sets.

In 2025, 48 FET staff members were approved funding to engage in training with external providers. This includes:

- South East Technological University (SETU)
- Crisis Prevention Institute (CPI)
- National Adult Literacy Agency (NALA)
- Munster Technological University (MTU)
- University College Cork (UCC)
- University of Limerick (UL)
- Artform
- Digital Learning Institute (DLI)
- Capacitor
- Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)
- BPS
- Gaelchultúr

The training undertaken spanned a wide range of thematic areas which enhanced capacity across a range of staff and service provision

This is in addition to the sixty internal training events which were attended by five hundred and fifty staff members and the provision of a further seventeen external training events.

Professional Development Frameworks

In conjunction with Human Resources, PLDSS have developed a draft Professional Development Framework for Teaching Staff. The framework aims to provide a tool for teaching staff to enhance personal and professional development and career planning within the organisation. It outlines seven key competency areas organised into four broad practice indicator groups to be used as a guide for staff to identify and measure their current skills/practice. Staff may use the indicators as a guide to reflect on possible professional development areas which might, in turn, aid identification of training needs and enhance capacity. This framework is currently under review by the HR Department.

In 2025, a draft Blended Learning Professional Development Framework was devised in support of Cork ETB's application to QQI for the Extension of Approved Scope of Provision to include Blended – Synchronous and Asynchronous Learning. The purpose of this framework is to ensure necessary professional development support is in place for staff transitioning to delivery of programmes via Blended Learning. This framework was accompanied by a draft PLD Blended Learning Self-Assessment Training Audit survey to enable the identification of staff training needs as required.

A draft Universal Design (UD) Professional Development Framework is currently being developed as part of Cork ETB's Universal Design Strategic Plan. In conjunction with Cork ETB's UD Lead and the UD Steering Group, the purpose of this framework is to build staff capacity and operational systems to embed universal design across Cork ETB service provision.

Dublin City University Guidance Programme

In late 2025, Cork ETB announced an opportunity for FET educators to consider training as Guidance Counsellors at Dublin City University (DCU) to help address the national shortage of guidance counsellors. The programme is offered with the support of the Department of Education and Cork ETB, and is delivered in Bishopstown Campus, Cork. The first cohort of staff commenced in January 2026, and the second cohort will commence in September 2026. Each cohort will take three semesters to complete the programme. Three FET practitioners were selected, and the programme is now underway.

Crisis Prevention Institute (CPI) Safety Intervention and ConnectRP Restorative Practice Training

Across a range of settings at Cork ETB, Safety Intervention and Restorative Practice training is regarded as essential training for staff working in alternative, special or educational needed settings. The PLDSS offer these programmes to Youthreach staff who, on occasion, work with learners presenting with challenging or disruptive behaviours which may lead to conflict or difficulties in the classroom. Restorative Practice is an ideal system for de-escalating and resolving conflict.

Digital Transformation & Technology Enhanced Learning (TEL)

The TEL Support Service continues to offer a wide range of TEL related training events which include:

- Using LMS – Moodle, Google Workspace for Teachers, Learners and Management
- Microsoft apps – OneDrive, Teams, OneNote, Powerpoint etc

- Microsoft 365 platform (onboarding and productivity)
- Instructional Design and Pedagogy for Blended delivery
- Video creation and editing: Clipchamp, Capcut etc
- Excel 365 (desktop and cloud) – Beginners/Intermediate/Advanced
- Gen AI for Teaching, Learning and Assessment
- Podcasting and Audio Editing: Audacity, Garage Band etc
- Digital Media: Canva, Interactive Content (HP5)
- Digital Literacies: Safe/Ethical Digital Practice, Cybersecurity, Data Handling

The TEL Support Service visits centres to deliver any requested inhouse training and also maintains a TEL Hub, which hosts shared resources and provides links to external training opportunities. The hub contains course links, instructional video and audio, support documentation and other resources. The self-directed training available through the Hub further enables staff to pursue and achieve micro-credentials.

Brickfield Accessibility+ Toolkit

This toolkit has been integrated into Moodle LMS across all campuses and centres. TEL Support now provides staff training in accessibility tools for Moodle LMS and Microsoft Apps. The Brickfield tool aims to aid assessors and managers to evaluate and review digital content for accessibility issues. This aligns with Cork ETBs Strategic Performance

Agreement 2022-2026 and the Service Plan initiatives to increase learner accessibility and inclusion across programme delivery.

Erasmus+ European Engagement Initiative (Léargas)

Cork ETB's TEL Support Service is collaborating with MCAST staff to develop a VET project proposal titled '*Ethical AI in VET: Usage, Academic Integrity and Microlearning*'. The submission of this application is planned for February 2026.

TEL Support Service also works with Cork ETB Steering Groups to advance training and support in ICT, Digital Technologies, Blended Learning, Universal Design for Learning and Instructional Design Strategies. This includes:

- Providing live training sessions for PLDSS
- Promoting Moodle Academy to develop educator and administration skills among Cork ETB staff
- Aligning with National Frameworks for developing and advancing blended delivery of FET courses and programmes e.g. SOLAS TEL Steering Group
- Working with Universal Design Steering Group in adopting the Altitude Charter for Universal Design as a key pillar for developing inclusive and pedagogically robust digital environments and online spaces

National Hairdressing Apprenticeship (NHA)

In liaison with Limerick Clare ETB (LCETB), Cork ETBs TEL Support Service provide ongoing training, guidance and technical support to relevant teaching staff and apprentices, as well as managing Cork ETB membership within the NHA.

Cork ETB FET Moodle Administrators Group

Cork ETBs TEL Support Service provide oversight over the Cork ETB FET Moodle Administrators Group. This involves ongoing training provision and support for Moodle administrators working in FET campuses and centres.

Cork ETB Envoy Role

The aim of this initiative is to strengthen collaboration between Irish and French FET/VET provision. Its primary focus is the establishment of Centres of Vocational Excellence (CoVEs), designed to serve as shared network resources for FET/VET and higher education staff in both countries.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

[Cork ETB's Service Plan 2025](#)

[Cork ETB Strategy Statement 2022-2026](#)

[Strategic Performance Agreement 2022-2024](#)

TEL Hub: <https://cetbtel.ie>

Moodle Academy : [Home](#) | [Moodle Academy](#)

2.03 Supports for Learners

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

Strengthen the learners' voice in all aspects of the ETB's provision and governance.

Interactive English Writing Support Tool

Following on from the previous report, Cork College of FET South Cork, in partnership with Noorderpoort College, is pleased to announce the launch of an innovative Erasmus+ initiative, the English Writing Skills Digital Support Tool, as part of this year's Cork Lifelong Learning Festival. This collaborative project aims to reduce barriers to participation and enhance learner support within Adult Education and Vocational Education and Training (VET). It achieves this by providing an inclusive, interactive, and accessible online resource designed for learners across Europe.

The English Writing Skills Digital Support Tool offers structured, step-by-step guidance on the writing competencies required for learners engaging in, or progressing to, programmes at QQI Levels 4 and 5 and EQF Levels 3 and 4. Integrating key digital literacy features, the platform supports learners in developing both writing proficiency and digital competence. Content is presented in multiple formats, including visual, auditory, and interactive modes, ensuring alignment with diverse learning styles and fostering an inclusive learning environment.

Learner Voice Activities

The Learner Voice in Cork ETB is currently undergoing a review and restructuring process.

The objective of this review is to enhance the representation of all Cork ETB learners by ensuring that the perspectives of diverse learner groups and programme levels are fully reflected.

Cork ETB Learner Voice staff are currently developing a campus-based study to establish a robust and systematic approach for capturing the experiences and viewpoints of learners at Levels 5 and 6. The findings from this work will support the creation of a clear and consistent feedback mechanism tailored to these learner groups.

Beyond Level 5 and Level 6 cohorts, the development of additional learner groups across Cork ETB will be advanced on a phased basis over a longer timeframe. This staged approach will build on the Youthreach learner forum introduced in the 2024/2025 academic year.

Learner Charter

The findings from the campus-based study referenced above will inform the *Learner Voice Structures Framework* document, prepared by Learner Voice Support in February 2025. This framework can then be reviewed and further developed in alignment with future changes to Learner Voice structures.

Digital Tools to Enhance the Learner Experience

The Learner Voice Group (LVG) participated in the pilot of a new digital learning tool between October and December 2024. This tool, was rolled out across Cork ETB, is designed to enhance the overall FET learner experience for all learners.

The tool provides writing support for learners undertaking Level 4 and Level 5 programmes, developed in response to significant feedback indicating the need for additional support at these levels. Feedback from the 2024/2025 Learner Voice Group indicated that the tool was highly beneficial.

Learner Voice Youthreach Subgroup

In January 2026, in collaboration with Youthreach (YR) Coordinators across Cork ETB, the Learner Voice Youthreach pilot project was implemented to directly capture the perspectives of Youthreach learners. This was initially introduced across all Youthreach Centres in the 2024/2025 academic year. This initiative has continued into the 2025/2026 academic year, with meetings held approximately every six to eight weeks and strong representation from all Cork ETB Youthreach centres.

During the 2024/2025 cycle, the primary request from YR learners was to be *“like other schools”* by organising a Debs event. Although the event ultimately did not take place, the process provided a valuable learning opportunity, enabling students to lead the initiative and fostering cross-centre collaboration among all Youthreach programmes.

This work aligns with Cork ETB’s broader development of learner fora and supports the longer-term objective of strengthening learner voice structures, as referenced above.

Ongoing Training

As part of ongoing efforts to strengthen Learner Voice practice across Cork ETB, dedicated training and capacity building opportunities have been facilitated for staff. This includes events such as Bridging the Gap – Developing a Partnership Model for the Future Coordination and Development of Community Education, delivered on 21 November 2025. By equipping staff with the skills and frameworks required to embed effective learner participation, Cork ETB continues to progress its commitment to developing robust, sustainable Learner Voice structures.

Learner Feedback Mechanisms

Cork ETB continues to strengthen its commitment to embedding the learner voice across all areas of Further Education and Training. A range of initiatives are currently in place, and further developments are planned, to ensure that learners at every level have meaningful opportunities to share their experiences, influence decision-making, and contribute to continuous improvement.

- Youthreach Learner Voice Forum

An ongoing Youthreach forum is in place to gather direct, continuous feedback from Youthreach learners

- Proposed Campus Learner Forum (Levels 5 & 6)

The LVG have actively been involved in the development of a campus wide learner forum, aimed to facilitate the systematic collection of feedback from Level 5 and Level 6 learners. The aim is to implement this for the 2026/2027 academic year.

- Collaboration with External Stakeholders (AONTAS)

The LVG have ongoing engagement with external agencies, including AONTAS. The AONTAS National FET Learner Forum is scheduled to take place in Cork ETB on 12 March 2026, providing an opportunity to gather and compile learner feedback across the provision.

- Cork ETB Learner Voice – Online Feedback Mechanism:

The Learner Voice feedback link, located within the “Learner Voices” section of the Cork ETB website, is scheduled for review in April 2026.

Literacy Assessment Pilot

Cork ETB’s Literacy Assessment Pilot is now completed and is embedded into the Literacy Service provision.

Dyslexia Assessment Pilot

The Active Inclusion Support Service (AISS) team in collaboration with Dyslexia Ireland, SOLAS and the Adult Literacy for Life (ALL) Office, have completed the pilot to deliver an alternative model to support adults to get a dyslexia assessment in an efficient time frame.

In 2025, 40 learners were assessed across the literacy services in North, West and Cork City over the course of six days. Of the 40 learners, 38 received a diagnosis of dyslexia. Feedback from the Learners and centre staff was extremely positive.

The pilot has provided proof of concept for a viable, scalable model of dyslexia assessment within the existing structure of an ETB. Ongoing efforts are underway to embed this on a national level.

Psychoeducational Assessments

Until late 2025, FET centres primarily relied on the Department approved Woodcock Johnson IV for educational assessment, with some centres, such as Youthreach, also using the CAT4 and NGRT to establish baseline learner ability when prior assessments were unavailable or outdated. In November 2025, Cork ETB approved the introduction of two in-house assessment systems: the SWIFT and the computerised Woodcock Johnson V, both newly approved by the Department of Education, with supporting circulars expected by February 2026.

The SWIFT is a computerised assessment system similar in function to the CAT4 but providing a broader profile by measuring both cognitive and attainment-related skills. It generates five scores, reading speed, spelling, numeracy/processing speed, working memory, and processing speed, within approximately 45 minutes, with results immediately available to SENCo/DSS staff. The system also applies colour-coded indicators, enabling staff to quickly identify learners requiring minimal, moderate, or substantial support, and to determine which learners should be referred for further assessment or diagnostic evaluation.

The Woodcock Johnson V is a DES approved, full diagnostic assessment tool. The teacher's edition measures 41 attainment skills across reading, writing, spelling, mathematics and related domains for individuals aged 4 to 90, a significant expansion from the 11 skills assessed in the previous WJIV. The psychologist/APC assessor

version provides 61 measures to support diagnostic decision making. Unlike the earlier edition, which required extensive manual adherence to testing rules and scoring procedures, the computerised WJV guides assessors through each task in real time and automatically manages basal and ceiling rules, raw score calculations, and scoring. This substantially reduces preparation and scoring time. The system also produces instant electronic reports and, operating on a token-based platform, allows multiple staff members within a centre to conduct assessments simultaneously without the need for physical test kits.

Fund for Students with Disability (FSD) Pilot Programme

The new funding structures within all ETBs and the SOLAS position paper in relation to the Learner Support Framework, further verifies that learners within the broader FET provision do not need a diagnosis to be eligible for supports. This has resulted in the conclusion of the FSD Pilot Programme.

Active Consent Workshops

The AISS team has resumed delivering in-person Active* Consent workshops to Youthreach learners and trade apprentices, with sessions ongoing. NUIG invited Cork ETB to participate in a national research initiative, recognising apprentices as a distinct, predominantly male learner cohort. Following a survey of 400 apprentices in WWETB, NUIG selected Cork ETB to conduct focus groups to further explore consent awareness and inform how consent education should be delivered within FET apprenticeships. The AISS team facilitated these focus groups, engaging 136 phase two apprentices who had not previously received consent education. The research findings will be presented at the

ETBI Conference in February 2026 and will guide the development of new consent education resources tailored specifically to the apprenticeship sector.

Inclusive Interior Spaces

A pilot involving five centres has been completed, focusing on strengthening inclusive learning environments through minor environmental adjustments and preparing for more substantial structural recommendations, aligned with the Altitude Charter and Universal Design from 2026 onward. The project also expanded sensory, communication, physical, and emotional awareness relating to neurodiversity, promoting learner-centred, universally designed practice. Staff received awareness training, supported by sustainable resources such as instructional videos and a live Padlet. Recommendations from the initial phase have been issued to each centre and implemented where feasible.

Going Forward:

- Effective communication channels have been established, with further interventions planned and new networks to be developed to address location-specific needs
- Introductory meetings with additional centres are underway, extending the project's reach
- Ongoing staff training on supports, interventions, and neurodiversity will continue
- The Padlet is being regularly expanded with new supports and will remain an evolving resource

Disability Support

Staff receive regular training across all areas of neurodiversity, including Dyslexia, Dyscalculia, ADHD, and ASD. These events are delivered in collaboration with the PLDSS.

Regular training in areas related to neurodiversity, including dyslexia, dyscalculia, ADHD, and autism, is provided to staff across the organisation in collaboration with the professional learning and development function. Comprehensive psychoeducational assessments are carried out internally on an ongoing basis, including within the prison education service, to evaluate learners' cognitive and literacy profiles and to provide diagnoses where appropriate. Learners may be referred for full assessment and diagnosis, which is conducted in-house by the Active Inclusion Support Service.

Findings from these assessments, particularly within the prison education unit, have informed additional training for both staff and learners, aligned with updated Universal Design guidelines. This training supports understanding of diverse neurocognitive profiles and enhances staff capacity to meet learner needs. Assessment outcomes have also identified a widespread need for life skills development, resulting in the delivery of an adapted life skills programme to incarcerated learners and the sharing of this programme with other prison education units nationally.

Further training continues to be delivered in Universal Design for Learning (UDL) digital badges, in collaboration with national partners, to support both national and local implementation. Targeted training is also provided to centres based on specific needs

such as anxiety supports, comorbid conditions, assistive technologies, and particular learner profiles. Additionally, the AISS has been invited to contribute expertise to the review and update of a national teacher development course.

Transition to Employment and Training

Monthly visits are conducted with learners in the Cork Prison education unit who are approaching release, providing mentoring to support their transition into training or employment. Post-release support is also offered. In addition, the AISS team participates in the prison's open day as part of ongoing engagement efforts.

The AISS team, in collaboration with Helium Arts and the Local Creative Youth Partnership, is developing a pilot initiative to support young people aged 16 and over who are living with lifelong health conditions. The project aims to foster their creative development, enhance artistic skills, and explore educational pathways leading to creative and artistic careers.

Supporting Traveller and Roma Education

The AISS continue to work with the Traveller Visibility Group (TVG), to provide additional support through information, mentoring and assistance in navigating pathways. The AISS team also attend the Traveller Education Unit Conferences in October and January. In conjunction with Access Officer, Munster Technological University, the AISS team are currently working with six Traveller learners in Charleville FET centre to secure work placement.

Universal Design

Cork ETB has advanced its Universal Design (UD) initiatives significantly following the adoption of the Altitude Charter in April 2025. A full-time Universal Design Lead was appointed to the AISS team in January 2026 to oversee charter implementation, promote UD and accessibility across Cork ETB services, coordinate with stakeholders at all levels, and support teaching staff in embedding sustainable Universal Design for Learning (UDL) practices. Collaborative planning has begun between PLD, TEL, and QA departments to establish aligned strategies and roadmaps.

A Cork ETB wide Universal Design Strategy is currently being developed by the UD Steering Group and is scheduled for review by the FET Steering Committee in February 2026. Introductory UD workshops have commenced for staff, with sessions delivered to various groups in January and February, and practical UDL workshops provided to teaching staff.

Cork ETB will roll out a Universal Design Awareness Month in March 2026, featuring weekly online workshops aligned with the four pillars of the Altitude Charter. A “Plus One” campaign will encourage staff to adopt one inclusive practice and share it on WorkVivo. Spotlight case studies will also be highlighted, and a broader public-facing UD campaign is planned for later in the year.

A UDL Community of Practice (CoP) will be established before the end of the academic year, guided by terms of reference developed by the UD Steering Group and modelled on the University of Limerick structure. An expression of interest process is underway, with a dedicated Microsoft Teams space to serve as a resource hub for UDL practices.

A Cork ETB UD Padlet is being developed as a central reference point for UD information, including a section organised around the UDL 3.0 framework to provide practical implementation strategies.

A QQI Level 6 micro-credential in Universal Design is currently being developed by the Programme Development Team and the Universal Design lead and will be submitted for QQI validation in March 2026. The intention is that this programme if validated will be delivered to both staff and learners.

The UD Lead will also support a UCC research project across five FET campuses in March 2026, examining learner experiences of UDL interventions.

Collaboration continues with the UCC ID Plus team and Cork ETB's tertiary office to develop accessible pathways into FET for learners with intellectual disabilities.

Workshops have been delivered since September 2025, with more scheduled for early 2026. The first cohort of FET staff is currently completing UCC's ID for FET micro-credential, which emphasises UDL as a core component of accessible course design.

Cork College of FET Tramore Road Campus – Wellbeing Culture through Yoga

Tramore Road Campus has strengthened its commitment to holistic wellbeing by formally introducing weekly lunchtime yoga sessions for staff and students. Delivered every Wednesday and Thursday by a certified yoga instructor and Cork ETB staff member, the programme supports stress reduction, emotional regulation, physical wellness, and community-building on campus.

The classes incorporate a range of practices, including Hatha, Vinyasa Flow, Yin, and selected Kundalini techniques, each combining breathwork, mindful movement, and

guided relaxation to enhance self-regulation and reduce stress. Sessions conclude with a structured savasana to support deep rest and nervous system reset.

The initiative has achieved strong and consistent engagement, with participants reporting improved relaxation, better stress management, enhanced physical wellbeing, and a positive sense of connection. Feedback highlights the value of the classes as a restorative pause within the week.

Overall, the yoga programme has made a significant contribution to the campus wellbeing environment, reinforcing existing initiatives such as Wellness Week and promoting positive mental health. Its success indicates strong potential for future development and integration into broader wellbeing and academic supports.

Cork College of FET Tramore Road Campus – Amber Flag and Wellness Week Initiative

Tramore Road Campus received the Amber Flag in 2023 and 2025, recognising its commitment to promoting positive mental health among learners and staff. The campus places strong emphasis on holistic wellbeing, offering regular activities such as yoga, free personal training, Boxercise, badminton, men's soccer, ladies' Gaelic football, a Running Club, Surfing Trips, and workshops with organisations including Jigsaw. In 2024 and 2025, the campus also achieved the ETBI FET Learner Mental Health and Wellbeing Accreditation and was selected as one of four national examples of best practice.

Wellness Week remains a key annual event, providing learner-led and community-sustainable activities that encourage high participation and support social interaction across departments. Learners were also given information on continuing these activities within their local communities.

	A Fun Day for learners will take place in March 2026 to help alleviate assignment and exam-related stress, with additional plans for further Jigsaw workshops and a drug and alcohol awareness session.
Click here to enter text.	Click here to enter text.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures SWIFT: SWIFT - Digital Assessment For Schools SOLAS Position Paper: Learner Support in Further Education and Training: Towards a Consistent Learner Experience	

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

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

<p>Consider how to monitor the ETB's central services (e.g. finance, IT, HR etc.) contribution to the quality of FET provision.</p>	<p>Cork ETB operates within a formal governance framework outlined in its Strategy Statement 2022–2026, which places Our Team and Organisation and Infrastructure as strategic priorities. These priorities explicitly link organisational support services (including finance, HR and ICT) to service quality and organisational effectiveness. Progress on these areas is monitored through service planning and governance structures</p> <p>Cork ETBs Service Plan describes monitoring processes that assess how central services contribute to effective delivery of learning, organisational efficiency, staff support, compliance, and infrastructure management. Tasks and metrics associated with finance, HR, ICT, and organisational support are monitored annually to ensure alignment with strategic priorities and learner-focused outcomes.</p>
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Cork ETB Strategy Statement 2022-2026 Cork ETB Service Plan 2025 Further Education and Training Campuses & Centres - Cork Education and Training Board</p>	

3.02 Programme Monitoring & Review

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

Rapidly implements a manageable process of programme review to ensure all programmes are up-to-date and meet the needs of learners, employers, and society.

Cork College of FET – Department Structures

In 2025, to further support the Cork College of FET Department structures and as part of the implementation plan for Cork College of FET, Department meetings were scheduled to take place during the 2025 – 2026 academic year. The primary purpose of these meetings is to provide a forum to:

- Collaborate and strengthen links within departments, including between individual courses, as well as departmental links within and across campuses and centres
- Identify opportunities for collaboration and development
- Identify course and departmental needs
- Share experiences, resources and expertise
- Discuss and develop proposals for programme development

These meetings further support the existing programme board meetings which take place at campus level but provide for a broader focus at Cork College of FET Department level. It is intended to increase the frequency over subsequent academic years and to also expand membership as appropriate for each department, including, but not limited to, representatives across FET services at levels 1 to 4 and business and enterprise

	<p>representation. This is an interim arrangement, co-facilitated by members of the senior management teams in each campus pending ongoing national discussions on revised structures within FET.</p> <p><u>Programme Improvement Plans</u></p> <p>Creating cohesion and consistency in programme design and delivery are fundamental to ensuring an effective and efficient service. As a commitment to our Cork ETB Strategy Statement 2022-2026 and Cork ETB Service Plan, an extensive review of Adult Literacy, BTEI, Community Education and Youthreach provision commenced in 2025. This review outlined relevant, cohesive and agreed programme implementation plans (PIPs) toward the next Cork ETB Strategic Plan (2027). Adult Literacy, BTEI and Youthreach PIPs were designed following staff consultation, and a staged implementation has commenced.</p>
Click here to enter text.	Click here to enter text.
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Cork ETB Strategy Statement 2022-2026 Cork ETB Service Plan 2025</p>	

3.03 Oversight, monitoring & review of relationships with external parties

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

Simplify and streamline the opportunities for external partners (particularly employers) to contact and engage with the FET directorate.

Cork College of FET Bishopstown Campus delivered a Leadership and Management programme for retail members of the Cork Business Association. This programme provided both reskilling and upskilling opportunities for staff, offering a strong pathway for retail businesses to cultivate and advance emerging leadership talent within their organisations.

The Cork College of FET, Bishopstown Campus, are responsible for Skills to Advance activity. Measures taken to strengthen the employer engagement priority of Cork ETB under Skills to Advance is well progressed. The FET for Enterprise initiative aims to promote the education and training services of Cork College of FET businesses, provide opportunities for upskilling and reskilling to those in employment and provide bespoke training for companies.

The staff in the FET for Enterprise Section provide a range of upskills and reskilling courses for those in employment. In 2025, 1,788 learners were upskilled and 41 businesses engaged in training. Cork ETB engages with industry through membership of networking groups such as the Cork Electronics Industry Association, Cork Chamber of Commerce and Network Ireland Cork.

Cork College of FET Bishopstown Campus partnered with ALCON, the global leader in eye care, to launch the inaugural Maintenance Skills Technology Upskilling Programme for ALCON staff. Learners who complete this part time programme, will achieve a QQI Level 6 Major Award in Maintenance Skills Technology. This programme is due to

conclude in 2026. All learners on the programme have completed 6 out of the 8 required modules needed for the full major award This collaboration exemplifies the power of industry – education partnerships in fostering employee growth and supporting the local economy.

Cork College of FET, Bishopstown Campus, has also collaborated with the Local Enterprise Offices (Cork City, Cork North and West, and South Cork) to deliver leadership and management training tailored to the hospitality sector.

As both organisations support local businesses in complementary ways, this partnership enables a comprehensive wrap-around service. A joint steering group co-designed and recruited for the initial programme: an ILM Level 4 Certificate in Leadership and Management, with units including Developing Your Leadership Style, Developing Individual Mental Toughness and Understanding Conflict Management in the Workplace. The pilot commenced in October 2024, after which the steering group reviewed outcomes and designed a second programme, a shorter ILM Level 3 Award in Leadership and Management, beginning in March 2026.

Nine learners from seven hospitality companies successfully completed the pilot. Feedback highlighted the need to reduce programme length and complexity to improve accessibility for busy professionals. As a result, the new programme consists of three units with clear progression pathways to further ILM modules. While the pilot ran onsite in Bishopstown, the second programme is expected to run both in Bishopstown and in West Cork to broaden participation.

European Engagement

Cork ETB's participation in Erasmus+ initiatives remains exceptionally strong, particularly within the VET sector, where both staff and learners continue to engage actively in mobility opportunities. Over the past year, specific attention has been directed toward expanding activity within the Adult Education sector, resulting in 32 staff members undertaking job shadowing or training placements abroad. In September 2025, a second staff member was appointed to the European Engagement Support Service (EESS) to further enhance Erasmus+ involvement across the Second Level and Youth sectors.

Our network of partner institutions continues to expand, with the significant addition of SCALDA College in the Netherlands and the Simey Adult Education Centre in Iceland during the past year. Work is currently underway on the development of an Internationalisation Policy for Cork ETB, as well as the preparation of a new Erasmus+ Coordinators' Handbook. In addition, the EESS hosted both the EPALE international study visit and the annual conference of MBO Raad, the representative association for all government-funded Dutch VET colleges and also participated in the ETBI Erasmus+ Forum.

International Work Placement Supporting Work Experience 5N1356 – Mallow Campus

In 2025, Cork College of FET, Mallow Campus, used Erasmus+ mobility funding to facilitate structured international work placements for 40 learners in Braga, Portugal, and Malmö, Sweden. Each learner completed 60 hours of supervised, vocationally relevant placement aligned to the QQI Level 5 Work Experience module (5N1356), representing 40% of the required placement hours.

A comprehensive supervision and quality assurance framework supported learners throughout the mobility period. Oversight was provided by an accompanying teacher, a host-country mentor organisation, and on-site workplace supervisors. Pre-agreed learning contracts, aligned to QQI learning outcomes, guided learner responsibilities and assessment requirements. Monitoring through site visits, reflective logs, employer feedback, and review meetings ensured international placements met the same academic and verification standards as domestic ones.

The Erasmus+ placements delivered significant benefits. Learners developed industry-specific skills, transversal competences, confidence, independence, and enhanced employability, while deepening reflective practice. For programme delivery, the project strengthened international benchmarking, labour-market relevance and assessment authenticity. Institutionally, it supported partnership development, increased staff capacity in transnational placement management, and embedded internationalisation within quality assurance processes.

By integrating Erasmus+ mobility into programme planning, learners successfully completed a substantial portion of the Work Experience module in a structured international setting, contributing to high engagement, retention, and completion rates. The initiative reflects the campus's commitment to innovative practice, robust quality assurance, and the strategic use of Erasmus+ funding to enhance vocational learning in line with QQI standards.

ISTD Dance Training – Tramore Road Campus

The Tramore Road Campus delivers high-quality dance education through two key initiatives: the ISTD training and examination programme, and a structured series of Specialist Dance Workshops.

The campus offers learners access to internationally recognised training through the Imperial Society of Teachers of Dance (ISTD), one of the world's leading dance examination boards. Learners receive syllabus-based instruction aligned with ISTD standards, supporting progressive technical development and preparation for graded and vocational examinations. ISTD examiners visit the campus to conduct assessments, providing a professional examination environment. This programme contributes to significant improvements in learners' technical ability, confidence, and readiness for further study, and strengthens progression opportunities into performing arts and teacher-training pathways. The presence of external examiners also enhances motivation and adds to the campus reputation for excellence in dance training.

To complement core instruction, the campus has introduced Specialist Dance Workshops delivered by professional tutors who are active in the dance industry. These workshops provide exposure to a broad range of styles, including commercial, jazz, tap, lyrical, hip-hop, musical theatre, ballet repertoire, and acrobatics, and offer insights into current industry practices and career pathways. Delivered twice weekly, the workshops expand learners technical and artistic skillsets, support professional development, and strengthen connections with former graduates who return as tutors. Feedback indicates strong learner engagement, increased confidence, and enhanced awareness of industry expectations.

Together, the ISTD training programme and Specialist Dance Workshops form a central part of the campus's commitment to delivering a contemporary, industry-aligned, and professionally focused dance education. They ensure high standards of training, promote student progression, and maintain the relevance and visibility of the programme within the wider dance sector.

Cork College of FET Morrisons Island Campus – Developing Entrepreneurship Capacity

Morrison's Island Campus, Cork ETB's lead centre for Business education, has identified a strong need to equip learners with enhanced business acumen and entrepreneurial capability to meet economic and industry demands. While many business modules are theory-based, creating opportunities for learners to actively develop entrepreneurial thinking remains a challenge. Employers consistently highlight that, beyond knowledge, it is the distinctive edge such as, creativity, initiative, and drive, that most strongly influences graduate success.

To address this, the campus has introduced the Pathway to Entrepreneurship Series in partnership with the SimVenture Validate Programme, a self-directed business simulation tool that supports learners in developing, testing, and refining business ideas. This resource is currently being integrated into selected business curricula.

In its first year, the initiative is engaging a cohort of motivated students who will complete the programme with a digital portfolio built around their Business Model Canvas. Early feedback demonstrates increased energy, creativity, and motivation as students apply entrepreneurial thinking in a practical context.

Cork College of FET – Tramore Road Campus – Adapted Physical Activity/Inclusive Fitness Programme

The Adapted Physical Activity Programme began in 2022 with students from the Leisure, Recreation and Gym Instruction course delivering inclusive fitness sessions to pupils from Our Lady of Good Counsel Special School, later expanding to St. Paul's Special School. These sessions focused on adapting physical activities to support participants of all abilities and to develop key functional movement skills.

With the introduction of the Level 6 Exercise Performance course in 2024, a Disability Awareness module was incorporated, and in partnership with Cork Local Sports Partnership, learners began delivering inclusive fitness sessions to adult service users from St. John of God's Day Services. The programme expanded in 2025 to include one-to-one personal training. These initiatives promote functional movement, health and wellbeing, community inclusion, and active citizenship in line with HSE New Directions.

In 2025, an Adapted Physical Activity module was added to the Equestrian course, enabling learners to work with the Riding for the Disabled Association to support children with special needs in Hitchmough Stables.

The Adapted Physical Activity and Inclusive Fitness programmes now serve over 60 participants, addressing the low participation rates of people with disabilities. They also meet the growing need for trained fitness professionals skilled in adapting exercise for diverse abilities, while providing students with essential communication, organisational and leadership skills.

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Commentary and Reflections

Reflecting on the Retail Leadership Programme, a challenge encountered was the release of staff. Small retail businesses can find it difficult to release staff to attend training, and many who work in retail are working part time. Although the leadership and management programme was funded by Skills to Advance, a challenge experienced was how to best attract retail businesses to this course and balancing the needs of the business with the educational demands of a programme of learning. Cork College of FET – Bishopstown Campus will continue to work with the local business associations to ascertain how the staff development needs in this sector can be best supported.

Reflecting on the Maintenance Skills Technology programme, the real strength of this programme is the relationship between Bishopstown Campus and ALCON. The programme was co-constructed and co-designed and regular meetings between both parties have occurred throughout the life cycle of the programme. In this way, any issues which may arise are dealt with in a timely manner and in a collaborative way. We look forward to these learners graduating from the programme in 2026, having benefitted from a lifelong initiative which will facilitate their career growth and personal development.

Link to Published Policies and Procedures

[Skills to Advance – Cork College of FET – Bishopstown Campus](#)

[Home - Cork College of FET - Morrison's Island Campus](#)

[Home - Cork College of FET - Tramore Road Campus](#)

4.0 Quality Developments and Enhancements

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

Guide:

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

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

No.	QA Objectives	Update on Status	Link to updated/new Policy
	These should relate to objectives not already discussed in the progress report.	Provide brief update on status, whether completed or in progress.	
1	Cork ETBs Blended Learning Application	Pending approval from QQI for the Extension of Scope of Provision to include Blended Learning – Synchronous and Asynchronous – Roll out delivery across the provision where applicable	Pending approval
2	Cork ETBs Application to QQI for Devolved Responsibility to be submitted in Q2 2026	Develop a new internal policy and procedure for Devolved Responsibility to ensure alignment with the QQI DR procedures	Click here to enter text.

3	Cork College of FET Department Structures	Implementation of the department structures is a priority for Cork ETB. This will continue to support the existing programme board meetings at campus level	Click here to enter text.
4	Continue to Develop and Validate New and Existing Programmes	Ongoing	Click here to enter text.
5	Cork ETBs Academic Integrity Policy Cork ETBs Artificial Intelligence Policy Cork ETBs Self Evaluation, Monitoring and Review Policy	Implement newly developed and approved policies and procedures	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: Staff Development Case Study

Introduction

Cork College of FET- Bishopstown Campus has supported Cork ETB staff in their own upskilling journey under Skills to Advance. Cork ETB is committed to providing a pathway for every learner and realises that learning is lifelong.

Description of issue

Two upskilling needs emerged for Cork ETB in recent times.

The Cork ETB Procurement Team identified a need to engage in upskilling in sustainable procurement. *The Green Public Procurement Strategy and Action Plan 2024-2027* requires public bodies to take sustainability into account when procuring goods, services and works.

Similarly, the expansion of craft apprenticeship provision in recent years, had resulted in the recruitment of new craft instructors who were expert craftsperson's, but who did not have a background in teaching and learning.

Action

Procurement Team members enrolled on the QQI Level 5 Special Purpose Award in Sustainable Supply Chain Procurement. This programme explored sustainable procurement practices, ESG frameworks, Green Public Procurement, and the Circular Economy which will enable Cork ETB to meet our CSRD and ESG goals and ensure that our procurement processes have sustainability at their core. This programme was made available to staff during their working day, enabling all staff to complete regardless.

New recruits who did not have an education or training qualification were enrolled on the QQI Level 6 Component Certificate in Training Delivery and Evaluation. This course focused on adult learning principles, training design, evaluation, and inclusive practices, ensuring high-quality instruction across apprenticeship programmes.

Key Outcomes/Impacts

7 staff members from the Procurement Department completed the QQI Level 5 Special Purpose Award in Sustainable Supply Chain Procurement and graduated in 2025.

6 newly appointed craft instructors completed the QQI Level 6 Component Certificate in Training Delivery and Evaluation and graduated in 2025.

Key Learnings

- **Cork College of FET should be the number one choice for upskilling for Cork ETB staff members**
- **Releasing staff to attending training during their working day is a key enabler for staff to complete a programme of learning and showcases Cork ETB's commitment to lifelong learning**

Case Study Title: Integrated Pathways in Environmental Sustainability and Green Campus Engagement (2024-2026)

Introduction

This case study highlights the successful integration of the QQI Level 4 Environmental Sustainability Awareness (4S21809) award with practical, learner-led ecology projects and campus-wide green initiatives within Cork College of FET - Tramore Road Campus. Over the 2024-25 and 2025-26 academic years, this initiative has fostered a multi-disciplinary approach to climate action, engaging students from diverse fields including Ecology, Horticulture, Culture and Heritage, Furniture Design, and Geospatial Technology. The goal is to embed sustainability as a core competency while creating tangible, permanent ecological benefits for the college landscape.

Description of issue

The primary objective was to move beyond theoretical learning by providing an environment where sustainability concepts could be applied to real-world challenges. This led to three key strands developing:

- **Curricular Integration:** The rollout of the QQI Level 4 course involved a series of 10 interactive, hands-on lessons, adapted to be vocationally relevant for the different fields
- **Collaborative Practice:** A need was identified to bridge the gap between different award areas through a shared extracurricular project
- **Governance & Networking:** To ensure student-led governance, learners were integrated into the college's Green Campus committee, connecting them with national networks

Action

Academic Delivery: In the 2024-25 cycle, 53 students across six different courses completed the QQI Level 4 course. Each student developed a personal, community, or college-based sustainability action plan

The Biodiversity Pond Project: Ecology and Horticulture students collaborated to design and build a biodiversity pond on campus. Adhering to the principles of Circular economy, the project exclusively used reclaimed plants and recycled building materials

Active Citizenship: Students in the Green Campus Committee managed the "Return Can and Bottle" initiative, recycling items to raise funds for local charities

Professional Networking: Student representatives attended Green Campus network events in Dublin to share best practices and gain exposure to national environmental policy

Key Outcomes/Impacts

Completion Success: 53 students successfully achieved the QQI Level 4 award in the first year, with 60 % of students securing a Distinction, 25 % a Merit, and 15 % a Pass

Learner Feedback & Applicability: In surveys conducted at the end of the Level 4 course, 100% of respondents strongly agreed that they would recommend the course to others, stating that they found it manageable alongside their other studies, as well as it being interesting and engaging. In addition, 100% of students felt the knowledge acquired was directly applicable to real-world situations, and they felt empowered to make sustainable choices in both their personal and professional lives

Sustainable Infrastructure: The biodiversity pond has become a permanent campus feature. It is not only an aesthetically pleasing addition to the outside seating space, but it is also utilised as a living laboratory for current studies on water quality and aquatic invertebrates in the Level 5 Ecology & Environmental Sustainability course

Continued Growth: For the 2025-26 year, the course has seen high levels of enthusiasm, with students actively seeking participation in sessions beyond their timetable

Key Learnings

The project demonstrates that sustainability education is most effective when it combines formal certification with visible, physical outcomes. Notable learnings include:

- **Multidisciplinary Reach:** Validating the QQI Level 4 award across diverse sectors like Furniture Design and Geospatial Technology proves that sustainability is a universal skill
- **Peer-to-Peer Learning:** The use of the biodiversity pond by subsequent cohorts illustrates the value of legacy projects in FET, where one year's project becomes the next year's learning resource
- **Future Planning:** Current students are now in the planning stages of new sustainability projects to be showcased at the end-of-year Synergy Event, ensuring a continuous cycle of quality enhancement and environmental impact

Case Study Title: Enhanced Learning – Morrisons Island Campus

Introduction

In recent times, one of the focuses of Cork College of FET Morrisons Island Campus, has been to challenge the increased post covid dent in resilience in learners as evidenced in their reduced capacity in Soft Skills and Problem Solving and as these are skills much sought after skills in industry there was a need to address the issue.

Description of issue

In recent times it was noted by staff in the campus that there was a hugely increased number of learners whose soft skills are reduced, leading to a lack of confidence in themselves despite the skills and education they were benefiting from. This was of concern as our goal is to produce industry graduates or learners who can confidently progress to HE. Some of this has been attributed to Covid and general societal factors and the amount of time spent on screens rather than in face-to-face interaction.

Action

The campus invested in a state-of-the-art VR Training suite, Bodyswaps, which addresses this issue and many more with its extensive range of soft skills training across presentation skills, interview training, conflict negotiation, customer service, public speaking and a range of other skills. The campus purchased the hardware and software and trained Bodyswaps ambassadors within the campus to roll out the enhanced learning programme. Headsets and software were sent to our 5 locations, and all are up and running.

Key Outcomes/Impacts

We are in our third year of roll out in the campus and the momentum has gathered to the point where we can integrate some of the soft skills work into assessment for QQI component. Any new venture, particularly one so different takes time to embed but it has now become popular to use in class, in our skillshub and in our FutureU suite.

Key Learnings

- **Be brave – take on new initiatives – it works!**
- **Invest in ambassadors for new initiatives to keep the momentum and help out with technical glitches, inspire confidence in staff and draw the project together**
- **Plan to expand the virtual reality experience to a broader skill base over time**

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](#).