

Interim Quality Report

Kerry Education and Training Board

Date: 27/02/2026



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 Kerry ETB

It is to be submitted by [27/02/25]

The interim quality report has been approved by Kerry ETB FET Quality Council and is submitted by Aoife McCormack, Quality Assurance Officer.

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GUIDELINES ON COMPLETING THE REPORT

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

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

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

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

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

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

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 The results of this will be used to inform QQI and will not be published as part of this report.

1.0 Interim Quality Report

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

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

1.01 ETB Mission and Strategy

Recommendation Number	Recommendation (as recorded in the review report)
R1 - Action Complete	<p>The Review Team recommends that Kerry ETB pursue a broader community of interests to ensure the ETBs approach to self-evaluation benefits from a wider range of experience, skills and knowledge and promotes shared ownership of the QA process with all stakeholders.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation has largely been addressed and is considered complete. Kerry ETB recognises that processes informed by diverse perspectives, experiences and expertise lead to more robust, effective and equitable quality assurance systems. These contributions have enriched Kerry ETB’s understanding, generated innovative solutions and fostered shared ownership. The exchange of varied knowledge and contexts helps identify potential blind spots and ensures QA systems are tailored and impactful.</p> <p>Working towards shared ownership builds trust, supports critical evaluation, aligns practices with recognised standards and reduces risks—particularly through shared knowledge and collective wisdom. Inclusive processes also ensure the needs of marginalised groups are considered and addressed. This is most evident in Mock Panel processes, which conduct self-evaluations of Kerry ETB programmes. Case Study One illustrates the integration of learner voice in QA governance, while Case study one highlights staff engagement in programme development both of which assist Kerry ETB self-evaluate. Looking ahead, Kerry ETB will continue to broaden its community of interest in self-evaluation and planning processes. Examples from 2025 include:</p> <p>Learner engagement through:</p> <ul style="list-style-type: none"> – Learner Survey 2025 – Aontas Learner Voice Forum Training Event (Kerry College) 2025 – Learner representation on Kerry ETB and Kerry College corporate governance structures – Kerry College Aontas Committee Skills Training for learners (2025) <p>Staff engagement through:</p>	

- Mock Panel events (organisational self-evaluation)
- QA Working Group
- Curriculum Planning Days/ Course Development Days in Kerry College
- Communities of Practice
- Programme development and programme reviews, including module updates
- Module update process (CAS module updates)
- Course specification development

Engagement with Post Primary Schools:

- ETB and other post primary schools through the development and delivery of Transition Year (TY)/ FET programmes.

Employer engagement through:

- Programme development and review e.g. Sommelier Programme Mock Panel event.
- Business Support Unit (BSU) engagement with employers

Engagement with Other Providers/ Educational Institutions:

- Munster Technological University (MTU)/ University College Cork (UCC) and National Tertiary Office
- Kerry Youth Provision Centre (Community Training Centre)
- National Learning Network
- Post 2016 Apprenticeships as both a Co-ordinating and Collaborating Provider

Commentary and Reflections

Kerry ETB has undertaken substantial work to address the recommendation under review and is confident that it has satisfied the core requirements. Nonetheless, the organisation recognises that continuous action will be essential to further enhance the quality of provision and to ensure that the evolving needs of learners and apprentices are met into the future.

Quality Assurance Policies

The Kerry ETB FET Quality Assurance Manual outlines the policies governing the 'Provision and Use of Public Information' as well as 'Other Parties Involved in Education and Training'. The 'Provision and Use of Public Information' policy oversees the publication of official information, ensuring that only content deemed sufficient and accurate—such as programme details, quality assurance policies and procedures, and evaluation reports—is made publicly available. Meanwhile, the 'Other Parties Involved in Education and Training' policy sets the standards for collaborations and agreements with partner providers on non-apprenticeship programmes. These partners may

include Education and Training Boards, Institutes of Technology, or Independent Education and Training Providers. This policy also governs arrangements with awarding bodies other than QQI and the engagement of external subject specialists.

Stakeholder Engagement and Governance

Kerry ETB remains committed to close collaboration with external stakeholders. This commitment is evident in the composition of the FET Quality Council, which includes an external chair and external members to promote independent oversight and broader engagement. Furthermore, the FET Quality Council continues to enhance transparency and accountability by publishing its annual report and meeting notes.

Link to Published Policies and Procedures

In addition, Kerry ETB publishes meeting notes of the FET Quality Council and an Annual Report.

- [Provision and Use of Public Information \(updated\)](#)
- [Other Parties Involved in Education and Training \(updated\)](#)
- [Kerry ETB FET Quality Council Meeting note 2024](#)
- [Kerry ETB FET Quality Council Meeting note 2023](#)
- [Kerry ETB FET Quality Council Meeting note 2022](#)
- [Kerry ETB FET Quality Council Meeting note 2021](#)
- [Kerry ETB FET Quality Assurance Manual](#)
- [Kerry ETB FET Quality Council Annual Report 2024](#)
- [Kerry ETB FET Quality Council Annual Report 2023](#)
- [Kerry ETB FET Quality Council Annual Report 2022](#)
- [Kerry ETB FET Quality Council Annual Report 2021](#)

R2 - Action Complete	<p>The Review Team recommends the ETB adopts a systematic approach to ensure the current organisational culture is adopted ETB-wide, with practical examples to help define the desired outcomes. To this end, an action plan should be established to communicate and embed the ETB vision and values at all levels.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline.</p> <p>This recommendation is largely addressed and is considered complete. This work was completed and launched in 2023 with the development of a set of new core values as reflected in the Kerry ETB Strategy Statement 2023 – 2027. In 2025 Kerry ETB commenced a process preparing for an institutional culture audit.</p>	
<p style="text-align: center;">Link to Published Policies and Procedures</p> <p>Kerry ETB Board and Membership</p>	

1.02 Structures & Terms of Reference for Governance of QA

Recommendation Number	Recommendation (as recorded in the review report)
R3 - Action Complete	The Review Team recommends that Kerry ETB embeds similar external representation across all of its governance groups including the Programme Governance Board and the Quality Assurance Governance Board, learners, staff, and external stakeholders such as those from industry and local communities including Gaeltacht areas and should be among the stakeholder groups invited to participate.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation has been addressed and is considered complete. Kerry ETB will maintain external representation in its governance structures, and this report continues to reflect previous year activities. Please see case study one for a report of learner participation in QA governance structures. Please also see the FET Quality Council Annual Reports which provide a foreword and report from the external chair of the FET Quality Council.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>The current engagement processes in terms of representation on corporate and academic governance structures are well suited to the organisation's needs, ensuring effective use of times and resources and meaningful involvement.</p>	
<p style="text-align: center;">Link to Published Policies and Procedures</p> <ul style="list-style-type: none"> - Terms of Reference for academic governance structures are set out and published – see here. 	

Recommendation Number	Recommendation (as recorded in the review report)
R4 - Action Complete	The Review Team recommends that all quality assurance policies and procedures are approved by the FET Quality Council, and that the Programme Governance Board and Quality Assurance Governance Board adhere to their defined role in developing policy and making recommendations, ensuring adherence to appropriate approval functions outlined in the relevant Terms of Reference.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation is largely addressed and is considered complete. However, reviews of policies, procedures, and terms of reference continue.</p> <p>In 2025, the following policies were reviewed as part of a review of the QA Manual.</p> <ul style="list-style-type: none"> - Provisions of Public Information Policy. - Management of Information and Data Policy. <p>In addition, a full review of the QA Manual was conducted by an external subject matter expert. Minor revisions were made as part of the blended learning extension to the scope of provision. This review identified 35 gaps across 11 policy areas.</p> <p>The following QA assessment procedures were also reviewed in 2025 through QA governance:</p> <ul style="list-style-type: none"> - 6.7 Recognition of Prior Learning Procedure - 6.11 Internal Verification 	

1.03 Documentation of QA

Recommendation Number	Recommendation (as recorded in the review report)
R11 - Action Complete	The Review Team recommends that clear terms of reference are published within the Quality Assurance manual for the role of the Results Approval Panels in the approval and ratification of assessment results. These should be comprehensive and include the approval of the results of all awarding bodies.
Update - Note progress/changes made to P&P, timeline This recommendation is addressed. In 2025, a single FET RAP took place for the December certification period. This will be reviewed and evaluated in early 2026.	
Commentary and Reflections An evaluation of the single FET RAP is underway.	
Link to Published Policies and Procedures 6.13 Results Approval Panel Procedure (RAP).pdf	

1.04 Staff Recruitment, Management & Development

Recommendation Number	Recommendation (as recorded in the review report)
R5	The Review Team recommends that Kerry ETB develop and implement a coherent programme of Continuing Professional Development (CPD) for all staff, including hourly-paid staff and those delivering second provider contracted training. Such a programme should have clear links to the organisation’s mission and strategy, and feature annual review and evaluation of impact, drawing on the views of participants.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation is addressed and will continue to be addressed as it is an organisational priority.</p> <p style="text-align: center;">Continuous Professional Development (CPD) 2024 Report</p> <p>The Continuous Professional Development (CPD) 2024 report was noted by the QA Governance Board at the April 2025 meeting. The survey found Kerry ETB FET staff continued Profession Development reporting. The Council noted a report from Kerry ETB on the upskilling and continued professional development of staff in 2024. It noted that 175 individual staff members completed one or more CPD events in 2024, with a sum total of 1,524 staff engagements and that staff spent a total of 3841.5 hours understanding CPD. The most common theme was “working and supporting learners” which accounted for 2,329 hours.</p>	

<p>Erasmus Plus</p> <ul style="list-style-type: none"> – Kerry ETB prepared an accreditation application for Erasmus Plus for Kerry ETB’s VET section. This application is to support 90 teaching staff and 40 non-teaching staff across Kerry College. It also supports learners and apprentices. – There were 23 FET staff mobilities: <ul style="list-style-type: none"> ○ 1 participant – ETBi mobility for ETB CEOs to Paris to see French VET System ○ 1 participant – ETBi mobility for ETB AEOs to Vienna, Austria ○ 2 participants – course in Helsinki, Finland re Eco-Social Education (Climate Action) ○ 7 participants – job shadow in Denmark re Climate Action measures ○ 8 participants – job shadow in Normandy, France re French VET system & potential partnership ○ 4 participants – job shadow in Brittany, France re French VET system & Climate Action measured
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Commentary and Reflections

Kerry ETB focuses on implementing a coherent Continuing Professional Development (CPD) programme for all staff, clearly linked to the organisation's mission and strategy. It includes an annual review and evaluation of impact.

2025 saw the commencement of Erasmus activities across FET with a broad range of benefits for staff and learners

Recommendation Number	Recommendation (as recorded in the review report)
R6	<p>The Review Team recommends that the programme of CPD proposed in Recommendation 5 be further enhanced with a revised policy on staff, recruitment, management and development, aligned with the goals, values, and mission of the ETB. This might include:</p> <ul style="list-style-type: none"> - A formal induction to the organisation, including a briefing on the Kerry ETB Quality Assurance system and any specific QA requirements of the post - Processes for staff mentoring - Systematic recording of CPD undertaken by staff aligned to the organisation's goals, values, and mission. The current policy should be applied consistently across the ETB by staff.
<p>Update - Note progress/changes made to P&P, timeline</p> <p>This action will continue to be addressed by Kerry ETB. Systematic recording of CPD takes place. In 2025, Quality Assurance briefing sessions continued to include induction to the QA system and specific QA requirements of the post. In 2025, QA briefing sessions were delivered by the QA Unit in Kerry College Campuses (Clash, Killorglin, Monavalley) and ABE/FET centres. The QA briefings delivered to FET staff by the Standards Officers and Assistant Standards Officers included briefings of managers/ teaching and instructing staff. Some briefings focus on updating and reminding staff of QA procedures; policies and systems while others focused on assisting new staff; setting up OneDrive folders for IV/ EA and using Turn It In.</p>	
<p>Commentary and Reflections</p> <p>The Quality Assurance Unit continues to provide induction to new staff and briefing to existing staff. This is recorded as part of the Quality Improvement planning process and presented quarterly to the FET Quality Council. The Quality Assurance Handbook provides for Staff Training and Development in its Teaching, Learning and Assessment Strategy and states that 'Kerry ETB is committed to the provision and support of appropriate Continuing Professional development for all staff and has processes within its QA system to facilitate this'.</p>	
<p>Link to Published Policies and Procedures</p> <ul style="list-style-type: none"> - Kerry ETB Quality Assurance Manual 	

Recommendation Number	Recommendation (as recorded in the review report)
R7	The Review Team recommends staff engaged in all phases of the QA cycle have the opportunity to join a Community of Practice to share learning, deepen knowledge and embed improvement.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>Communities of Practice exist for a number of different courses/ programmes and has proved effective for sharing best practice, deepening knowledge and embedding continuous improvement. In 2025, 18 COP meetings took place. The Healthcare Support COP met to respond to the proposal by QQI to change award standards. Their views will form the basis for the Kerry ETB submission.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>In addition, Kerry College Clash and Denny St Campus staff held programme meetings to share learning across courses on delivery and assessment to share best practices, deepen knowledge and trade continuous improvement.</p>	

1.05 Programme Development, Approval & Submission

Recommendation Number	Recommendation (as recorded in the review report)
	None recorded in QQI report, but Kerry ETB focuses annually on this area.
Update - Note progress/changes made to P&P, timeline Kerry ETB continues to engage in programme development and refine its approval and submission processes.	
Commentary and Reflections Programme Governance Board In 2025, Kerry ETB considered 6 programmes through its PGB meetings. Kerry ETB partners with other ETBs to seek differential validation. Included in these considerations were programmes leading to tertiary degrees, whereby courses had to be designed and approved to allow for seamless pathways from FET in Kerry ETB to Higher Education. Validation In 2025, Kerry ETB received 2 certificates of validation. Module Update Process In 2025 Kerry ETB engaged in the national Module Update Process, partnering with Tipperary ETB. Kerry ETB also managed an independent evaluation panel for revalidation and mock panel events.	
Link to Published Policies and Procedures Kerry ETB FET Quality Council Annual Report	

1.06 Access, Transfer and Progression

Recommendation Number	Recommendation (as recorded in the review report)
R8 - Action Complete	The Review Team recommends Kerry ETB engage and consult widely in reviewing the Kerry College Admissions policy, ensuring it meets the programme entry requirements of all awards offered by the ETB and includes a transparent appeals process. This should be with a view to adopting an inclusive, consistent and enabling approach to admissions across all FET programmes, colleges, and centres, recognising the diverse learner populations in the county.
Update - Note progress/changes made to P&P, timeline and Commentary and Reflections	
The Kerry College Admissions Policy was reviewed and adopted by the Board of Kerry ETB in 2023 and revised in 2025 to include the Admission of Medicines in Further Education Policy.	

Recommendation Number	Recommendation (as recorded in the review report)
R9	The Review Team recommends that the ETB explore the use of both accredited and experiential Recognition of Prior Learning (RPL) to allow for advanced entry and programme module exemptions so that those in employment have an opportunity to gain qualifications.
Update - Note progress/changes made to P&P and Commentary and Reflections	
Details regarding Kerry ETB's policy on Access, Transfer and Progression are found in the Kerry ETB Quality Assurance Manual. In 2025 Kerry ETB revised the 6.7 Recognition of Prior Learning procedure.	
Kerry ETB revised its Recognition of Prior Learning procedure in 2025 and published it on its website. This revised procedure acknowledges prior certified, experiential, formal, informal, and non-formal learning. The process aligns prior learning with the National Framework of Qualifications (NFQ) learning outcomes while maintaining its standards. The procedure supports RPL for access (entry/advanced entry to courses), exemptions, and accreditation for individual modules. The purpose of the procedure is to facilitate access to courses, exemptions, and module accreditation by evaluating prior learning against NFQ standards for Kerry ETB learners. It applies to Kerry ETB's QQI Common Award Standard (CAS) provision, excluding apprenticeships and non-QQI accredited courses.	
There are a number of RPL Categories:	
<ul style="list-style-type: none"> - Access: Entry or advanced entry based on prior certified or experiential learning. 	

- Exemptions: Granted for modules where prior certified learning meets all learning outcomes at the same or higher NFQ level.
- Accreditation for Individual Modules: RPEL evaluates non-formal/informal learning for up to 30 credits (Level 5/6) or 15 credits (Level 4) but cannot be used for full awards.

RPEL Process in Kerry ETB follows these steps as well as prescribing the roles of the mentor and assessor:

- Initial assessment of applicant suitability.
- Submission of an RPEL application with supporting evidence (e.g., personal statement, CV, certificates, references, job descriptions, etc.).
- Review and approval by the Kerry ETB Programme Governance Board.
- Registration and payment of RPEL fee.
- Appointment of an RPEL Mentor to guide portfolio preparation.
- Portfolio assessment by an RPEL Assessor.
- Internal verification, external authentication, and approval of results.
- Final outcome communicated to the candidate.

Candidates can appeal results, the process, or decisions to refuse admission.

Link to Published Policies and Procedures

- [6.13 Results Approval Panel \(RAP\) Procedure](#)

1.07 Integrity and Approval of Learner Results

Recommendation Number	Recommendation (as recorded in the review report)
R10 – Action Complete But Ongoing	The Review Team recommends that learner induction includes alerting learners and staff to the risks of plagiarism. In this context, the support available to learners should include help with academic writing and guidance on assignments.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This specific action was previously identified as closed (as Kerry ETB has formalised the process whereby new learners and staff are informed of the risk of plagiarism through both the Learner and Assessor handbooks and induction process. In light of development in artificial intelligence, continued work is focused on promoting authenticity of work and alerting all to the risks of using AI and plagiarism. Kerry ETB established an Institution wide AI Working Group in September 2024. This was chaired by the QA Manager and work focused on the development of guidance and policy for Kerry ETB staff and identification of training needs. Separately, the QA unit commenced a literature review of AI. This will be reviewed by QAGB in early 2026 to help inform the next steps for FET staff and leavers.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>This action, while closed will have continued attention. Advancing technology provides both an opportunity and threat to the learning environment. Integrity is a key focus in Kerry ETB’s FET environment and safeguards are in place using the Kerry ETB FET Academic Integrity Policy and 6.10 Assessment Malpractice procedure. A review of 6.10 Assessment Malpractice procedure was paused to allow for the conduct of a literature review on AI and decisions on the next steps required.</p>	
<p style="text-align: center;">Link to Published Policies and Procedures</p> <ul style="list-style-type: none"> - Kerry ETB Academic Integrity Policy - 6.10 Assessment Malpractice Procedure 	

Recommendation 11 response is outlined earlier in the report under Section 1.03

Recommendation Number	Recommendation (as recorded in the review report)
R12-Closed	The Review Team recommends that Kerry ETB develops a systemic approach to using certification data to contribute to the effective quantitative measurement of programme success levels in addition to the qualitative details available in external authenticator reports.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <ul style="list-style-type: none"> - Kerry ETB has addressed and will continue to address this recommendation. - Results are reported in Kerry ETB FET Quality Council Annual Report, along with the results report analysis. - 2025 saw a slight decrease in certificate levels, with some consistency with previous years across types of awards and grading. 	

Link to Published Policies and Procedures
<ul style="list-style-type: none"> - Kerry ETB FET Quality Council Annual Report 2021 - Kerry ETB FET Quality Council Annual Report 2022 - Kerry ETB FET Quality Council Annual Report 2023 - Kerry ETB FET Quality Council Annual Report 2024

1.08 Information and Data Management

Recommendation Number	Recommendation (as recorded in the review report)
R13- Complete	The Review Team recommends that policies and procedures are developed for the use of data to help support programme review, alongside self- evaluation and monitoring. This will help to inform provision planning and benchmarking against key performance indicators including socio economic data sources (e.g., Pobal, HP Deprivation Index).
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>The QA Unit in Kerry ETB continues to capture data from multiple sources including learner surveys as part of monitoring the quality of teaching, learning and assessment. The survey data is used as the basis for centre based continuous improvement plans. This work is guided by the Kerry ETB QA Manual, in particular the Management of Information and Data Policy.</p> <p>The QA Unit conducts a thematic analysis in order to identify both annual emerging trends and continuing year-on-year trends. These trends are monitored through tracking the progress of specific quality objectives recorded in the centre based on continuous improvement plans (As referenced under R10).</p> <p>Kerry ETB is mindful of the risk of misuse and data loss which has increased with the availability of Generative AI (GenAI). AI is an organisational priority for Kerry ETB. A working group was established in September 2025. It has published a Data Protection Policy and appointed a Data Protection Officer.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <ul style="list-style-type: none"> - Kerry ETB's Quality Assurance Manual sets out the policy for the management of learner information and data. Kerry ETB continues to report to SOLAS, and such data is used by SOLAS to co-ordinate and evaluate the effectiveness and efficiency of the FET sector in Ireland. - Beneficiaries' data is reviewed monthly by the FET Management Team. - A focus on continuous improvement is core to this work. Course specifications review commenced in 2025. - To date, 65 course specifications have been screened of the 95 developed. 	
<p style="text-align: center;">Link to Published Policies and Procedures</p> <ul style="list-style-type: none"> - Kerry ETB Quality Assurance Manual - Kerry ETB FET Quality Council Annual Report 2021 - Kerry ETB FET Quality Council Annual Report 2022 - Kerry ETB FET Quality Council Annual Report 2023. 	

1.09 Public Information and Communication

Recommendation Number	Recommendation (as recorded in the review report)
R14 - Complete and ongoing.	The Review Team recommends the creation of a 'Public information and Communications' policy in line with the QQI core guidelines to support the publication of programme information and quality assurance reporting in clear and accessible form available to learners, staff, and external stakeholders; and that the Quality Assurance Handbook should be promoted, and available to all staff and other stakeholders, including collaborating providers.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>Kerry ETB is required (under the 2012 Act) to ensure that its published information is clear, objective, accurate, and accessible. Work on strengthening how Kerry ETB provides the public with information on our FET Programmes and Services is progressing and is articulated as commitments in the Kerry ETB Strategy Statement 2023 – 2027. In addition, the QA Unit continues to publish a QA E-Zine “Quality News”, providing QA updates, links to articles and CPD websites. There were three issues published in 2025.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>In Kerry ETB, information is made available to the public for the purposes of promoting its FET programmes, services, and the recruitment of learners. The provision and use of the public information section of the Quality Assurance Manual provides a framework for the organisation in its provision of accurate and accessible public information.</p>	
<p style="text-align: center;">Link to Published Policies and Procedures</p> <ul style="list-style-type: none"> - Kerry ETB Quality Assurance Manual - Provision of Use of Public Info Policy, as part of a review of the QA Manual. - Kerry ETB publishes a newsletter annually. 	

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation Number	Recommendation (as recorded in the review report)
R15 – Action Complete	The Review Team recommends that the ETB continues to work towards complying fully with the Official Languages (Amendment) Act 2021, exploring further enhancement of FET services and provision through Irish in the Gaeltacht. The ETB should explore establishing a working group working with representatives from other ETB areas with a strong Gaeltacht and Irish language tradition to develop a systematic approach through which to share and enhance best practice and jointly develop provision through the medium of Irish.
Update - Note progress/changes made to P&P, timeline	
While this action is noted as complete future focus will be retained as Kerry ETB continues to comply with the Official Languages (Amendment Act) 2021. The Official Languages (Amendment) Act 2021 amends the Official Languages Act 2003. Kerry ETB has considered the main goals of this Act and the specific obligations placed on Kerry ETB.	
Commentary and Reflections	
Kerry ETB considers this action now closed and will continue its work in Gaeltacht areas through a partnership and collaborative approach.	
Link to Published Policies and Procedures/ Documents	

Recommendation Number	Recommendation (as recorded in the review report)
R16	The Review Team recommends that the ETB develop strategic approaches to pathways that allow the growing number of young people leaving the meánscoileanna/post-primary to continue their tertiary education through the Irish language.

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

A number of strategic approaches to pathways allowing young people to continue their tertiary education in English and through the Irish language exist. The Kerry College Admissions Office has developed strategic approaches to pathways to Kerry College in both the English and Irish languages. While the strategic approaches are developed the points below are shared as examples of the on-going initiatives that are taking place. A focus in 2024 was on Transition Year/ FET Collaborative programmes. In 2025, 392 students commenced on such programmes, an increase from 381 in 2024 and 271 in 2023.

The course titles are detailed below.

In addition, new Tertiary Programmes in partnership with the National Tertiary Office are developed and delivered including Nursing, Animation, Business and Occupational Therapy.

Course Title	2025
Health Related Fitness & Career Planning	33
Health Related Fitness	189
Mountain Skills	12
Orienteering Ability Award	67
River Safety & Rescue	11
Explore A Career in Commis Chef	12
Explore A Career in Construction	17
Explore A Career in Engineering	12
Explore A Career in Media Production	16
Explore A Career in Network Infrastructure Year	9

Explore A Career in Networks, Coding & Game Design	14
Total	392
Commentary and Reflections	
<p>Kerry ETB continues to operate over a range of Further Education and Training (FET) areas.</p> <p>The FET areas include:</p> <ul style="list-style-type: none"> - Craft Apprenticeship - New Apprenticeships - Adult Education Provision - Youth Programmes/ VTOS/ Pathways - Courses for Employment - Courses for Progression 	
Links to Published Policies and Procedures	
<ul style="list-style-type: none"> - Kerry College - Kerry ETB FET - Kerry ETB Youthreach 	

2.02 Assessment of Learners

Recommendation Number	Recommendation (as recorded in the review report)
R17 – Action Complete	The Review Team recommends that the ETB explore alternative means of assessing learners that better recognises the diversity of its student body.
<p>Update - Note progress/changes made to P&P, timeline</p> <p>Kerry ETB continues to explore alternative means of assessing learners. However, Kerry ETB notes that this will be continued as providing alternative means of assessment will continue to evolve with the evolution of technology and diversification of learner needs.</p>	
<p>Commentary and Reflections</p> <p>Kerry ETB has invested considerably in supporting instructing and teaching staff to be creative in assessment design to allow for the participation of many learners, without impacting on the integrity of assessment processes.</p> <p>In 2025 Kerry EB measured the reasonable accommodations provided to learners at assessment. The QAGB and FET Quality Council received reports showing the following:</p> <ul style="list-style-type: none"> - Kerry ETB has committed strongly to supporting a Universal Design for Learning (UDL) culture across the ETB. - In 2025, 18 Kerry ETB FET staff successfully achieved digital badges. This included 5 staff who were awarded “UDL Beyond the Classroom” which was awarded by AHEAD for the first time in 2025. - Kerry ETB and Mary Immaculate College Limerick signed an MOU enabling UDL collaboration. 	

Recommendation Number	Recommendation (as recorded in the review report)
R18 – Action Complete	The Review Team recommends that Kerry ETB staff continue to be empowered and invited to lead where appropriate; their appetite for continued development being met; and their deep knowledge captured in the development and improvement work undertaken by the ETB.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation is considered addressed by Kerry ETB but will have a continued focus. Please see Case Study for further information.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>The development of the Night Sky Guide Special Purpose Award provides a clear example of Kerry ETB implementing this recommendation from the QQI Inaugural Review in practice. Through investment in staff CPD, recognition of specialist expertise, and effective use of programme development and quality assurance structures, Kerry ETB empowered staff to lead the creation of a new, innovative programme that meets learner needs and organisational priorities. This case demonstrates how Kerry ETB is building a culture where staff are encouraged to develop, to lead, and to contribute their expertise to the continuous improvement and diversification of FET provision.</p>	

2.03 Supports for Learners

Recommendation Number	Recommendation (as recorded in the review report)
R19	The Review Team recommends that Kerry ETB learn from the emerging trends in the Open Learning Centres and ensure learners outside these Centres, in more remote and rural areas including the Gaeltacht, have access to similar support.
Update - Note progress/changes made to P&P, timeline	
In 2025 Kerry ETB measured the range of supports provided to learners. These are broad ranging and assist learners at each stage of the learning process. Some examples include:	
<ul style="list-style-type: none"> – Initial Assessment and Screening e.g. WRAT 5 – Laptops through loan scheme – Assistive technology e.g. additional equipment bought to support the learner such as loop system – Adult guidance with Kerry ETB/ Kerry College Guidance Staff – Reasonable Accommodation in assessment – Personal Assistants – Academic supports e.g. provided to assist learners with academic writing/ referencing etc. – Timetabled Learning Supports e.g. timetabled 1:1; literacy and numeracy skills development – Preparation of Student Support Plans/ Individual Learning Plans – Support with English as an Additional Language (EAL) – Referral to External Psychological Counselling – Sign Language Interpreter 	
In addition, the Reasonable Accommodation provided to learners at assessment time was measured in 2025.	
Commentary and Reflections	
Measuring learner support in classroom-based assessment settings is essential to ensuring that all students have equitable opportunities to succeed. By systematically tracking the range and effectiveness of supports, such as initial assessment and screening, assistive technology, academic guidance, and reasonable accommodations, Kerry ETB can identify gaps, address diverse learner needs, and continuously improve the quality of provision. This process not only promotes fairness and transparency but also enables evidence-based decision-making, helping to refine support strategies and enhance learner outcomes. Ultimately, robust measurement of learner support underpins a culture of inclusion and continuous improvement, ensuring that every learner is empowered to achieve their full potential.	

Links to Published Policies and Procedures

- [Kerry ETB Quality Assurance Manual](#)
- <https://www.kerryetb.ie/further-education-training/quality-assurance/resources-and-support-for-learners/>

Recommendation Number	Recommendation (as recorded in the review report)
R20 – Action Complete but focus will continue	<p>The Review Team recommends continuous engagement with learners and that all learner representatives across the Kerry ETB’s governance structures and learner bodies (e.g. Kerry College Learner Council) are provided with full induction, training and continued support and that their roles are widely promoted among the Kerry ETB learner population.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>This recommendation has been addressed by Kerry ETB.</p> <p>Examples of Broader Learner Engagement</p> <p>Each of the National Programme Boards which are key governance structures of the post 2016 Apprenticeship model has a learner representative</p> <p>Five Learners attended the FET Quality Council meeting. Please see the attached Case Study.</p> <p>Aontas training took place for learners with 46 learners attending from across three campuses. Further committee skills training was held for 15 learner representatives. This assisted learners to prepare for the role as class reps and on learner councils.</p> <p>Aontas provided training to 18 staff members on supporting the Learner Voice.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>Kerry ETB’s ongoing commitment to engaging with learners is evident throughout its further education and training programmes, corporate and academic governance systems. By actively seeking and responding to learner feedback, including through surveys and direct input at campus level, Kerry ETB ensures its academic governance structures are well-informed and responsive to evolving needs.</p> <p>Regular reflection on both challenges and successes allows Kerry ETB to track progress, implement improvements, and personalise offerings, ultimately empowering all learners. The organisation’s willingness to adapt, demonstrated by initiatives like tailored open days and mentorship programmes, highlights a strong culture of learner-centered development and continuous quality enhancement. As a result, learners report high satisfaction, increased motivation, and recommend Kerry ETB programmes, reinforcing the positive impact of sustained engagement and support.</p>	
<p style="text-align: center;">Links to Published Policies and Procedures</p>	

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation Number	Recommendation (as recorded in the review report)
R21	<p>The Review Team recommends the ETB continues to develop its self-evaluation methodology, expanding target groups involved in feedback; better planning self-evaluation; evaluating new/existing programmes and assessment of learners in line with the QA Handbook; improving the data source(s) so as to complement feedback on self-evaluation findings; and improving the development of evaluation tools (such as surveys/focus groups questionnaires) and statistical analysis.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>Kerry ETB continues to use its model of Mock Panels to conduct a Self-Evaluation of new programmes developed at centre level, with external membership from experienced Chairs and employer representatives. A Mock Panel event was held in August 2025 for a proposed training programme in wine studies which would complement the Commis Chef Apprenticeship programme and extend Kerry ETB's provision in the hospitality area.</p> <p>The Independent Evaluation Panel for the Wind Turbine Apprenticeship programme issued its report on Kerry ETB's Provider Level Review of this programme in March 2025. The QA Unit conducted an internal review which provided insight into how Kerry ETB self-evaluation methodology can be improved through better use of data sources, including surveys and statistical analysis. A quality action to progress this will be implemented in 2026.</p> <p>Kerry ETB's fifth FET Quality Council Annual Report 2025 (which is scheduled to be published in 2026) presents annual data, commentary, and the organisation's interpretation of comparative data points from previous years.</p>	
<p style="text-align: center;">Commentary and Reflections</p> <p>The Quality Assurance Manual provides a framework for self-evaluation, monitoring and review of Quality Assurance.</p> <p>The Quality Assurance Manual provides for the Kerry ETB policy and procedures for Self-Evaluation, Monitoring and review of its Quality Assurance Policies, its programmes of education and training and associated services. This policy also other related policies and procedures with the Quality Assurance Manual.</p>	

Consultations continued to take place with learners and in 2025 learners came together as follows:

1. Consultation with Student Forum Kerry College, Clash Campus (26.03.25) for review of Assessment Malpractice Procedure. 9 students in attendance.
2. Consultation with Student Forum Kerry College, Listowel Campus (02.04.25) for review of Assessment Malpractice Procedure. 11 students in attendance.

In 2025 the QA Unit also developed two new tools to ensure that quality assurance procedures are followed by second providers.

The first of these is the Quality Assurance Certification Audits that forms part of the Kerry ETB Quality Assurance process for second providers. This Audit is planned as part of the annual audit schedule. The Audit identifies any issues arising and any actions required. A specific purpose or follow up Audit may be conducted where necessary. The Audit will check whether QA procedures were used (e.g. feedback to learners was provided; results are correctly transcribed; IV, EA and RAP took place; a continuous improvement plan was prepared, results were ratified by the FET Quality Council etc.).

The second is on Assessment Review Process for existing and new assessments. These are reviewed initially by the second provider and following this by the QA Unit. Existing assessments are reviewed annually. This process was developed after carrying out a mapping exercise to explore how second providers engage with QA procedures and processes.

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Links to Published Policies and Procedures

- [Self-Evaluation Monitoring and Review Policy](#)
- [Quality Assurance Manual](#)

3.02 Programme Monitoring & Review

Recommendation Number	Recommendation (as recorded in the review report)
	<p>It is important to note that while the Inaugural Review Team did not make recommendations to Kerry ETB on programmatic review, Kerry ETB continues to focus on Programme Monitoring and Review.</p>
<p style="text-align: center;">Update - Note progress/changes made to P&P and Commentary and Reflections</p> <p>The Quality Assurance Manual provides a framework for self-evaluation, monitoring and review of Quality Assurance policies and procedures.</p> <p>95 course specifications were prepared by all FET Centres and Kerry College Campuses for fulltime courses. A screening of 65 was conducted by the QA Unit, followed by more detailed consideration by both the QA Unit and Admissions Office.</p> <p>National module update process provided Kerry ETB with an opportunity to work in partnership with Tipperary ETB and all other ETB'S to update modules. The process and systems developed provide a framework for future programmatic review.</p> <p>Kerry ETB reviewed its Wind Turbine Maintenance Technician programme in 2025 using the guidelines provided by QQI and under agreed Terms of Reference. This was an independent review process under Kerry ETB'S quality assurance systems.</p>	
<p style="text-align: center;">Links to Published Policies and Procedures</p> <p>– Kerry ETB Quality Assurance Manual</p>	

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation Number	Recommendation (as recorded in the review report)
R22	The Review Team recommends that Kerry ETB develop a policy and approach to Stakeholder Engagement to help develop and improve the QA system; this should allow a wide variety of voices to contribute feedback and suggestions for improvements on all phases of the quality cycle, and all matters relating to the learner experience.
<p style="text-align: center;">Update - Note progress/changes made to P&P, timeline</p> <p>Kerry ETB articulated commitments to Stakeholder Engagement in its Kerry ETB Strategy Statement 2023 – 2027.</p> <p>Goal 3 focuses on opportunities for organisational synergies and in particular on creating more opportunities to engage with all our stakeholders to better understand their needs and address specific requirements and expectations.</p> <p>Goal 4 focuses on Kerry ETB being a leader in education and training provision with a particular focus on building strong relationships with employers and local Gaeltacht communities.</p> <p>These are underpinned by the six essential themes:</p> <ul style="list-style-type: none">- Adaptive Leadership- Creativity- Economic Efficiency- Proactiveness- Strong Governance- Sustainable Practices	

Links to Published Policies and Procedures

- [Stakeholder Engagement - Kerry ETB](#)
- [Collaboration with Partners, Other Providers and Other Awarding Bodies - Kerry ETB](#)

Reviews and revisions of QA Manual were conducted and engaged Stakeholders in Kerry ETB.

Wind Turbine Maintenance Technician review and revalidation process engaged a broad range of Stakeholders.

Consortia Steering Groups continues their roles in reflecting and resending industry voices for the apprenticeship program.

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 These should relate to objectives not already discussed in the progress report.	Update on Status Provide brief update on status, whether completed or in progress.	Link to updated/new Policy
1	Programme Development Design and deliver tertiary degree programmes	Degree programmes that commenced in 2023 at Kerry College that allow learners the chance to get third-level education outside of the CAO points system continued into 2025.	National Tertiary Office
2	Develop and approve through PGB short taster programmes for second level students (TY, YR and LCA) and other potential learners.	Implementation of programmes approved. 392 learners attended across Kerry ETB FET Centres and Kerry College Campuses.	

5.0 Additional Themes and Case Studies (optional)

Attached are 2 **Case Studies** which are presented to elaborate and provide additional information on approaches taken by Kerry ETB

- Case Study One: Learner Voice at Academic Governance Structures
- Case Study Two: Empowering staff expertise through the development of the Night Sky Guide Special Purpose Award