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# Interim Quality Report

Donegal 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 Donegal ETB

It is to be submitted by 27th February 2026

The interim quality report has been approved by Donegal ETB Quality Council and is submitted by Deirdre McColgan

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# 1.0 Interim Quality Report

## 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.

8. The review team recommends wider representation on the QA governance structures. This will strengthen the shaping of Donegal ETB's improvement journey and will ensure the inclusion of a wider diversification of voices within the formal structures. Specifically, the review team recommends the inclusion of learners, industry and community sector representatives throughout the QA structures as relevant, and that systematic wider and deeper engagement with these groups to ensure all voices, particularly the learner voice, can shape and influence the emerging single QA process.

Following a review of Quality Assurance (QA) governance membership, both the Programme Sub-Committee and QA Sub-Committee continue to maintain broad and balanced representation. The Quality Council membership has been updated to include external representatives from industry and the community sector, bringing a wider range of perspectives to its work. Long-standing external members continue to provide valuable continuity and independent oversight, and this external dimension will be further strengthened with the appointment of additional representatives in 2026.

***This recommendation has been met.***

Link to published policies and procedures  
[Donegal ETB Quality Assurance Policy](#)

## 1.08 Information and Data Management

### **Recommendation** (as recorded in the review report)

13. The review team recommends that Donegal ETB develop its use of data for performance monitoring.

The Data Management Working Group continues to play a central role in ensuring that the Programme Learner Support System (PLSS) is used consistently and accurately across the FET service, supporting the achievement of overall targets and strategic objectives.

The Working Group also contributes actively to the National PLSS Advisory Group, providing structured feedback from across the FET service. This engagement supports national work on system development, strategic planning, and the ongoing enhancement of PLSS and FETCH-related processes. Donegal ETB's representation on the National Advisory Group ensures the organisation stays informed of emerging developments in data management and reporting at national level.

The systematic collection and analysis of the student voice remains central to Donegal ETB's approach to evaluation and enhancement. Student feedback is gathered and reported from programme level through to organisational level, providing meaningful input into quality assurance development, enhancement planning, and decision-making across the FET service.

To strengthen data-informed approaches to self-evaluation and monitoring, the Data Management Officer produces and monitors regular data reports at both programme and

organisational level. These reports inform programme planning and quality enhancement across the FET service.

To support the effective implementation of the forthcoming Self-Evaluation, Monitoring, and Review Policy, Donegal ETB has implemented a staff questionnaire to assess confidence and competence in programme evaluation and self-evaluation. The results will be used to identify development needs and to target professional development activity where it is most needed.

Alongside this, Donegal ETB is working to bring together the multiple forms of evaluation already taking place at centre and programme level into a more streamlined and coherent process. A range of evaluation activity is underway across the service — including student feedback, staff surveys, programme reviews at local level and through the Communities of Practice (CoP), and centre-level reporting — and work is now focused on standardising the methods used and ensuring greater consistency in how this information is collected, analysed, and acted upon. This will reduce duplication, improve the quality of evidence available for decision-making, and ensure that evaluation activity across the service is aligned and purposeful.

The introduction of structured data reporting at both the Certification Approval Board and the Quality Council marks a significant step forward in this regard. By embedding data-informed reporting within these key governance structures, Donegal ETB is strengthening the link between evidence, oversight, and quality improvement — laying important groundwork for the implementation of the Self-Evaluation, Monitoring, and Review Policy across the service.

Future actions will include consolidating the various evaluation mechanisms currently in use, including the staff questionnaire, to strengthen the coherence and effectiveness of Donegal ETB's quality assurance cycle.

***This recommendation has been partially met.***

# 2.0 Teaching, Learning & Assessment

## 2.01 The Learning Environment

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

<p>5. The review team recommends the introduction of a consistent and comprehensive evaluation of programme delivery and the student experience to support the continued improvement of the quality of teaching and learning.</p>	<p>Donegal ETB is strengthening its approach to programme monitoring and evaluation. As outlined in Section 1.08, the systematic collection and analysis of the student voice is central to Donegal ETB's approach to ongoing evaluation and to improving the quality of teaching and learning.</p>
<p>17. The review team recommends that all programmes be subject to progress reporting and that all teaching and learning is evaluated on a consistent basis to support data gathering and improvement.</p>	<p><b><i>This recommendation has been met.</i></b></p> <p>The evaluation of teaching and learning is being formalised through the introduction of consistent review mechanisms. These ensure that feedback from students, staff, and other stakeholders is systematically captured and used to improve the quality of educational practice.</p>
	<p>In September 2025, Donegal ETB introduced a staff survey to gather feedback from FET staff on key aspects of their working environment, including facilities and resources, digital infrastructure, professional development, and organisational culture. The findings from this survey are informing a data-led approach to continuous improvement and</p>

contributing to a culture of reflective practice and shared ownership of quality across the FET service.

Donegal ETB has established curriculum-based Communities of Practice (CoP) across its provision. These CoPs bring together practitioners with a shared commitment to improving teaching and learning. Members engage collaboratively to reflect on, evaluate, and enhance their professional practice.

The CoPs provide a structured yet flexible space for sharing expertise, experience, and resources across disciplines and programme areas. By facilitating the exchange of effective teaching approaches and discussion of emerging practice, they contribute directly to teaching and learning enhancement. The collaborative review of assessment materials through the CoPs also supports the moderation and standardisation of assessment, promoting consistency, fairness, and reliability in marking and grading across programmes.

The introduction of the Fair and Consistent Assessment of Learners Policy and its associated procedures provides a clear, standardised approach to assessment across all FET programmes, supporting equity, reliability, and integrity in the assessment process.

Through regular interaction, the CoPs promote professional development, collegial engagement, and a culture of collaboration and reflective practice. They also provide a dedicated space for innovation, enabling practitioners to trial and evaluate new approaches to assessment, student engagement, and curriculum design in a supportive

environment. This collaborative approach builds capacity across the FET service and contributes to improved outcomes and experiences for students.

In response to the recommendation that all programmes be subject to progress reporting and that assessments be evaluated consistently to support data gathering and improvement, Donegal ETB has adopted a more strategic and structured approach to professional development for staff. This is informed directly by staff and student voice reports, as well as feedback from working groups and Communities of Practice, ensuring that professional development is evidence-based and targeted at identified needs. This enables Donegal ETB to prioritise areas for enhancement and direct professional development activity where it will have the greatest impact on teaching, learning, and programme quality.

Donegal ETB has introduced a Blended and Fully Online Learning Policy, supporting the implementation of its Blended and Fully Online Learning Strategy 2025–2030. The policy sets out guiding principles for the design, development, delivery, and evaluation of blended and online programmes and modules. It establishes a governance framework for programme development and approval, promotes student-centred pedagogy, and ensures alignment with QQI quality assurance requirements for blended learning, including the safeguarding of assessment validity and academic integrity.

The policy provides a clear framework to support staff in the effective design and delivery of blended and online learning, ensures coherence with existing quality assurance policies, and confirms that learning environments and technical infrastructure are fit for purpose. It also commits to ongoing professional development for staff and to

the regular review and enhancement of blended and online provision, informed by evidence and evaluation.

Donegal ETB continues to review and update all policies and procedures in line with its Quality Assurance Policy, ensuring a consistent and standardised approach to programme delivery, teaching, learning, and assessment. All policies are developed and revised in accordance with statutory legislation and QQI Statutory Quality Assurance Guidelines, underpinning systematic progress reporting and the consistent evaluation of teaching and learning across the service.

All policy development, review, and enhancement are informed by the ongoing internal review of Donegal ETB's FET quality system and by the self-evaluation requirements set out in QQI's statutory core QA guidelines, ensuring a coherent, evidence-based approach to quality improvement. The quality system enables Donegal ETB to deliver education and training to a high standard, aligned with national best practice and with legal and regulatory requirements, while fostering a quality culture in which all staff take responsibility for quality within the scope of their roles.

Future actions include the continued development of a structured framework to ensure that all programmes undertake regular progress reporting aligned with established quality assurance procedures. This will support the consistent collection and analysis of data to inform decision-making and improvement across the FET service, as outlined further in Section 1.08.

***This recommendation is met.***

Link to Published Policies and Procedures

[Student Annual Voice Report 2025 .](#)

[Fair and Consistent Assessment of Learners Policy and Procedures](#)

[Donegal ETB Quality Assurance Policy](#)

[Donegal ETB Blended and Fully Online Learning Policy](#)

[Donegal ETB Equality, Diversity and Inclusion Policy](#)

[Donegal ETB Access, Transfer and Progression Policy](#)

## 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.

3. The review team recommends that Donegal ETB make more effective use of data in any self-evaluation and the use of evidence to improve performance by making use of KPIs. The review team further recommends benchmarking within Donegal ETB to support quality enhancement to ensure consistency for each and every learner as well as scope for continuous improvement.

4. The review team recommends that Donegal ETB introduce continuous and systematic self-monitoring and evaluation to support organisational learning. This should be supported by data – standards, targets and indicators – as well as by benchmarking and the systematic collection of feedback from student, staff and stakeholder feedback.

The Self-Evaluation, Monitoring, and Review Framework and Policy is scheduled for implementation in September 2026. This will provide a coherent and standardised approach to programme self-evaluation and monitoring across the FET service, supported using key performance indicators and benchmarking to drive improvement.

Significant progress has been made in developing the core elements of this framework. A draft policy will be available for consultation in April 2026, with the aim of ensuring the process is robust, strategically aligned, and clearly understood. A structured consultation will be undertaken with staff, students, and other relevant stakeholders to ensure the policy is fit for purpose, supports consistent implementation, and enhances the student experience. Feedback from this consultation will be analysed and the draft amended as required before being presented to the relevant governance and management groups for consideration, and subsequently to the Quality Council and Senior Management Team (SMT) for approval.

To support effective implementation, a comprehensive roll-out plan will include staff training and student focus groups, ensuring shared understanding and consistent practice across all centres and programme areas. The policy will be formally reviewed one year after implementation to evaluate its effectiveness and to integrate any emerging

learning and best practice. While good progress has been made to date, Donegal ETB recognises the need for a more consistent and standardised approach across the service. The Self-Evaluation, Monitoring, and Review Policy is a key mechanism to address this and to support systematic, data-informed improvement of teaching, learning, and the overall student experience.

Nevertheless, Donegal ETB has made significant and measurable progress in building the foundations for continuous and systematic self-monitoring and evaluation across its FET service. Structured data reporting is now embedded within key governance structures, including the Certification Approval Board and the Quality Council. The systematic collection and analysis of student and staff feedback will become established and will directly inform quality improvement this coming year. The Communities of Practice are driving collaborative enhancement of teaching, learning, and assessment at programme level. Work is actively underway to bring together and standardise the multiple forms of evaluation taking place across centres and programmes, and a dedicated staff questionnaire has been developed to ensure that professional development is targeted where it will have the greatest impact on evaluation capacity and practice.

These are not isolated initiatives — they form a coherent and deliberate programme of work that is already shaping how the organisation uses evidence to improve. The Self-Evaluation, Monitoring, and Review Policy, scheduled for implementation in September 2026, will formalise and strengthen these arrangements within a single, standardised framework, ensuring that self-evaluation and monitoring are systematic, consistent, and embedded at every level of the service.

*These recommendations are partially met.*