

# Interim Quality Report

Kildare and Wicklow ETB Education and Training Board

Date: 26<sup>th</sup> 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 [Kildare and Wicklow ETB]

It is to be submitted by 27/02/26 [Click or tap here to enter text.](#)

The interim quality report has been approved by [Ken Seery, Director of FET] and is submitted by [Brenda Lynch, AEO - Quality]

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## GUIDELINES ON COMPLETING THE REPORT

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

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

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

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

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

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

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 The results of this will be used to inform QQI and will not be published as part of this report.

## 1.0 Interim Quality Report

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

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

### 1.01 ETB Mission and Strategy

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

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

<p>The review team recommends the immediate development of a clearly articulated, long-term vision and strategy for an integrated FET service, which identifies the changes needed for its realisation and related timeframes</p>	<p>The Quality Assurance vision and mission statements were devised and disseminated via the QA webpage, FET team briefings, the Quality E-Zine and are included in publications like the Learner Handbook.</p> <p>QA Strategic Priorities are in the FET Strategic Priorities and the KWETB Statement of Strategy 2025 – 2029 which was launched in November 2025.</p>
<p>The review team recommends the immediate development of a single QA framework and a clear plan for its implementation which identifies the changes needed for its realisation and related timeframes. The development and implementation of the new QAF should be prioritised and expedited as a matter of utmost importance to ensure that the ETB’s commitment to quality can be fully realised.</p> <p>a. Ensure examples of best practice are identified and inform the development of the new QAF.</p> <p>b. This new QA Framework must include a strong focus on robust internal self-</p>	<p><b>KWETB Single Quality Assurance Framework (QFW) – Complete 2024</b></p> <p>Scheduled reviews of the Quality Assurance Framework ensure that it remains relevant and effective and enhances quality throughout FET.</p> <p>In line with Quality Assurance Framework Policy 3.3.1 Internal Policy Evaluation and Review, scheduled reviews of the Quality Framework ensure that it remains relevant and effective and that it enhances quality throughout FET.</p> <p><b><u>2025 Policy Evaluation and Review</u></b></p> <p><b>Three new policies were developed</b></p> <p><b>2.2.8 Repeat of Assessment</b></p> <p>At the February 2025 Quality Assurance Subgroup (QASG) meeting, members raised a requirement to develop a formal Repeat of Assessment Policy. Historically KWETB operated under the former policy <i>B6.9 Repeat of Assessment Activity within B6 Fair and Consistent Assessment of learners</i>.</p>

<p>evaluation processes at all levels of the organisation, which expands the approach to seeking feedback to include a much greater range of external perspectives.</p>	<p>This policy had not been carried forward or developed as part of the QFW. To address this gap, a full policy development and integration process was scheduled for 2025'26.</p> <ol style="list-style-type: none"> <li>1. February 2025: The QASG identified the need for a dedicated Repeat of Assessment Policy for integration into the QFW. The Quality Team drafted the new policy in line with the former B6.9 Repeat of Assessment and established practice in other education institutions.</li> <li>2. April 2025: The Quality Team developed the application form to support learner request for a repeat of assessment.</li> <li>3. May 2025: The draft Policy was presented to QASG for review and feedback. The draft Policy was presented to AEOs and Training Manager for review</li> <li>4. June 2025: The draft policy was submitted to the Quality Council (QC) for formal approval and sign-off. The QC request a feasibility document be provided for each assessment technique in terms of accommodating a repeat assessment.</li> <li>5. July 2025: A Feasibility repeat assessment document to support the procedure was developed.</li> <li>6. October 2025: The Policy was approved by the Quality Council and circulated to all centres, including the feasibility of repeat assessments across each assessment technique. The Policy becomes active within the QFW and applicable to all relevant programmes and centres.</li> <li>7. June 2026: June 2026 is the defined lead-in period allowing for training, communication and programme delivery.</li> </ol> <p><b>Learner Engagement in Assessment and Assessor Grading of Learner Effort (Addendum 1 in QFW)</b></p> <p>One of the responsibilities of the Quality Team is to monitor and report to the QASG, as per the Terms of Reference, on themes or significant recurring</p>
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issues arising from the authentication process. This monitoring ensures a clear feedback loop between the Quality Team, QASG and the QC. It also ensures that emerging themes from FET Result Approval Panel (RAP) meetings are identified, actioned and implemented across centres.

1. February 2025 – identification of theme: Following a review of themes arising from the 2024 RAPs, the Quality Team identified an issue relating to learner engagement in assessment. Evidence highlighted that some learners were not engaging with all key areas of assessment and not evidencing achievement of the required MIMLOs. The Quality Team monitored and reported this theme to the QASG.

2. March 2025 – Drafting Phase: The Quality Team developed a draft new policy on Learner Engagement in Assessment and Assessor Grading of Learner Effort. The draft was presented to the QASG, where members sought clarification on several implementation aspects.

3. April 2025 – External Review: To ensure alignment with best practice and with QQI quality standards, further clarity was sought from an External Authenticator (EA). The EA reviewed the draft policy, providing recommendations to refine the policy and strengthen its alignment with assessment integrity requirements.

4. May 2025 – Governance Review and Approval: Following the EA feedback, the updated draft policy was re-presented to the QASG. The QASG approved the policy and recommended its progression to the QC for approval. The policy was formally submitted to the QC where it was approved.

5. July 2025 – Communication and Implementation: The Quality Team implemented a staged communication and rollout plan. The policy was circulated to centres in July 2025. It was discussed as an agenda item at the Coordinators Network meeting in September 2025.

6. June 2026 – Lead in period: To support the transition to the new requirements, and to address issues on upload of results to the QBS system, a lead in period was agreed until June 2026.

### **Monitoring and Reporting Quality Management within Centres (Addendum 2 in QFW)**

This new policy was developed in response to identified performance issues, including inconsistent reporting of QA concerns and gaps in risk management.

1. June 2025: Work began on developing the new policy.
2. June – August 2025: The Quality Team drafted the policy sections, including the purpose, scope, roles and responsibilities and detailed requirements relating to incident reporting, annual quality reporting and maintenance of risk registers. The draft policy was presented to the Quality Manager for approval to progress in August 2025.
3. September 2025: Following review from the Quality Manager, the revised policy was submitted to the QASG for review and discussion. A draft version was circulated to a sample of centre coordinators, managers and other key stakeholders for feedback.
4. October 2025: All stakeholder feedback was reviewed and incorporated into the revised policy.
5. November 2025: The final policy was approved by the QASG and QC and formally communicated to all centres.

### **Review of Quality Framework Procedures 2025**

The Quality Team initiated a structured review cycle of selected procedures within the KWETB Single Quality Framework. The review also incorporated the three new policies listed above which were completed in 2025.

- 2.2.8 Repeat of Assessment
- Addendum 1 – Learner Engagement in Assessment and Assessor Grading of Learner Effort

- Addendum 2 – Monitoring and Reporting Quality Management within centres

In addition, two existing assessment related procedures were selected for comprehensive review.

- 1.3.2 Information to learners about assessment
- 1.3.3 Planning, conducting and concluding assessment

### **1. September 2025 – Development of the Review Process**

The Quality Team developed a comprehensive review process for procedures within the Quality Framework. This process was approved by the Quality Assurance Subgroup of the Quality Council. The document outlined the full methodology for reviewing procedures including:

- The approach to reviewing QA procedures
- Governance structures relevant to the Quality Framework
- The scope of the review
- Timelines
- Methods for collecting data and gathering stakeholder feedback
- Supporting appendices, including review schedule, control sheets and revision history templates.

The review criteria required consideration of the alignment of each procedure with KWETB's core values of integrity, respect and excellence ensuring that all documentation remained learner centred. Additional considerations including clarity of writing, accuracy of grammar and spelling, ability of stakeholders to correctly interpret the procedure, compliance with relevant policies and regulatory requirements and opportunities for improvement.

### **2. October 2025 – Survey development and distribution**

The Quality Team developed a Survey Completion Guide which was circulated to all stakeholders to support consistent and informed survey responses.

Two surveys were designed and approved by the QASG

- A mandatory survey was issued to Coordinators, Managers and Principals.
- A Learner survey was distributed via Student Councils.

The purpose of both surveys was to evaluate:

- Overall effectiveness of procedures
- Consistency of implementation
- Opportunities for improvement
- Alignment with core values
- Up-to-date with sectoral requirements, regulation and legislation

The Coordinator survey contained detailed questions addressing effectiveness, respectfulness, learner centredness, clarity and additional supports or resources required.

The Learner survey contained questions on clarity, comprehensiveness, learner centredness, suggestions for improvement and any additional topics that learners felt should be included.

### **3. January 2026 – Review of Feedback**

All survey responses were collated and analysed. Themes and specific recommendations were identified to inform the subsequent revision, where appropriate to the reviewed procedures.

### **4. February 2026 – Governance Review and Approval**

The Quality Team submitted the revised QFW documentation to the QASG for consideration and recommendation for approval to the QC.

### **5. March 2026 – Dissemination**

The revised Quality Framework was disseminated to all stakeholders using established communication channels.

Commentary and Reflections

## **Reflection on the Development and Implementation of three new policies in 2025**

The development of the three new policies in 2025 represented a significant advancement in strengthening KWETB's Quality Framework and enhancing consistency, transparency and compliance across FET provision. Each policy emerged from identified needs, from EA Reports/RAP themes, compliance issues or centre level risks.

A challenge existed relating to timelines for full implementation of the policies. The lead-in period to June 2026 was essential to allow for staff training, to support centres in adjusting to new processes and to ensure fairness for learners who commenced courses prior to the establishment of the new policies.

### **Reflection on the 2025 Review Process for Policies and Procedures within the Quality Framework**

The development of a formal review process in September 2025 ensured a consistent, transparent and evidence-based approach for reviewing Quality Assurance procedures. One of the strengths of this phase was the creation of a comprehensive methodology document approved by the QASG. This document set out;

- Clear governance structures are in place
- The review criteria are aligned to KWETB's core values
- Timelines
- Methods for gathering stakeholder feedback
- Supporting templates such as control sheets and revision history documents

The structured approach provided clarity and consistency; however, the process also highlighted the challenge of balancing thoroughness with workload. The detailed nature of the review criteria, while essential for maintaining quality, required substantial time investment from the Quality Team. Ensuring adequate capacity for this work will remain an important consideration in future cycles of review.

The creation and distribution of two dedicated surveys in October 2025, a mandatory staff survey and a learner focused survey through Student Councils supported consistent and informed responses and was noted by centres as a valuable resource.

The 2025 review cycle has reinforced the following for the ongoing development and maintenance of the Quality Framework;

- The importance of a structured, transparent review process
- The value of stakeholder engagement
- Maintaining a learner centred focus
- Balancing thoroughness with workload

Link to Published Policies and Procedures

[KWETB Quality Assurance Webpage](#)

[KWETB Statement of Strategy 2025-2029](#)

[2.2.8 Repeat of Assessment policy](#)

[Feasibility Document to support 2.2.8 Repeat of Assessment](#)

[Addendum 1 – Learner Engagement in Assessment & Assessor Grading of Learner Effort](#)

[Addendum 2 – Monitoring and Reporting Quality Management within Centres](#)

[2025 Quality Framework Review Document](#)

[Survey Completion Guide](#)

## 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.

The review team recommends the strengthening of governance and management structures and arrangements to ensure their effectiveness, to include: a. Review of the Quality Council and sub committees Terms of Reference and membership within 12 months to ensure they continue to be fit for purpose and to provide clarity for members and wider audiences. b. regular meetings of all FET teams and a common standard for recording minutes. c. enhanced information and communication flows to and from 'Head Office'. d.

The Review of the Governance Groups Terms of Reference and refreshing the membership of the Groups is complete for this cycle.

### **QA Portal Development**

The KWETB Quality Assurance QA Portal has been developed as a centralised communication support hub to enhance information and communication flows for FET. It provides secure, role-based access to validated programme information, quality assurance documentation, policies, governance processes and key KWETB quality functions such as Erasmus, Inclusion, Sustainability and Training and Innovation.

<p>increasing the involvement of independent, external stakeholders in QA governance structures</p>	<p>The development of the QA Portal aligns with KWETB’s commitment to streamline communication, accessibility, transparency and adherence to QQI standards through the Single Quality Assurance Framework.</p> <ol style="list-style-type: none"> <li>1. July 2025 – Initial scoping using a broad lens approach: A strategic scoping exercise was completed to define the purpose, structure and requirements of a centralised QA Portal. This included identification of key channels, content categories and the role-based access structure.</li> <li>2. September 2025 – Development of QA Portal: Technical build began on the SharePoint/Teams platform, including configuration of channels, permissions, naming conventions, content structure and document repositories.</li> <li>3. January 2026 – Introductory Guide developed: An Introductory Guide was finalised, incorporating navigation instructions, channel descriptions and the Quality Team’s role-based access matrix.</li> <li>4. January 2026 – Coordinator/Manager/Principal Usability Survey issued: A sample group of Coordinators, Managers, Principals were invited to test the QA Portal and complete a usability survey focusing on navigation, relevance, functionality and the reduction of reliance on multiple communication channels.</li> <li>5. January 2026 – Survey feedback reviewed and amendments applied: The Quality Team reviewed responses and made updates where required and where appropriate.</li> <li>6. February 2026 – QA Portal launch: The QA Portal was launched on the 23rd February 2026. An online briefing session will be held to support utilisation of the Portal and it will be included in the QA updates section of the March Coordinators Network meeting.</li> </ol> <p><b>Team Communications</b></p> <p>Regular and structured communication channels are in place between FET teams, Head Office and the Quality Assurance section to ensure timely updates on QA matters. Quality Assurance remains a standing agenda item at all FE Coordinator Network meetings, supporting ongoing dialogue, shared understanding, and coordinated actions across teams. In addition, dedicated quality assurance focussed meetings with PLC providers are scheduled throughout the year, enabling deeper discussion, targeted support, and consistent information flow. These combined communication practices ensure that emerging issues are identified</p>
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	<p>early, feedback is shared effectively, and quality enhancement initiatives are aligned across the organisation.</p> <p><b>Governance Group Standardised Minutes</b></p> <p>A QA section team member has undertaken formal minute-taking training and a standardised template and guideline for governance groups will be disseminated this year with training for the governance group chairpersons and secretaries.</p>
<p>The review team recommends that the QA Team produce an annual plan with the priorities for the team identified and the timeline for delivery.</p>	<p>The Quality Team Action Plan for 2026 has been created.</p>
<p>Commentary and Reflections</p> <p><b>Reflection – QA Portal</b></p> <p>The development and implementation of the KWETB QA Portal represents a significant advancement in how quality assurance information is communicated across FET.</p> <p>On reflection, the initial scoping exercise provided clarity on the broader strategic need for a centralised QA communication system. This early stage provided the goals of enhancing compliance, improving accessibility of QA documentation and reducing reliance on multiple fragmented communication tools.</p> <p>A key strength of the implementation was building user feedback into the process before the official launch. The usability survey issued to a sample of Coordinators in January provided valuable insights into navigation and layout clarity, usefulness for day-to-day work, expectations of the role-based matrix, accessibility of validation and programme information and reliance on existing communication tools.</p> <p>While the development stage was successful, several challenges emerged. Coordinators currently navigate multiple QA communication channels including SharePoint, email, ezine and the Programme Approval Hub. The new QA Portal will simplify rather than duplicate existing communication platforms.</p> <p>Developing a clear role-based access matrix required careful consideration of governance responsibilities. Early definition of roles and permissions and agreement from the Quality Team was essential for avoiding confusion and cross over in communications.</p> <p>In relation to the process, several outcomes have been realised. These include;</p> <ul style="list-style-type: none"> <li>• Improved consistency in QA communication through the structured channels in the QA Portal.</li> <li>• A central location for core QA documentation, programme information and governance processes.</li> <li>• Clear accountability through the role-based matrix.</li> </ul>	

- Enhanced visibility of Erasmus, Inclusion and Sustainability.
- A more efficient, integrated communication system that supports centres/providers in meeting QA requirements.

### Communications

Enhancing communications and information flows is an ongoing process which is a priority for the Quality Assurance team. Progress has been hampered this year by management staff vacancies but will be re-invigorated when we return to full staffing levels. The Quality E-Zine remains a very effective communication tool with input from centres and schools increasing yearly.

### Reflection on 1.02 D: External Stakeholder Engagement in Governance Structure

Increasing the participation of external, independent stakeholders in our QA governance structures continues to present a challenge. When the current governance model, comprising a Quality Council and two subgroups, was first established, external independent members included several industry representatives. However, as the work of these groups progressed, attendance from these members declined for reasons valid to their individual circumstances. Subsequent processes to refresh and renew the membership of the governance groups did not result in the recruitment of new external independent members. In response, the Stakeholder Engagement Subgroup was formed partly as a response to strengthen both external and learner representation across QA governance structures as well as to enhance the collection and use of learner feedback.

Link to published policies and procedures

[QA Webpage for E-Zine \(scroll to the bottom\)](#)

[2026 Action Plan](#)

[Proposal for Scoping Exercise - Web Portal Hub Communication Channel](#)

[Scoping Exercise for FET Staff QA Portal](#)

## 1.03 Documentation of QA

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

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

The review recommends that KWETB considers more varied and extensive means of consultation with staff and learners on policy development. The consultation process, when strategically designed, may be harnessed as a means of generating 'buy

The process for the Quality Framework Review, outlined in Section 1.01 and detailed in Policy 3.3.1 *Internal Policy Evaluation and Review*, was strategically designed to support robust and inclusive policy review and development. This process incorporates structured consultation with a wide range of stakeholders, including programme coordinators, learning practitioners,

<p>in' from staff and a sense of ownership and investment in the quality system.</p>	<p>learners, the Quality Team, and senior managers. Engaging these diverse perspectives ensures that policies are informed by practical experience, reflective of learner and staff needs, and aligned with organisational priorities.</p> <p>This collaborative approach strengthens the validity, relevance, and effectiveness of policy development by enabling richer information flows, enhanced transparency, and shared ownership of quality assurance practices. Furthermore, equality, diversity and inclusion, consistent with our Public Sector Duty obligations, are enshrined within the KWETB Policy Management Framework, ensuring that all policy review processes are grounded in fairness, accessibility, and the promotion of equitable outcomes.</p>
<p>The review recommends that KWETB ensures that the staff and learner handbooks are derived directly from the finalised QAF to confirm uniformity of information and practice and that students have easy access to all relevant documentation, such as the Code of Conduct.</p>	<p><b>KWETB Learner Handbook – Development and Implementation Update</b></p> <p>A new Learner Handbook was developed by the Quality Team and implemented across KWETB FET in August 2025. The aim is to enhance learner understanding of KWETB processes, supports and assessment requirements. The Learner Handbook is designed to answer frequently asked questions and to address common learner queries or concerns. It serves as a key reference across centres and training programmes. The Quality Team led the development process, guided by key topics identified in the KWETB Quality Framework, including assessment, learner supports, QA policies and general learner information.</p> <p><b>1. March 2025 - Development Process</b></p> <p>Content Identification: The Quality Team identified core areas to be included in the Learner Handbook, ensuring alignment with KWETB's Quality Framework.</p> <p>Collation of Materials: Existing learner documents and relevant QA policies were reviewed and collated. Draft content was prepared using plain English to ensure accessibility for all learners.</p> <p>Internal Review: An internal review was undertaken by the Quality Assurance Subgroup. Feedback was incorporated into the revised draft.</p> <p><b>2. June 2025 - Stakeholder Consultation</b></p>

A structured consultation process was conducted with a sample of Coordinators, Educators, Learners, the Inclusion Officer and the Director of FET. All feedback received was documented. The Quality Team analysed responses, identifying common themes and actionable suggestions.

Revision and Approval: Agreed changes were implemented and a final draft was prepared for the Quality Assurance Subgroup. Final amendments were addressed and the Learner Handbook was presented to the Quality Assurance Subgroup for noting.

### **3. July 2025 – A digital e-book version was created**

### **4. September 2025 - Implementation and Dissemination**

The approved Learner Handbook has been issued in both hard copy and digital format. The digital version is available on several platforms including the new QA Portal, KWETB ezine and KWETB website to ensure accessibility for all learners across centres and programmes.

#### Commentary and Reflections

#### **Reflection on the development and implementation of the KWETB Learner Handbook (2025)**

The development and the rollout of the KWETB Learner Handbook in 2025 represented a significant achievement for the Quality Team and for the wider FET service. The Learner Handbook plays a vital role in supporting learner understanding of KWETB processes, entitlements, responsibilities, supports and assessment requirements.

The development of the Learner Handbook began in March 2025 with the aim to create a single, accessible reference document that would answer common learner questions and provide clarity on areas that often cause confusion. This work required extensive cross referencing of the KWETB Quality Framework on key policies relating to assessment, supports, programme expectations and learner responsibilities.

While the Learner Handbook was derived directly from the Quality Framework, a major strength of the Learner Handbook is the use of plain English, ensuring the Learner Handbook is accessible for all learners across all levels.

The structured consultation phase carried out in June 2025 ensured that Coordinators, Educators, Learners, the Inclusion Officer and the Director of FET provided a wide range of perspectives in their feedback and ensured the Learner Handbook reflected real life learner needs.

A challenge emerged from the consultation phase was the diversity of existing practices across centres. The Quality Team had to ensure that there was balance between the Quality Framework and practices in centres. This required some additional wording or examples were provided.

A digital version was produced in July 2025, ensuring that the Learner Handbook can be accessed widely through the QA Portal, the KWETB website and the FET ezine. This enhanced accessibility and ensured that learners can consult the Learner Handbook at any time, rather than relying solely on information given at induction or in class.

Centres welcome the availability of both hard copy and digital versions and committed to issuing the Handbook to learners at their course induction.

### Reflection on the Staff Handbook recommendation

While we recognise the benefit of a staff handbook derived from the Quality Assurance Framework, the current Quality Team staffing gaps and the complexity of the project which would incorporate HR procedures and policies means that we have had to postpone drafting the staff handbook until at least 2027 where we will assess the need for one. It remains a recommendation that we intend to progress by evaluating the necessity for a staff handbook in the current FET landscape.

Link to Published Policies and Procedures

[Learner Handbook - PDF and Immersive Reader version](#)

[Learner Handbook - e-Book version](#)

## 1.04 Staff Recruitment, Management & Development

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

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

The review team recommends that KWETB fully and consistently implement the organisation's approach and policies for performance management and professional development. This should include the introduction of a mentoring system for new teaching / instructing staff to support new staff in curriculum and assessment

KWETB fully implements its *Induction Framework Policy for Newly Appointed, Transferred, Seconded and Promoted Staff*. This comprehensive policy encompasses all four phases of employment commencement, Pre-Employment, Commencement of Employment, Early Employment Period, and KWETB Organisational Induction, to ensure a structured, consistent and supportive onboarding experience.

In line with the KWETB *Professional Development Policy*, managers actively encourage and facilitate continuous professional development (CPD), ensuring that staff are supported in building the knowledge and skills required for their roles. As part of this commitment, the CPD plan for the Quality Assurance Team for the current year includes targeted development in Artificial Intelligence, reflecting emerging sectoral needs and organisational priorities, supported by the ETB's dedicated Artificial Intelligence Skills and Education (AISE) team.

	<p>Each newly appointed staff member is assigned a mentor, and members of the Quality Assurance Team provide dedicated mentoring and practical guidance across all areas of the Quality Framework. This includes assessment and certification processes, Internal Verification (IV), External Authentication (EA), and other key quality assurance procedures. This structured mentoring approach ensures that new staff develop confidence and competence in the application of KWETB quality practices while fostering a culture of shared learning and continuous improvement.</p> <p>The Quality Assurance Framework Procedure 2.3.1 Continuing Professional Development for Staff reinforces that KWETB encourages continuous learning for all staff and provides opportunities for development and enhancement of skills, knowledge and competences aligned to quality FET provision and standards.</p> <p>The KWETB Erasmus Project has been enhanced in recent years with professional developments opportunities being embraced by a broad range of FET educators in the areas of digital innovation, quality assurance, adult basic education, apprenticeships, youth education and integrated FET college models.</p>
<p>The review team recommends that KWETB Enhances the communication channels across the organisation and between centres and 'Head Office' to ensure best practice is identified and shared between staff, peer learning is promoted, and organisational developments and enhancements are widely known and understood.</p>	<p>As outlined in Section 1.02 above, the development of the Quality Assurance Portal will substantially strengthen communication channels across FET and further enhance quality. Organisation wide communication continues to improve through the increased use of the Staff Intranet as a central platform for disseminating updates and supporting consistent information sharing, particularly in relation to KWETB policies and procedures. Three Communities of Practice are designed to strengthen communication among educator and learning practitioners, facilitate the sharing of effective practice, and promote peer learning.</p>
<p><b>Commentary and Reflections</b>  <a href="#">Click here to enter text.</a></p>	

Link to Published Policies and Procedures

[KWETB Induction Framework](#)

[KWETB Professional Development Policy](#)

[Communities of Practice Terms of Reference](#)

[KWETB Quality Assurance Framework](#)

### 1.05 Programme Development, Approval & Submission

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

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

The review team welcomes the stated intention to “establish a defined process for the systematic evaluation, review and monitoring of existing programmes” (SER p. 106) and recommends that:

a. an audit of the existing programmes should be undertaken urgently to identify the priority programmes that will need re-development. Consideration should be given to collaborating with other ETBs in the development of new programmes.

b. KWETB collaborates with other ETBs to fast track the achievement of its stated intention to “implement a quality assured process for the review and updating of existing programme descriptors (SER p. 31).

Internal KWETB plans for programme review and redevelopment have been overtaken by significant national developments, including the ETBI-led review and revision of 27 CAS modules, the establishment of the National Tertiary Office, the rollout of new tertiary programmes, and QQI’s ongoing comprehensive reform of national standards.

In response to this evolving landscape, we have strengthened programme development capacity within the ETB by collaborating with other ETBs to secure differential validation for a number of new Special Purpose Certificates and micro-qualifications. Within KWETB, we have developed and successfully achieved QQI validation for two new micro-qualifications: the QQI Level 5 Special Purpose Certificate *Building Resilience for Customer Relations* and the QQI Level 6 *Customer Experience Design for Business*. We intend to share these newly developed modules with other ETBs as part of sectoral collaboration.

	<p>In relation to developments in tertiary pathways from further education to higher education, we have co-authored the <i>Tertiary BA in Immersive Media Production</i> in partnership with IADT and CDETB. Additionally, we are one of the ETBs piloting the <i>Tertiary BA in Primary Teaching</i> through our collaborative work on the development of the Level 5 <i>Tertiary Certificate in Pathways to Primary Teaching</i>. We intend to commence delivery of this pilot tertiary programme following QQI validation.</p> <p>We have also submitted an extension of scope to QQI for the provision of blended learning. Approval of this extension of scope will significantly enhance and modernise our programme delivery, enabling greater flexibility for learners, supporting more innovative pedagogical approaches, and strengthening our capacity to respond to diverse learner needs and evolving sectoral requirements.</p>
Click here to enter text.	Click here to enter text.
<p>Commentary and Reflections</p> <p><b>Engaging in differential validation processes to secure validation to delivered newly devised awards and our own development of the L5 and L6 micro qualifications has been a learning process for our Quality Team and has highlighted the need for the development of defined QA procedures to streamline both the differential validation application process and our programme development process. However, it has been hugely satisfying to expand capacity which we will continue to strengthen in the future.</b></p>	
Link to Published Policies and Procedures	

## 1.06 Access, Transfer and Progression

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

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

Click here to enter text.	Click here to enter text.
The review team supports and recommends KWETB's stated intention to "plan, design and put in place internal learning pathways to improve progression and transfer for learning" (SER, p.55)	In 2025, KWETB FET established the FET College of the Future Programme Planning Procedure to transition programme planning toward a model that more clearly aligns provision with learner goals and labour market needs, supporting skills development and flexible progression routes. Enhancing progression opportunities is a central objective of this procedure. FE Programme Managers are now required to design programmes with progression pathways explicitly embedded in the intended learning outcomes. Consideration of clear and flexible progression options must also be demonstrated in the Programme Approval Form submitted to FET senior managers for approval prior to course commencement.
The review team recommends that KWETB expands the current pilot projects developed under ALISS to place learners on programmes that they want and have the capability to undertake.	The ALISS project continues to be implemented with a consistent approach to initial assessment being utilised in most FE centres and some Training Programmes. Plans to develop the project further remain hampered by staff vacancies as the coordinator post is vacant again.
The review team recommends that KWETB considers the development of a modified application processes for learners with additional needs or literacy challenges	FET providers continue to support learners with additional needs or language challenges in their application process to ensure equitable access for all learners to our programmes. That is embedded into FET provision particularly in the Adult Basic Education and Community Education programmes. A plain English version of the Learner Handbook is currently being created with simplified language and more visual representations of relevant processes.

<p>The review team recommends that KWETB facilitates guidance services to work more cohesively and consistently across the organisation to ensure all prospective learners have access to a seamless and equitably resourced service.</p>	<p>The FET Adult Guidance Service is now operating in a more cohesive and integrated manner across all FET centres, ensuring learners have consistent and equitable access to guidance counsellors and information officers. The KWETB Statement of Strategy 2026–2029, identifies <i>Advancing the Integrated FET College Model</i> as a key priority theme. Strengthening a shared and collaborative guidance service is explicitly identified as one of the goals under this theme, reinforcing our commitment to a unified, learner-centred approach to guidance across FET.</p>
<p>The review team recommends that KWETB enhances their current good practice by formally seeking feedback from HEI partners which can be shared and promoted within the ETB.</p>	<p>Our Tertiary Coordinator has been appointed enhancing collaboration with HEIs to advance specific Tertiary course development. Tertiary course provision provides for streamlined progression pathways to higher education and relies on building relationships with HEIs for its success. Additionally, memoranda of understanding are in place with some HEIs including SETU to further enhance relationships. The Stakeholder Engagement Subgroup of the Quality Council includes engaging with HEIs but this remains a challenge for us.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures <a href="#">FE Regional Planning Guide 2025-2026</a> <a href="#">KWETB Stakeholder Engagement Sub-group Terms of Reference</a></p>	

### 1.07 Integrity and Approval of Learner Results

<p><b>Recommendation</b> (as recorded in the review report)</p>	<p>Update - Note progress/changes made to P&amp;P, timeline.</p>
<p>N/A</p>	<p>Click here to enter text.</p>

Click here to enter text.	Click here to enter text.
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	

### 1.08 Information and Data Management

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

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

<p>The review team recommends that KWETB seeks ways to enhance systems for managing learner data, using the “Potential Enhancements” identified in the SER (p. 64) as a starting point.</p>	<p><b>Enhancing the Management of Learner Data</b></p> <p><b>1.Strenghtening the Management of Learner Data</b></p> <p>National systems such as PLSS and Tableau are actively used to support the efficient management of learner data, monitor learner outcomes, and track performances against national SOLAS targets. A dedicated PLSS Coordinator assists centres, schools and provider staff in the effective use of these systems. The Coordinator delivers structured training, providers mentoring for new staff, supports managers in data informed decision making, and ensure the accuracy and timeliness of data inputting and reporting.</p>
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	<p><b>2.Strategic Development of Future Ready Digital Capability</b></p> <p>Our FET Service has developed a strategic response to the evolving digital landscape by establishing AISE (Artificial Intelligence for Skills and Education). AISE supports technology enhanced learning (TEL), promotes the ethical and effective use of artificial intelligence in education, and leads on digital innovation across the services. AISE also strengthens TEL through the Teams based Professional Development Hub and ongoing CPD initiatives for staff.</p>
<p>The review team recommends that KWETB considers ways to expand in-house ICT supports.</p>	<p>A specialised ETB ICT team has been established to provide technical resourcing, system maintenance, and cyber-security training. This team is also responsible for strengthening overall ICT system structures to support secure, reliable, and efficient data management across the service.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures <a href="#">AI Policy</a></p>	

1.09 Public Information and Communication

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

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

<p>The review team recommends and supports the proposal to develop a comprehensive PR “marketing strategy with plans for targeting specific groups effectively” (SER,</p>	<p>The KWETB Statement of Strategy 2025-2029 includes improving promotion of our services as a strategic objective “Improve communications and promotion of our services</p>
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<p>p.67). This will be an important step in increasing the publication and promotion of KWETB programmes.</p>	<p>through a communications strategy for KWETB for both internal and external communications, PR and marketing initiatives” pg.30.</p> <p>The Quality Assurance Framework Procedure 2.1.3 Promoting and Marketing Programmes ensures a consistent approach to promoting and marketing FET programmes and courses, particularly recommending the use of FETCH by providers, and outlining the protocol for writing advertisements.</p>
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p><b>Commentary and Reflections</b>  Advancing the FET College of the Future in our ETB will be led by a branding strategy that reflects our transition to the FET College model. The strategy will have a broad reach in terms of targeting specific groups effectively.</p>	
<p><b>Link to Published Policies and Procedures</b>  <a href="#"><u>Statement of Strategy 2025-2029</u></a>  <a href="#"><u>Quality Framework Procedure 2.1.3 Promoting and Marketing Programmes</u></a></p>	

## 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>The review team recommends that KWETB develops an estate strategy to enable the achievement of KWETB's ambitions in the longer term.</p>	<p>Complete – KWETB has developed a comprehensive Estates Strategy to effectively meet growing demand for education and training services.</p>
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

### 2.02 Assessment of Learners

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

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

<p>The review team recommends that KWETB develops procedures for checking or approving the quality of locally devised assessment. This should include the development of a plan to address the dated AISs in training as a matter of urgency and validate new AISs through the QA governance structures. KWETB should</p>	<p>The Quality Assurance Framework sets out a comprehensive suite of procedures that outline how KWETB ensure high-quality, fair and consistent assessment design and development, while also supporting meaningful learner engagement (Quality Assurance Framework Section 1.3). The Framework specifies that all assessment design must adhere to the principles of Validity, Reliability, Effectiveness, Comparability and</p>
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<p>work with second providers on updating those most dated AISs</p>	<p>Consistency, Equitability, Practicability, and Transparency, and it provides clear guidance on how these principles should be implemented in practice.</p> <p>Responsibility for maintaining the quality of assessment rests with the quality team and programme managers/coordinators. This internal oversight is complemented by the External Authentication (EA) process, which provides independent review. Through this process, concerns may be raised, and recommendations issued, with follow-up actions implemented where appropriate.</p> <p>KWETB is currently collaborating with other ETBs to develop new AISs for the revised CAS modules. However, the long-term strategic direction is to transition second providers away from AISs and toward the use of Locally Devised Assessments (LDAs). Some AISs, like the Maintenance Skills Technology award, have undergone minor amendments and adjustments at a local level.</p> <p>As part of our exploration of supporting this transition, KWETB supported a second provider, KARE who are a community organisation supporting children and adults with intellectual disabilities and delivering KETB funded healthcare programmes, to adopt the LDA approach. In 2025, KARE deliver the Intellectual Disability Practice (5M0761) award, designing both the course content and assessments with substantial support from the KWETB Quality Team. The External Authenticators report on this programme was highly positive. The EA observed a consistently high standard of assessment practice, noting multiple examples of excellent and commendable provision, including:</p> <ul style="list-style-type: none"> <li>○ High-quality learner feedback</li> <li>○ Robust and rigorous internal verification processes</li> <li>○ Accessible and well-designed assessment briefs</li> <li>○ An outstanding work experience diary</li> <li>○ A strong and standardised approach to assessment across the programme</li> </ul> <p>The EA also issued several recommendations, all of which were fully accepted and acted upon by the KARE education team.</p> <p>Progressing the transition from AISs to LDAs is included in our 2026 Work Plan.</p>
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<p>The review team recommends that KWETB make a decision on the future model for assessment development across FE and training.</p>	<p>The Quality Assurance Framework outlines the current model of assessment for both FE and Training provision. The future model will include phasing out AISs for most provision, excluding those linked to national programmes and projects.</p>
<p>The review team recommends that in centres where locally devised assessments are operating, KWETB should introduce cross moderation at regional level to support consistency in the development of assessment and develop exemplars of assessment instruments and marking schemes</p>	<p>The absence of a national Peer Evaluation or Cross Moderation process for educators hinders progress in actioning this recommendation.</p> <p>The revised CAS modules do include sample assessments and marking schemes to support consistency across programmes and providers. Our Communities of Practice reinforce this approach to consistent assessment design and delivery in line with our Quality Assurance Framework.</p>
<p><b>Commentary and Reflections</b>  The experience of supporting KARE to devise course content and LDAs as outlined above was a deep learning process for us but it also highlighted the resources needed to implement this transition process across all of our second providers. The KARE Education were enthusiastic participants in the process and took an innovative approach. Some second providers in the community sector have expressed a wish to use LDAs but they have concerns about the time it would take, their own competences, and the possible impact on learners during the transition period. We have concerns too relating to staff resources because the time spent with KARE would be difficult to replicate with more than one provider at a time. However, we plan to progress this but will be within a timeframe aligned to our staffing resources.</p>	
<p>Link to Published Policies and Procedures  <a href="#">KWETB Quality Assurance Framework</a></p>	

### 2.03 Supports for Learners

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

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

<p>The review team recommends that KWETB proceed with its plan to expand the ALISS service and the Study Hub</p>	<p>Further developing and expanding the ALISS service and the Student Study Hub remains a priority for us and will be progressed when the Coordinator post has been filled.</p>
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<p>to all learners including those in training services (SER, p. 96).</p>	<p>Training services learners do have access to the ALISS Study Hub and until recently providers have been accessing the initial assessment facility for learners, where needed.</p>
<p>The review team recommends that supports are available across centres of different sizes and fully integrate with career guidance to ensure consistency. The review team supports KWETB's intention to "Develop an equitable system of supports for learners regardless of centre or funding strand, eliminating barriers to support. Support learners equally across the whole of further education and training, through an objective central office" (SER, p. 96).</p>	<p>As stated in the 2024 Interim Report our FET College of the Future model includes a consistent, centrally managed learner supports service that ensures equal access to supports for all learners. While we are transitioning to this model, the multiplex model where most of our FE providers are situated in multi-disciplinary centres, means that learners have consistent access to shared supports including adult guidance and information services, literacy, language and digital literacy supports, Youthreach counselling, and a device loan schemes in some centres</p> <p>The Adult Guidance and Information Service is centrally coordinated with service provision linked to each centre on an equitable basis, and accessible by training services learners whether they are centre based or outreach.</p> <p>The Quality Assurance Framework Procedure 2.1.5 Information to Learners on Learner Supports available details how KWETB ensures that all learners and prospective learners are aware of the supports available to them and ensures that processes to accessing supports is aligned to Universal Design for Learning and universal access principles.</p> <p>Quality Assurance Framework Section 2.2 Support for Learners details the supports for learners with the associated policies and procedures that includes Guidance Supports, Reasonable Accommodation in Assessment, Compassionate Consideration, Short term Extensions and Deferrals, and Repeat of Assessment.</p> <p>Information on supports is available to learners through the Learner Handbook which forms part of course induction material and is accessible on the KWETB website.</p>

**Commentary and Reflections**  
Click here to enter text.

**Link to Published Policies and Procedures**  
[\*\*KWETB Learner Handbook - e-Book version\*\*](#)  
[\*\*KWETB Learner Handbook - PDF and Immersive Reader version\*\*](#)  
[KWETB Quality Assurance Framework](#)

### 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>The review team recommends that KWETB takes steps to ensure that quality is owned (internally driven to meet internal needs) and utilised to help achieve strategic ambitions for FET. An annual, institutional cycle of monitoring and review could help achieve that. This should include the development and promotion of a culture and framework for self-evaluation at class level and centre level. Centres should review the outcomes of their work annually examining feedback from learners, staff and stakeholders and data on retention, certification and progression. Such reviews could be supported by the QA Team.</p>	<p>The Quality Assurance Framework Section 3.3 Monitoring and Evaluation details the policies and procedures for systematic evaluation that includes 3.3.4 Conducting Thematic Reviews, 3.3.2 Internal Programme Monitoring, Evaluation and Review and 3.3.7 Gathering Feedback from Learners. Implementation of Section 3.3 of the Framework promotes a culture of quality, self – evaluation and continuous improvement, using feedback from managers, staff and learners.</p> <p>Thematic reports from concerns and recommendations contained in External Authenticator reports, led by Quality Assurance Subgroup, highlight examples of good practice and areas for improvement that are then actioned with support from the Quality Team.</p>
<p>The review team recommends that KWETB makes greater use of data to inform strategic decision-making, including in performance review, target setting and provision development.</p>	<p>The Quality Assurance Framework Procedure 3.3.8 Data Collection, Processing and Analysis details KWETB's commitment to the benefits and value of evidence-based quality improvement and decision making through transparent and unambiguous data collection methodologies.</p> <p>The Further Education Regional Programme Planning Guide outlines the requirement to use data effectively in programme planning. The required learner data is detailed on page 6 and includes student enrolments and engagement data, certification rates and programme outcomes accompanied by stakeholder feedback. The Planning Guide, on page 11, details the regional data required to inform decision making that included key local demographics, local labour market insights, strategic priorities, skills areas for development and opportunities for inclusion and collaboration. The FET Regional</p>

	<p>Programme Planning Process is accompanied by a regional data portal that continuously updates with local, regional and national data including the SOLAS Education Profile of Adults 2025, the National Skills Bulletins, Department of Social Protection Data and QQI data disseminated using the QQI Infographics and internal certification reports.</p> <p>Power BI, Tableau, PLSS, and the SOLAS MIS provide additional data and statistics that informs strategic decision making, tracking performance against SOLAS targets and influencing programme provision. Training services utilise SOLAS skills data, the National Skills Survey and labour market data to plan and deliver training courses.</p>
<p>The review team recommends that the QA Team should be given direct, formal and routine access to the full range of stakeholders to inform QA processes. KWETB should develop a central database of employers engaged with KWETB to support the QA function. This database should include employers active with the ETB in providing work experience and work placement opportunities, engaging in programme development or receiving education and training services for employees.</p> <p>The data base should also name the department that manages the relationship with that employer.</p>	<p>This has not been actioned universally across FET due to the complexity of maintaining such a database. It may be explored in the future.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures <a href="#"><u>KWETB Quality Assurance Framework</u></a> <a href="#"><u>FE Regional Planning Guide</u></a></p>	

### 3.02 Programme Monitoring & Review

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

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

<p>The review team recommends that KWETB establishes clear mechanisms to formally capture the learner voice consistently at programme, centre and central level to inform decision- making at all levels</p>	<p>Procedure 3.3.7 Gathering Feedback from Learners and Staff outlines the process for gathering feedback efficiently and effectively to inform quality improvement and centre level decision making.</p> <p>The Stakeholder Engagement Subgroup of the Quality Council is in the process of creating a universal feedback form and process to gather learner feedback at a central level ensuring a consistent opportunity for learners to contribute feedback to FET management.</p> <p>The Quality Assurance Framework policy/procedure review was enhanced by consultation with learners through centre student councils. Feedback and suggestions from the student councils informed the drafting of the final revised policies and procedures.</p>
<p>The review team recommends that data from the PLSS should be used to inform reviews of programme outcomes in centres and across centres and to give</p>	<p>As stated in 3.01 above, The Further Education Regional Programme Planning Guide outlines the requirement to use data effectively in programme planning. The required learner data is detailed on page 6 and includes student enrolments and engagement data, certification rates and programme outcomes accompanied by stakeholder</p>

<p>management at centre level and central level the data to support strategic decision-making.</p>	<p>feedback. Much of this data is gathered from PLSS reports with support given to managers and coordinators by the PLSS coordinator. The Coordinator provides training and guidance to centre and programme staff to support effective utilisation of PLSS at local level.</p>
<p>The review team recommends that KPIs should be reintroduced consistently to set targets in areas such as retention, certification and progression in all education and training programmes delivered by centres and second providers and those outcomes should be measured and recorded. This quantitative data should be used by centre management and senior management in future planning.</p>	<p>The SOLAS Strategic Performance Agreements provide targets for FET providers that are aligned to the SOLAS FET Strategy, skills needs, inclusion and diversity gaps and national sustainability plans. Performance of FET providers at centre/programme and at ETB level are measured against the targets with Tableau providing the data to support centres/programmes and ETBs in their planning, improvement, performance and decision making.</p>
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Commentary and Reflections  <b>Learner Voice</b>  We recognise that gathering learner feedback at a central level is an area of improvement for us and is being prioritised by the Quality Team and FET management. The feedback form and process being devised by the Stakeholder Engagement Subgroup will enhance this. While learner feedback is being gathered at centre and programme level, we don't have a process to share this with FET senior management or use it to inform decision making at a central level. However, this valuable feedback is being utilised at local level to inform centre and course improvements and programme planning.</p>	
<p>Link to Published Policies and Procedures  <a href="#"><b>KWETB Quality Assurance Framework</b></a></p>	

### 3.03 Oversight, monitoring & review of relationships with external parties

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

<p>The review recommends that KWETB formalises and centralises QA processes for, and oversight of, the monitoring and review of external relationships as a priority. This could be achieved by:</p> <ul style="list-style-type: none"> <li>o Strengthening the role of the QA Team in monitoring and informing contracted training providers on their use of KWETB QA procedures and validated programmes.</li> <li>o Strengthening the relationship between the QA Team, governance structures and contracted training and community providers.</li> </ul>	<p>The Training Standards section of the Quality Team maintains communication with external providers with the support of the Training team, ensuring effective information sharing with updates on the Quality Assurance Framework and QQI national updates. Information flow between the quality team and external providers is one of the pillars of our quality culture.</p> <p>Procedure 3.2.4 Sub-contracting Programme Delivery outlines how KWETB procures the services of private training providers and states the importance of regular briefing about the quality assurance system and communications.</p> <p>To support information flows, communications and relationships monthly meetings are held with contracted providers to review upcoming provision, compliance, operational issues and any risks or concerns arising. This has strengthened transparency, accountability, and created a forum for oversight. This improved communication has resulted in better alignment in areas such as assessment practices, documentation standards and Quality Assurance Framework procedures.</p>
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

## 4.0 Quality Developments and Enhancements

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

### Guide:

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

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

No.	QA Objectives	Update on Status	Link to updated/new Policy
1	<p>These should relate to objectives not already discussed in the progress report.</p> <p>The Quality Team plans to host a themed QA webinar in 2026 for KWETB FET staff to strengthen understanding and application of KWETB's quality assurance requirements in assessment, teaching and learning. This collaborative webinar will bring FET staff together to explore how we can continue to enhance the quality of teaching, learning and assessment across KWETB with a particular focus on strengthening assessment practice, embedding robust authentication processes and preparing staff for responsible and effective integration of AI within the learning environment.</p>	<p>Provide brief update on status, whether completed or in progress.</p> <p>During 2025, significant work was undertaken, much of it done collaboratively and shaped by staff feedback, to strengthen assessment through new policy development.</p> <p>These include new policies:</p> <ul style="list-style-type: none"> <li>• Learner Engagement in Assessment and Assessor Grading of Learner Effort</li> <li>• Repeat of Assessment</li> <li>• Monitoring and Recording QA Management within Centres</li> </ul>	<p>Link to updated/new Policy</p> <p>Procedures that the Webinar will link to in the Quality Framework include:</p> <p>2.1.6 Information to Staff</p> <p>2.3.1 Continuing Professional Development for Staff</p> <p>3.3.7 Gathering Feedback from Learners and Staff</p>

		<ul style="list-style-type: none"> <li>• KWETB FET Policy: The Use of Generative Artificial Intelligence (AI)</li> </ul> <p>The focus for the Webinar will be discussion on enhanced assessment development, updated templates, digital evidence guidance, guides for ethical and transparent use of AI. Workshops will offer opportunities to gather feedback through exploration of scenarios, boundaries and practical application.</p> <p>This webinar will ensure that all staff contribute to the shaping of next phases of QA development.</p>	
2	<p>One of KWETB primary QA objectives for 2026 is to continue to strengthen collaborative professional practice across all FET centres through engagement in Communities of Practice (CoP). These sessions support reflective dialogue, shared learning and application of high quality teaching, learning and assessment practices. A focus for 2025 was the Early Learning and Care (ELC) and the CAS Review CoP which a member of the Quality Team had responsibility for overseeing.</p>	<p>For 2026, CoP activity will continue on a rolling basis across CAS review programme areas. The designated QT member will coordinate an annual schedule of sessions, gather feedback from participants and incorporate insights into ongoing QA improvement cycles, including policy updates and programme reviews.</p>	<p>Procedures that CoP link to in the QFW include:</p> <p>1.1 Programme Review</p> <p>2.1.6 Information to Staff</p> <p>2.3.1 Continuing Professional Development for Staff</p>
3	Click here to enter text.	Click here to enter text.	Click here to enter text.

4	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click or tap here to enter text.	Click here to enter text.	Click here to enter text.

## 5.0 Additional Themes and Case Studies (optional)

### Guide:

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

### Guideline for Case Study

QQI recommends that written case studies should:

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

⇒ Include a clear concluding paragraph with overview of key outcomes/learning

**Case Study Title:** Click here to enter text.

### **Introduction**

Click here to enter text.

### **Description of issue**

Click here to enter text.

### **Action**

Click here to enter text.

### **Key Outcomes/Impacts**

Click here to enter text.

### **Key Learnings**

Click here to enter text.

## 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](#).