

Interim Quality Report

Limerick and Clare Education and Training Board

Date: February - 2026



PREFACE

The inaugural review by QQI of the quality assurance in the 16 Education and Training Boards (ETBs) took place between March 2021 and May 2022. Following the review, each ETB provided an **action plan** and **follow-up report** in response to the recommendations made in the individual review report. QQI's role is to monitor and review the QA of providers, and the effectiveness of provider's internal QA system. Systematic quality reporting by providers is an integral part of this process. The development of an integrated and systematic annual quality reporting model for ETBs has commenced; for this quality reporting period, ETBs are submitting an interim quality report. This interim quality report records progress, developments and impacts in furtherance of recommendations arising from each ETB's review report, as well as other QA enhancements and initiatives.

In addition, the interim quality report requires each ETB to include updated links to its published quality assurance policies and procedures.

This is the interim quality report for Limerick and Clare ETB College of FET

It is to be submitted by Paul Patton 20/03/2026

The interim quality report has been approved by CFET Quality Council and is submitted by Paul Patton

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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.

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| <p>The review team recommends that LCETB describe how they will measure their performance, establishing key performance indicators across the departments in achieving their stated strategic objectives</p> | <p>ONGOING</p> <p>The LCETB College of FET Strategic Framework continues to provide clear direction for FET provision and support services across the College. In support of this, all Support Services have developed action plans with associated progress indicators linked to the objectives of the Strategic Framework. Performance monitoring is supported through a range of operational and strategic mechanisms, including PLSS reporting, Tableau dashboards, FET Steering Group meetings, and Strategic Regional Planning Network meetings. The CFET Monitoring and Evaluation Framework further supports this work through monthly Chief Executive reports, annual reports, and service plans, which are available on the CFET Planning, Monitoring and Evaluation SharePoint site.</p> <p>Progress has been made in strengthening performance monitoring across the College of FET, with clearer links now established between strategic objectives, support service planning, and operational review. The next stage of this work is the introduction of a new Strategic Performance Agreement process with SOLAS in 2026, which will provide a more explicit and shared framework for target-setting and KPI monitoring across departments and support services. In parallel, an organisation-wide consultation process has commenced to inform the development of the new CFET Strategic Framework 2026–2030, aligned with the national SOLAS FET strategy.</p> |
| <p>Commentary and Reflections</p> <p>A key learning from this work is that while several monitoring mechanisms are in place, the development of a common and consistently understood KPI framework across a large multi-campus College takes time. A priority for 2026 is to improve alignment between strategic objectives, departmental planning and measurable indicators, so that performance reporting is clearer and more comparable across the organisation.</p> | |

Link to Published Policies and Procedures

[CFET Strategic Framework 2022-2025](#)

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 that LCETB act on the terms of reference of the Quality Council, which allows for the appointment of external stakeholders or external expertise to the Council.

ONGOING

In 2025, LCETB continued to strengthen and simplify the governance of quality assurance across the College of FET. A key development was the further embedding of revised governance structures, including strengthened external representation on Quality Council, in line with the recommendation to broaden independent external participation in QA oversight. This has enhanced the objectivity of governance discussions and provided additional external insight into quality assurance policy, monitoring and review.

Alongside this, the College continued to improve the accessibility and clarity of its QA arrangements for staff and stakeholders. The Quality Assurance Newsletter remained an important organisation-wide communication mechanism for highlighting policy developments, quality initiatives, review activity and key priorities. In parallel, the College of FET QA webpage and StaffCONNECT have been further developed as central access points for approved policies, procedures, forms, reports and other QA resources. This has reduced reliance on dispersed local arrangements and has supported a more consistent understanding of QA processes across campuses, departments and support services.

These developments are helping to create a more coherent and transparent governance framework for QA, with clearer routes for communication, oversight and access to key documentation. A continuing priority is to ensure that centralised governance and published resources translate into consistent understanding and application of QA procedures in practice across all areas of provision.

The review team recommends that LCETB ensure that the organisation of the quality assurance work is as simple and efficient as possible, and that key quality criteria and goals are understood and used by all internal and external stakeholders.

ONGOING

The Quality Assurance Support Service forms part of the Innovation, Development and Quality (IDQ) Support Service within Limerick and Clare Education and Training Board's (LCETB) College of FET. It is central to fostering a positive quality culture and supports the delivery of the College of FET's strategic quality priorities.

The QASS Action Plan ensures QA priorities and objectives are articulated for all FET staff to understand. In addition, the **QA Newsletter** (link below) continues to be used to communicate key QA developments, that affect all parts of the organisation and FET staff.

Collective platforms such as Moodle and SharePoint are essential tools for FET organisations, providing centralised spaces for collaboration, resource sharing, and streamlined communication among staff and learners.

Since its launch in October 2023, the **CFET SharePoint** site has had 25,125 site visits and 579 unique visitors.

In terms of policy development, in 2025, the QASS worked closely with campus staff and other support services to develop essential policies and create corresponding digital resources designed to support both learners and staff. These included among others:

- **Policy and Procedure Development, Review and Approval Policy:** This policy sets out a quality-assured approach to the development, review, approval, implementation, and retirement of College of FET policies and procedures. It ensures that all policies and procedures underpin effective teaching, learning, governance, and compliance in alignment with the standards of regulatory and quality assurance bodies such as QQI (Quality and Qualifications Ireland).
- **Teaching, Learning, and Assessment Policy:** The purpose of the policy is to establish a comprehensive and cohesive framework that supports the delivery of high-quality education and training to a diverse population of learners across multiple campuses.
- **Programme Delivery Development Validation Policy:** The policy has been devised to ensure that Limerick and Clare ETB has a robust governance process in place to deal with programme delivery, development and validation requests.
- **Reasonable Accommodation Policy:** This policy outlines the process by which reasonable accommodation is requested, assessed, approved, and implemented for learners with disabilities at the College of FET. The policy aims to ensure equitable access to all aspects of learning, assessment, and support services, while upholding academic standards and compliance with relevant legislation.

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| | <ul style="list-style-type: none"> • Semesterisation Exception Procedure: This procedure outlines the process for requesting, approving, and documenting exceptions to the semesterised delivery model within the College of FET. It ensures that exceptions are considered consistently, transparently, and in line with quality assurance standards. |
| <p>Commentary and Reflections</p> <p>A key learning from this work is that strengthening QA governance is not only about revising structures, but also about ensuring that roles, responsibilities and procedures are clearly understood across a large and diverse multi-campus College. While central communication and access to documentation have improved, continued attention is needed to support consistent implementation and local ownership of QA processes across all provision types.</p> <p>Link to College of FET Quality Assurance Newsletter, Issue 13 – May 2025</p> | |
| <p>Link to published policies and procedures</p> <p>Links to updated College of FET policies</p> <ol style="list-style-type: none"> 1. Access, Transfer and Progression Policy 2. Teaching, Learning and Assessment Policy 3. Attendance and Engagement Policy 4. Learner Voice Policy 5. Quality Review Framework Policy 6. Reasonable Accommodation Policy 7. Animals on Campus Policy 8. Anti-Bullying Policy 9. Assistive Technology Policy 10. Adult Safeguarding Policy 11. Blended and Fully Online Learning Policy | |

1.03 Documentation of QA

Recommendation (as recorded in the review report)

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

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| <p>The review team recommends that LCETB use the models and materials developed by EQAVET as guidance for the development of their QA work particularly in facilitating the development of a</p> | <p>ONGOING</p> <p>In 2025, the CFET continued to implement its Quality Review Framework (QRF), through a series of campus level self-evaluations.</p> |
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| <p>shared understanding of quality and a culture of quality self-assessment at learning practitioner level and at FET campus level.</p> | <p>The aim is to continue to promote an ongoing culture of quality assurance and enhancement throughout the College of FET. The 3-year self-evaluation process reviews progress on the annual Quality Improvement Plans and considers more strategic implementation, looking at impact of progress on Teaching, Learning and Assessment and Governance, Leadership & Management. In 2025, six FET campuses engaged with the process included: the Prison Education Centre; Kilfinane Outdoor Education and Training Centre, O'Connell Avenue Campus, VSCCS Schools, Croom Campus and Limerick School of Music. This work strengthened a shared approach to quality self-assessment by requiring campuses to review progress against action plans, identify areas for improvement, and scope actions to the relevant support services or senior management structures. The process is supporting a more systematic approach to identifying campus-level issues, escalating organisation-wide actions, and gathering evidence of effective practice across programme categories and departments.</p> <p>Staffing capacity and training needs were reviewed, while areas for improvements and actions to address same were set out in Campus Action Plans, and referred to relevant support service via an Action Plan Scoping exercise. A scoping exercise to identify actions specifically under the remit of the Strategic Regional Planning Network (senior management) was also carried out in 2025 for consideration at Network meetings.</p> <p>These campus evaluations are welcome spaces and positive experiences for FET practitioners to reflect on their work and helpful in planning for the future.</p> |
| <p>Click here to enter text.</p> | <p>As part of the QRF Campus Self Evaluation Process, evidence of best practise is now been gathered from both a Programme Category and Department through evidence gathering exercises completed in advance by Campus Management teams and also during focus workshop discussion groups taking place during the self-evaluation sessions.</p> |
| <p>Commentary and Reflections</p> <p>A key strength of the QRF process is that it creates a structured space for practitioners and campus management to reflect on quality in context. A challenge remains in ensuring that actions identified locally are consistently tracked through to resolution and that examples of effective practice are captured in a way that supports wider organisational learning.</p> | |
| <p>Link to Published Policies and Procedures https://collegeoffet.ie/wp-content/uploads/2025/02/24_11_20- Quality Review Framework Policy V2.0.pdf</p> | |

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)

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

LCETB recognises that there needs to be a “more cohesive approach to staff induction (including corporate, FET and campus-level processes) should be prioritised.” (SER p50) and the review team supports this recommendation.

ONGOING

In 2025, over 240 unique events appeared on the CFET Professional Learning & Development calendar. Led by the PL&D Support Service, our programme has reached more than 3,214 participants. In addition, 30 staff were supported to complete accredited programmes at Level 6 this year, and 32 staff got the chance to participate on an international professional development mobility through our Erasmus Programme. By developing expertise in emerging areas, our PL&D programme supports the future-proofing of LCETB FET provision and ensures it remains responsive, flexible, and high quality.

The impacts of semesterisation, new adult educator contracts, and the difficulty of releasing staff from teaching timetables have required us to develop innovative approaches to essential professional learning and development. For example, a self-paced, blended learning model has been promoted to provide FET practitioners with the flexibility to engage with training in their own time. In addition, in 2025 the PL&DSS trialled offerings of on-demand themed workshops which could be scheduled on a campus or provision-based basis with sessions scheduled directly with coordinators. At start of our autumn semester, we organised 69 workshops and events in total. Of these, 55 face-to-face sessions were delivered across 10 different locations, attracting 456 participants, while 12 online workshops reached 288 attendees. Combined, these initiatives achieved a total attendance of 947, demonstrating both the demand for and success of this delivery model.

Other innovations include TEL Drop in Cafes and shorter webinar style events like our Show and TEL. There was a full programme of 24 Show and TEL's in 2025, with 500 attendees, on topics ranging from Digital Housekeeping to Library Service Showcases. The TELSS also rolled out a new drop in model of flexible PL&D: Tel Cafes focus on different themes each month and are hosted in a number of FET campuses allowing staff to drop in for whatever time they have to ask questions and see TEL tools in action.

The rollout of the Blended and Fully Online Learning Programme also continued in 2025, ensuring that any staff delivering blended or online learning have the skills to plan a high-

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| | <p>quality learning experience. To date 185 badges have been completed by staff, a significant milestone.</p> <p>Our Active Inclusion Support Services rolled out several sessions of the ‘Supporting Neurodiverse Learners in FET’, reaching 70 staff, as well as facilitating another rollout of the Understanding Dyslexia for 10 FET Learning Practitioners blended learning programme.</p> <p>In 2025, the Quality Assurance Support Service continues to support staff in the area of teaching, learning and assessment. Several briefings for staff and co-ordinators were delivered on curriculum developments and new policies and procedures. The QA Induction for New Teaching Staff was offered several times throughout the year. QA also delivered another iteration of the Introduction to Prior Learning for Mentors and Assessors which was completed by 13 staff. A new initiative currently being piloted is the Assessment Design Badge, which is intended to complement our QA Induction in the future.</p> <p>A Staff Digital Induction handbook was developed by the TELSS in 2024, and continues to be an essential tool to assist staff in navigating the many online spaces and resources as they familiarise themselves with working in the College of FET.</p> |
| <p>The review team also recommends that LCETB expand its communities of practice for learning practitioners across its FET provision. This will provide the opportunity for best practice in teaching and learning to be exchanged among staff teaching similar programmes across different divisions of FET.</p> | <p>ONGOING</p> <p>Communities of Practice continued to expand in 2025 through the new departmental structure, blended and online learning communities, updated CAS modules pilot groups, administration networking, and apprenticeship-related digital practice spaces. These are beginning to reduce isolation across campuses and to support more consistent sharing of resources, approaches and implementation experience.</p> <ul style="list-style-type: none"> • The newly formed College of FET departmental structure will be central to expanding communities of practice (CoP) across LCETB’s FET provision by promoting collaboration among educators delivering similar programmes. • In 2025, the Credential in Design for Blended and Fully Online Learning was a PL&D programme designed to support learning practitioners in creating blended or fully online courses. The credential consists of five badged micro-credentials—three compulsory and two elective badges chosen from a suite of options currently available. By November 2025, 184 badges were completed and 15 FET learning practitioners have achieved the full credential. <p>Two Communities of Practice (CoPs) are now available to support learning practitioners in designing blended or fully online courses and creating learning resources. In addition, launched</p> |

in October 2025, a new **Resource Library** hosts curated resources developed by learning practitioners. Contributors can license their materials under *Creative Commons CC BY-NC-SA 4.0*, allowing others to use, adapt, and share them with appropriate credit. It is hoped that the library will encourage learning practitioners to share best practice and quality resources, creating a culture of openness and continuous improvement in the area of blended and online learning.

- **National CAS module update process (levels 4, 5, 6)**

Limerick and Clare Education and Training Board actively participated in the national Common Awards System (CAS) module update process for some Levels 4, 5, and 6 modules within the ETB sector. In the pilot phase, 28 modules were under review. Based on Strategic Regional Planning Network decision, the updated 28 modules have been implemented on a phased, pilot basis from January 2026.

A programme of staff Professional Learning and Development with associated communities of practice has been initiated. Staff Briefing sessions have been delivered to all staff and more targeted Briefing Sessions have been delivered to those staff piloting the modules from January 2026. This pilot group are linked in with each other and where appropriate, are forming their own CoPs to discuss and share resources. Prior to the new academic year in August 2026, there will be more Briefing Sessions for all teaching staff and co-ordinators, led by the QA Support Service with input the teaching staff who were part of the pilot group and their CoPs.

- **The Administration staff community of practice** continued to be supported in 2025, by organising a second dedicated networking and professional development event for FET administration staff. The day brought 58 Administration colleagues from across FET campuses together to deepen understanding of strategic and operational priorities, engage with key ETB and College personnel, and explore the supports and facilities available at Croom Campus.

- **The National Hairdressing Apprenticeship:**

In 2025, the NHA embraced the growing need for accessible learning by rolling out new digital learning resources, through the HairApp platform. The upgraded HairApp platform delivers a more intuitive user experience, improved organisation and enhanced media functionality, particularly for capturing video evidence, making assessment processes more efficient and supporting ongoing skill development.

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| | <p>The introduction of the Category Manager role and its dedicated Community of Practice has become central to HairApp's daily operations, providing structured support, strengthening digital capability and enabling local issue resolution through a shared practice space.</p> |
| <p>The review team recommends that a formal mentoring scheme be introduced at centre level for new learning practitioners in addition to the induction training provided at centre and central level and that a culture of collaboration among learning practitioners is developed further</p> | <p>ONGOING</p> <p>While a formal mentoring scheme is not yet fully in place across centres, preparatory work is underway through the QASS Action Plan, including the proposed development of QA champions, a common induction programme and a structured QA mentoring approach for staff who require support in QA and QQI-related practice.</p> <p>In its new Action Plan (2024-2026), the QASS plans to build the capacity of FET practitioners around quality assurance processes to ensure a consistent learner experience for all learners in the College of FET.</p> <p>Some planned actions include:</p> <ul style="list-style-type: none"> • Development a common induction programme, including Digital Induction where a defined number of digital induction hours would be delivered in the week prior to the first week of programme commencement. • Development of single College of FET Learner Handbook, individual campus guides and Assessment Handbooks. • Identification of QA champions at campus levels to provide ongoing staff support around QA topics. • Development of a QA mentoring programme for new and existing staff who need capacity development around QA and QQI topics. • Development of 'Quality Matters', a digital communication tool for FET staff to update staff on new policies and QA activities. <p>The College of FET is also actively considering training for potential staff mentors and to look at how this duty can be managed within current contracts.</p> |
| <p>Commentary and Reflections</p> <p>Induction - These developments increased access to PL&D, supported staff working across diverse provision contexts, and strengthened readiness for emerging priorities such as blended delivery, updated curriculum and more consistent QA practice.</p> <p>Mentoring - The main challenge in this area remains capacity: while demand for PL&D is strong, staff release, scheduling and uneven experience levels continue to affect participation and implementation. The next step is to move from a broad menu of supports to a more clearly structured induction and mentoring pathway for new and developing practitioners.</p> | |

Link to Published Policies and Procedures
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1.05 Programme Development, Approval & Submission

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

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| <p>The review team encourages LCETB to progress or lead in the implementation of their own recommendation that “discussion at national level to streamline validation requirements processes with QQI” (p55) and initiative discussions with key stakeholders.</p> | <p>ONGOING</p> <p>In 2025, LCETB continued to balance new programme development with the need to streamline and modernise existing provision. This included the completion of Level 4 legacy module consolidation, phased engagement in the national CAS module update process, and the decision to phase out legacy FÁS/AIS curriculum in favour of a single College of FET curriculum. The introduction of the new departmental structure is also intended to support more strategic review of provision, reduce duplication and improve prioritisation of development activity across the College.</p> <ul style="list-style-type: none"> • Consolidation of level 4 module descriptors <p>The review of all Level 4 legacy modules has been completed mirroring the process used for Level 3 in 2024. Regional legacy versions were consolidated into a single standardised set, led by the QA Officer with support from the QA Support Officer and vocational subject matter expert groups. Legacy versions have been archived for reference.</p> <ul style="list-style-type: none"> • National CAS module update process (levels 4, 5, 6) <p>Limerick and Clare Education and Training Board actively participated in the national Common Awards System (CAS) module update process for some Levels 4, 5, and 6 modules within the ETB sector.</p> <p>The overarching working group, of which Limerick and Clare ETB is an active member, has developed a range of resources to support the module review process that have been rolled out to all ETBs in early May 2025.</p> <p>Based on Strategic Regional Planning Network decision, the updated 28 modules are being implemented on a phased, pilot basis from January 2026. A selection of 8 modules are being piloted initially across part time and full time Provision, with all teaching staff using the updated</p> |
| <p>The review team recommends that LCETB undertake an audit of existing legacy programmes in FET to identify the programmes that are dated and need to be updated.</p> | |
| <p>The review team recommends that LCETB give consideration to seeking the resources required to speed up the process of reviewing and revising existing programmes and dated AISs.</p> | |
| <p>The review team recommends that the further education programmes associated with the three defunct VECs should be streamlined into one set of programmes that can be delivered across the three ETB regions.</p> | |

versions from September 2026. A programme of staff Professional Learning and Development with associated communities of practice is underway support those piloting the modules currently. This will be enhanced to incorporate all teaching staff before organisation wide roll out in September 2026.

- **QA CLIENT APP**

Since September 2024 the functionality of the QA Client App has been extended to include capability to support the planning for each QQI certification period and the recording of outcomes for same. The integration of these functions into the app replaces legacy processes that were in use across the different Campuses in the College of FET.

The extension of the QA Client App into certification planning and recording has replaced fragmented local legacy processes and improved real-time organisational oversight of certification activity, IV planning, EA bookings and due/overdue modules.

This business process aims to provide an up-to-date view of the entire certification process for both centres and the Quality Assurance Support Service. The app provides near real time data for all those involved in the certification process. The app offers an additional functionality where new PDAS programmes are identified, allowing Provision to track these certifications and alerting Provision prior to submission of awards on QBS. The digitalisation of this process now provides QASS with a helicopter view of all certifications (QQI and other awarding bodies) across the organisation, to include IV planning and EA bookings. There is a built-in capability in the app to generate and download a number of reports including that for due and overdue modules.

- **Devolved Responsibility**

Limerick and Clare Education and Training Board were selected by QQI along with six other ETBs to be part of the Devolved Responsibility (DR) pilot: [Devolved Responsibility Pilot with the ETB Sector | Quality and Qualifications Ireland](#). A comprehensive set of QA Procedures for DR, an organisational self-evaluation and a formal MOA signed by the CE have all been completed and formally approved by the FET Quality Council. These documents have been forwarded on to QQI for review and feedback. If the procedures are deemed suitable by QQI they will be formally approved at the QQI Programme Awards Executive Committee (PAEC) meeting in April. Once DR approval is granted then the ETB must apply individually for DR approval for any programmes submitted for validation (this doesn't include differential validation which will remain the responsibility of QQI). Having DR approval in place is an extra

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| | <p>workload for the ETB however it will significantly quicken up the timelines for the programme validation process.</p> <ul style="list-style-type: none"> • Alignment and review of Legacy Curriculum. <p>A decision by Limerick and Clare ETB Strategic Regional Planning Network that all legacy curriculum associated with former FÁS provision would be phased out and replaced with a single College of FET curriculum. Operational meetings have commenced in relation to transitioning centres utilising the AIS based curriculum onto College of FET curriculum, namely that delivered in Clare and Limerick Youth Service CTCs. A working group is being established to progress this project.</p> |
| <p>The review team recommends that more consideration be given when prioritising the development of new programmes like apprenticeships, which by their nature, are resource intensive while existing dated programmes continue to be delivered.</p> | <p>ONGOING</p> <ul style="list-style-type: none"> • In 2025, the College of FET Structure was changed to introduce new FET Departments. The identification of a process to develop a Department structure was initiated by the Strategic Regional Planning Network (SRPN) and was the initial step in identifying the alignment of Departments, Programmes and Specialisms across Campuses, to provide a single, coherent structure to underpin Limerick and Clare ETB’s College of FET and support the development of the College, its Campuses and programmes into the future. <p>Eight (8) CFET Departments were established: Department of General Learning & Employment Skills; Department of Childcare, Health & Social Care; Department of Arts & Media; Department of Business & Administration; Department of Natural Sciences; Department of Computer Science & Technology; Department of Engineering, Manufacturing & Built Environment; Department of Personal and Professional Services.</p> <p>Each CFET Department will promote a shared vision and help guide Campuses in the development of integrated implementation plans for full-time and part-time FET Provision and Support Services. The work of each CFET Department will ensure the avoidance of programme duplication, enhanced communications and integration to ensure a strategic focus in achieving the targets as set out in the Strategic Performance Agreement (SPA) and the implementation of recommendations as set out in the Inaugural QA Review.</p> <p>See attached Case Study for more detail on this project.</p> <p>In 2025, significant progress has been made in the development of new apprenticeships and traineeships:</p> |

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| | <ul style="list-style-type: none"> • The National Barbering Apprenticeship was approved by the QQI Evaluation Panel for recommendation for validation to the QQI Programme Awards Executive Committee (PAEC). Panel event took place on 12th November 2025, and pending awarding of the Validation Certificate will roll out in Ennis Campus in January 2027. • The National Beauty Therapy Apprenticeship was approved by the QQI Evaluation Panel for recommendation for validation to the QQI Programme Awards Executive Committee (PAEC). Panel event took place in January 2026, and pending awarding of the Validation Certificate will roll out in Ennis Campus in September 2026. • Development of the National Bakery & Confectionery Apprenticeship is ongoing and in the advanced stages of development. This programme will be submitted to QQI for validation in the second quarter of 2026. • New Traineeship in Youth Work: Raheen campus developed and piloted a new traineeship in Youth Work in partnership with LCETB local youth officers and partners. The first of its kind in the region, the course was developed to help address the shortage of Youth Workers in the region and nationally. National interest in this new Youthwork traineeship continues to grow. |
| <p>The review team recommends that LCETB work in collaboration with other ETBs and SOLAS on developing new ways of measuring learning outcomes (other than certification) associated with non-certified programmes.</p> | <p>ONGOING</p> <p>In 2025, the CFET has been engaging in ETBI around the development of a pilot for a Capturing the Wider Benefits of Learning (CWBL) Tool. However, the Capturing the Wider Benefits of Learning (CWBL) Tool has been used for many years in Community education and core skills settings in Limerick and Clare. This is a self-assessment system, which is used by tutors and learners to record improvements in Personal development, Health and wellbeing, Family and community engagement, Education and employment opportunities.</p> <p>Similarly, the CFET Outdoor Education and Training provision have developed 5 key outcomes for general OE programmes, which can be assessed more objectively by learners: <i>Can Do Attitude, Time in Nature, Wellbeing, Teamwork and Skills for life</i>. As a mainly non-formal experiential provision, capturing the wider benefits of this learning can be challenging to capture. This system has helped capture the learner experience. In addition, the OETC are also engaging with the ETBI Wider Benefits of Learning project to measure the impact of these courses.</p> |

Commentary and Reflections

This area continues to involve difficult balancing decisions. New programme development, particularly apprenticeship development, is resource-intensive. At the same time, legacy curriculum alignment and programme updating cannot be deferred indefinitely. The work completed in 2025 has provided a stronger governance base for prioritisation, but resource capacity and implementation timelines remain a challenge.

Link to Published Policies and Procedures

[Click here to enter text.](#)

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)

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

The review team recognises that progression pathways are critical to learners' ambitions and recommends that these be further developed.

To advance the development of progression pathways to higher education, the review team recommends that LCETB consider appointing a single point of contact for HEIs in relation to collaboration.

ONGOING

In 2025, LCETB continued to strengthen progression pathways through tertiary provision, collaborative programme development and regional engagement with higher education partners. Within the TUS partnership, local coordination is provided through the LCETB and TUS Tertiary Managers and the local Tertiary Working Group, which currently provide a clear operational contact point for tertiary collaboration. More broadly, the continued development of progression pathways remains a priority across programme areas, not only in tertiary provision but also in relation to progression to apprenticeships, traineeships and other higher-level learning opportunities.

National Tertiary Project

The current Tertiary partnership between Limerick and Clare ETB and TUS is governed by a Memorandum of Understanding and Agreement and is supported by a Joint controller Data Sharing Agreement between Limerick and Clare ETB, the Higher Education Institution -TUS, SOLAS and the Higher Education Authority (HEA). The programmes are managed locally by a Tertiary Working Group, and are coordinated locally by the LCETB & TUS Tertiary Managers.

In 2025, LCETB and the Technological University of the Shannon (TUS) Midwest partnership progressed three Tertiary degree programmes:

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| | <ul style="list-style-type: none"> • BSc (Hons) in Mobile and Web Computing at Mulgrave Street Campus, Limerick. • Bachelor of Business (Hons) at both Mulgrave St. Campus, Limerick. • Bachelor of Business (Hons) at Ennis Campus Clonroad, Co. Clare. <p>Limerick and Clare ETB have been actively engaged in the Working Group developing the new Initial Access to Teacher Education, in partnership with Tipperary ETB as the lead developing provider and Mary Immaculate College. Subject to validation it is planned to deliver this programme in Mulgrave Street Campus from September 2026.</p> <p>In addition, a national review of the Pilot Phase of the Tertiary Initiative is expected to be completed in 2026. The review will be wide-ranging and involve multiple stakeholders. It will undertake to examine the impact of the Tertiary Programme since its inception in 2023, and recommendations for the next phase and future of the Initiative.</p> <p><u>Regional engagement and leadership</u> The Enterprise Engagement Support Service works closely with HEIs as well as regional and local government authorities and agencies, in the region to position the ETB in the regional eco-system. For example, the ETB chairs the industry education consortium Explore Engineering and coordinated the LCETB involvement in the Explore Engineering Showcase held at Shannon Airport in March 2025. The positioning of the ETB in a pivotal point in this industry cluster enables extensive promotion of the pathways through Apprenticeship and Tertiary to STEM careers.</p> |
| Click here to enter text. | Click here to enter text. |
| <p>Commentary and Reflections A key area for further development is ensuring that progression pathways are visible and consistently understood by learners across all provision types, not just in tertiary settings. While significant progress has been made in higher education collaboration, there is still work to do in mapping, communicating and reviewing progression routes more systematically across the wider College of FET.</p> | |
| <p>Link to Published Policies and Procedures Click here to enter text.</p> | |

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)

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

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| <p>Click here to enter text.</p> | <p>In 2025, LCETB continued to strengthen oversight of assessment integrity through a combination of digital process improvement, external authentication feedback and policy/procedure development. The extension of the QA Client App has improved visibility and management of certification planning and recording across the organisation. In addition, EA briefing sessions now include thematic focus areas to support more structured feedback on aspects such as the use of assessment templates, AI guidance, UDL and grading practice. Findings from Results Approval Panels have also been used as an important source of quality intelligence to inform staff briefing, assessment guidance and process refinement.</p> |
| <p>Commentary and Reflections A continuing challenge is ensuring consistency of assessment practice across a large and diverse College of FET, particularly in areas such as grading, feedback and the practical application of updated guidance. The use of thematic EA feedback and RAP findings is helping to focus improvement work more clearly, but continued staff development and monitoring remain necessary.</p> | |
| <p>Link to Published Policies and Procedures Click here to enter text.</p> | |

1.08 Information and Data Management

Recommendation (as recorded in the review report)

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

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| <p>The review team recommends that there be a stronger emphasis on the evaluation of courses by learners as a valid source of feedback and performance review and that this data should be collected in a timely manner at periods during course delivery to allow for an impact on the learners' experience.</p> | <p>ONGOING</p> <p>In 2025, LCETB continued to strengthen the use of information and data to support quality monitoring and improvement. Key developments included the continued rollout of the QA Client App, enhancements to learner voice data collection, and the use of campus-level reporting to support local review and planning. The 2025 Learner Voice Survey generated a significantly increased response volume, providing a stronger</p> |
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The review team recommends that LCETB establish clear mechanisms to capture learners' feedback in a consistent manner at class level across FET provision.

evidence base for campus action planning and 'closing the loop' activity. These developments are helping the College move from fragmented information sources to more structured, usable and improvement-oriented quality data.

- **CFET Learner Survey**

Now in its 3rd year, the Annual Learner Survey is a key opportunity for the CFET and individual campuses to capture feedback from learners on their learning experience. In 2025, over 3,200 learners responded to the survey, which remained live to capture ongoing learner enrolments throughout the year.

Another new feature in 2025 was the inclusion of more specific questions on Information and Guidance Supports for learners. It is hoped that this will reduce the need for duplication and survey fatigue for FET learners.

A useful additional feature to this year's survey was the Power BI Dashboard development, which enables staff to view data relating to learner feedback from their own Campus. As per the CFET learner voice Policy, a 'You Said this We did This' approach is embedded in the Closing the Loop process, to ensure that feedback is duly considered by management and quality enhancements can be linked to the learner voice. In addition, in 2025, as part of the implementation of the CFET Learner Voice Policy, several working groups have met to develop consistent approaches and tools to gather feedback from learners


- **Working Group on Mid-course and End of course Questionnaire**

In the LV Policy, guidance on Mid-Year and End of Year Course Surveys is outlined. These state that "Mid-year surveys can be carried out to capture feedback for learners and ensure action can be taken to benefit learners while they are still on the programme", also "End of year classroom feedback can be sought by FET practitioners and/or FET coordinators on campus to get feedback from learners on specific courses. The feedback is used to refine course design and delivery and is an essential element of provision planning for the College of FET".

In January 2025, a working group was set up to develop common CFET Mid-Course and End of Course learner feedback forms. The working group used existing best practice to inform a consistent and standardised template for College of FET Mid-Course and End of

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| | <p>Course questionnaires, which are now available for teachers, adult educators and instructors to use in their classrooms.</p> <ul style="list-style-type: none"> <p>Working Group on Campus Focus Groups</p> <p>In the LV Policy, learner focus groups have been identified as a useful mechanism to capture feedback from current learners attending campuses, and to provide an additional face to face opportunity for learners to share their learning experience in LCETB CFET campuses. The feedback captured from focus groups will complement other Learner Voice feedback mechanisms outlined in LV Policy, such as the CFET Learner Survey, complaints procedures, etc. These focus groups will provide a safe, informal and learner-only space to get feedback on the learner experience on FET Campuses. Focus Groups Guidelines have been developed and FET facilitators have been trained to support campuses. The ‘You Said This, We Did This’ template from the LV Policy will be used to easily link learner feedback to campus enhancements and actions.</p> <p>TELSS Learner Voice</p> <p>Throughout 2025, TELSS continued to prioritise learner voice and learner-centred design. Feedback gathered through induction queries, Digital Champions consultations, and ongoing learner support interactions highlighted common challenges around authentication, navigation, and digital study skills. This insight directly informed improvements to the Learner Zone, the development of clearer login guidance, and refinements to the induction resources on Moodle. By responding to real student experiences, TELSS strengthened its commitment to building learner confidence, promoting self-sufficiency, and ensuring that digital tools and platforms remain accessible, intuitive and aligned with learners’ needs.</p> |
| <p>The review team recommends that LCETB seek ways for enhancing their systems for managing learner data.</p> | <p>ONGOING</p> <p>There is ongoing collaboration between ETBs and SOLAS to enhance the FET systems for managing learner data. Coordinated by the FET Operations Support Service, procedures are in place to monitor FET activities across campuses.</p> <ul style="list-style-type: none"> <p>All courses, learners, and outcomes are recorded on PLSS. Yearly planning is recorded in FARR and reports generated on a quarterly basis. Classroom activity and attendance are recorded on Timetabler and Attendance App. Attendance and learner payments are recorded on TACS and PeopleXD.</p> <p>The rollout of the Timetabler system has enhanced scheduling accuracy and supported efficient use of resources. Improvements in Quality Assurance and Learner</p> |

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| | <p>Management systems have also contributed to more reliable data, better monitoring of learner progress and streamlined administrative processes.</p> <ul style="list-style-type: none"> • The IRGSS also rolled out the use of common naming conventions, programme descriptors and learning outcomes for recording all one to one and group guidance interventions, across the College of FET on PLSS. This has facilitated the presentation of a standardised offering on FETCH for learners and new clients and easier running and interpretation of quantitative reports, across the Service. • QA CLIENT APP Since September 2024 the functionality of the QA Client App has been extended to include capability to support the planning for each QQI certification period and the recording of outcomes for same. The integration of these functions into the app replaces legacy processes that were in use across the different Campuses in the College of FET. This business process aims to provide an up-to-date view of the entire certification process for both centres and the Quality Assurance Support Service. The app provides near real time data for all those involved in the certification process. The app offers an additional functionality where new PDAS programmes are identified, allowing Provision to track these certifications and alerting Provision prior to submission of awards on QBS. The digitalisation of this process now provides QASS with a helicopter view of all certifications (QQI and other awarding bodies) across the organisation, to include IV planning and EA bookings. There is a built-in capability in the app to generate and download a number of reports including that for due and overdue modules. |
| <p>The review team recommends that LCETB develop the critical data required to monitor the effectiveness of non-certified programmes. This new data should inform the decision making of the organisation at centre and central level.</p> | <p>ONGOING</p> <p>The QA Client App has been expanded to include the bank of non-certified courses with agreed titles, course descriptions and outcomes. The App has a new Folder for these courses with the functionality to filter courses by Category and then to further filter by Title.</p> <p>Staff are encouraged to use the Titles already published in the Client App but where new non-certified courses are required, they are prepared by Provision and sent for review by the QA Support Service who then upload to the Client App for use across the organisation. Provision then copy and paste from the App into the NCC when scheduling the courses.</p> |

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| <p>Commentary and Reflections The challenge is no longer simply gathering data, but ensuring that data is sufficiently consistent, timely and usable for local and strategic decision-making. Further work is needed to standardise some processes and to strengthen the connection between data collection, local action planning and organisational review.</p> | | |
| <p>Link to Published Policies and Procedures Learner Mid-Course Evaluation –Link to questionnaire Learner End-of-Course Evaluation –Link to Questionnaire Learner Voice Survey 2025 Report - https://collegeoffet.ie/wp-content/uploads/2026/03/25_07_14_Learner_Voice_Survey_2025_Report.pdf</p> | | |

1.09 Public Information and Communication

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

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| <p>The review team recommends that LCETB continue to be proactive in developing an open and transparent approach to making information available to the public, and its internal and external stakeholders. It is important that, as the use of data is improved to measure the</p> | <p>ONGOING – In 2025, LCETB significantly strengthened public-facing QA information through updates to the College of FET Quality Assurance webpage. This now includes Quality Council meeting agendas and minutes, the QASS Action Plan, approved QA policies, QA procedures and forms, QA newsletters, Learner Voice Survey reports, Recognition of</p> |
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| <p>outcomes of its programmes, LCETB publish the outcomes of these processes.</p> | <p>Prior Learning information, learner guidance on AI, referencing and academic writing handbooks, and QQI review/follow-up reporting. These updates have improved transparency and accessibility of QA-related information for staff, learners and external stakeholders</p> <ul style="list-style-type: none"> • Public availability of QQI follow report on QQI website. • In 2025, a dedicated Disability Supports page has been developed and launched on the College of FET website, providing a centralised and accessible resource for current and prospective learners with disabilities. Available at collegeoffet.ie/disability-supports, the page outlines: <ul style="list-style-type: none"> ○ Available learner supports and how to access them; ○ Guidance for applying for reasonable accommodations; ○ Information on funding supports such as the Fund for Students with Disabilities; ○ Key contact details for Active Inclusion support staff across campuses. |
| <p>Click here to enter text.</p> | <p>Click here to enter text.</p> |
| <p>Commentary and Reflections A key lesson is that transparency is not only about publishing documents, but about presenting information in a way that different users can find and understand. Future development should continue to focus on usability, especially for learners and external stakeholders who may be less familiar with QA terminology and structures.</p> | |
| <p>Link to Published Policies and Procedures https://collegeoffet.ie/disability-supports/</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.

The review team recommends that LCETB continue to develop case studies setting out exemplars of good practice using existing systems to further disseminate these to learning practitioners across the FET division.

ONGOING

In 2025, LCETB continued to enhance the learning environment through developments in blended and online learning support, learner voice mechanisms, shared practitioner resources and improved access to learner information. The expansion of Communities of Practice and the creation of shared resource libraries are beginning to strengthen consistency and quality in learning design across campuses. In parallel, the development of a single College of FET learner handbook has been identified as a key support priority to improve the clarity and consistency of information available to learners.

- The CFET continues to promote the use of the Basic Toolkit for Sharing Best Practice. A Show and TEL session took place in 2025 to remind FET practitioners to use the format and share their best practice. It is a simple tool to help learning practitioners across all FET campuses and support services to identify and put together short case studies around identified good practice, using a CFET Template. A repository of case studies/exemplars can be accessed via the Planning, Monitoring and Evaluation SharePoint site, where all FET staff can read about innovative initiatives that have been tested and worked elsewhere.
- Communities of Practice/Networks across campuses continue to be promoted as useful mechanisms to share best practice.
- **College of FET practitioners** also continued to be recognised for their expertise and excellence at regional and national level through the delivery of various inputs at local, regional, national and international conferences and events.
 - At the 2025 ILTA Conference in Waterford, presentation of findings on the TEL Café Model. Dr. Brendan Ryan also presented on the use of a Custom GPT with apprentices.
 - The Assistive Technology TEL Cafés were also showcased at AHEAD's 2025 GATHER conference.
 - TELSS best practices were also highlighted in a number of FESS workshops in 2025, including a number of FESS online workshops on "AI in Teaching Learning

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| | <p>and Assessment in FET". TELSS and QASS jointly presented a case study on AI and Assessment focused on our journey with AI guidance to teaching staff.</p> <ul style="list-style-type: none"> • College of FET progress in RPL continues to be recognised nationally and internationally. Patsy Hogan was invited to present on RPL in FET in Ireland at a recent workshop in Latvia for the Latvian Academic Information Centre (QQI equivalent organisation). PowerPoint Presentation. Workshop "RECOGNITION OF PRIOR LEARNING AND EXPERIENCE IN HIGHER EDUCATION" Latvijas NKP NKI-Latvija.lv • In February 2025 Patsy presented on <i>RPL in the College of FET</i> at the ETBI FET Conference and following the success of this was invited to present to other ETBs and HEIs. • On 10th March 2026 Patsy did a session on <i>RPL for External Authenticators</i> for ETBI as a supporting resource for EAs that will be recorded and shared in the ETBI Digital Library. |
| <p>It is recommended that LCETB examine the possibility of opening a portal to enable all staff of community providers to access policy and procedures documents and templates.</p> | <p>COMPLETE</p> <p>All relevant partners and community providers now have access to the Quality Assurance page and resources on the College of FET SharePoint site.</p> |
| <p>The review team recommends that LCETB establish clear mechanisms to capture learners' feedback in a consistent manner at class level across its FET provision. Learner evaluations should also be included in the centre's self-evaluation process and in the evaluation meetings with the QASS.</p> | <p>ONGOING</p> <p>See Recommendation on 1.08</p> <p>Approximately twelve months after the Quality Report and Action Plan has been finalised and approved, each Campus Management team are invited by QASS to attend a Quality Action Plan Review (QAPR) meeting to review and update their action plan where necessary.</p> <p>This QASS facilitated face to face meeting represents the 'Monitoring Year 1 stage' of the overall Self Evaluation process.</p> <p>This meeting allows space for Campus Management teams to reflect on their Campus Plan, document where actions are completed, agree where further actions are needed and plan for new timescales and areas of responsibility where appropriate.</p> |

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| | <p>Also, during these review meetings new evidence of Campus quality enhancements are noted and included in a Campus QAPR Report.</p> <p>In 2025, the following College of FET Campuses completed this stage of the three-year cycle:</p> <p>East Limerick Campuses, Kilrush Campus, Ennis Campus and Tuamgraney Campus.</p> <p>In 2025, Provision Management continued to be met by QASS as part of the Provision Quality Planning Process and relevant actions arising from meetings will feed into Self-Evaluation Action Plans.</p> |
| <p>The review team recommends that LCETB explore more structured learner engagement and representation at centre level as this would give more ownership to learners and more responsibility to the ETB to respond to the matters raised.</p> | <p>ONGOING</p> <ul style="list-style-type: none"> • Developing FET Learner Structures <p>As part of the implementation of the CFET Learner Voice Policy, CFET hosted a training session in June 2025, delivered by AONTAS, for key FET staff on learner representation as a central component of amplifying the learner voice.</p> <p>The training explored innovative ways to encourage learners to engage and influence what we do at various levels of representation and governance structures. It is hoped that further developments will take place in 2026.</p> <ul style="list-style-type: none"> • Examples of local campus Initiatives being considered for broader college implementation <ul style="list-style-type: none"> • Mulgrave Street Campus Newsletter - The college's learner-led newsletter continues to thrive as a dynamic platform for creativity, communication, and community. Produced entirely by learners, it features interviews, event coverage, opinion pieces, photography, and design work that showcase the vibrant voices across campus. • Mulgrave Street Campus College Community Council. This Learner structure in the CFET plays an important role in strengthening learner voice and fostering a collaborative campus culture. Each class elects a dedicated learner representative, ensuring that all groups have a direct channel through which to share ideas, raise concerns and contribute to decision-making. These representatives meet regularly with staff as part of the Council, where learner feedback is actively listened to, discussed and incorporated into improvements |

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| | <p>across teaching, learning and campus life. This structured approach to learner engagement helps build a more inclusive, responsive and supportive college environment, where students feel valued and empowered to shape their own educational experience.</p> |
| <p>Commentary and Reflections A key strength in this area has been the continued development of mechanisms to share effective practice, including case study approaches, Communities of Practice, resource sharing and blended/online learning initiatives. These developments are helping to build a stronger culture of collaboration and peer learning across campuses. A continuing challenge, however, is ensuring that good practice identified in one part of the organisation is disseminated and adopted more consistently across the wider College. The next phase of this work should focus not only on showcasing innovation, but on supporting its transfer into day-to-day practice in a way that improves the learner experience more consistently across different settings and modes of delivery.</p> | |
| <p>Link to Published Policies and Procedures 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.

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| <p>LCETB reach a decision on the future of the assessment system in the near future, as that decision will inform the strategic direction of the QA policies and procedures in respect of assessment and give direction to staff development requirements.</p> | <p>ONGOING</p> <ul style="list-style-type: none"> • QA CLIENT APP <p>Since September 2024 the functionality of the QA Client App has been extended to include capability to support the planning for each QQI certification period and the recording of outcomes for same. The integration of these functions into the app replaces legacy processes that were in use across the different Campuses in the College of FET.</p> <p>This business process aims to provide an up-to-date view of the entire certification process for both centres and the Quality Assurance Support Service. The app provides near real time data for all those involved in the certification process. The app offers an additional functionality where new PDAS programmes are identified, allowing Provision to track these certifications and alerting Provision prior to submission of awards on QBS. The digitalisation of this process now provides QASS with a helicopter view of all certifications (QQI and other awarding bodies) across the organisation, to include IV planning and EA</p> |
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| | <p>bookings. There is a built-in capability in the app to generate and download a number of reports including that for due and overdue modules.</p> <ul style="list-style-type: none"> In 2025, a major shift in curriculum structure took place with the roll out of semesterisation. Semesterisation is designed to Increase flexibility for learners, and support modular delivery of QQI awards, allowing learners to accumulate credits over time. |
| <p>LCETB strengthen the role of the EAs in monitoring consistency of assessment and ensure effective and timely feedback to learning practitioners.</p> | <p>ONGOING</p> <p>Before the busiest certification period in June, EAs are encouraged to comment on a specific theme as communicated at the preceding EA Briefing Session, hosted by the QA Support Service. This could include areas like use of our Assessment Templates, effectiveness of not of the Guidelines for the use of AI in Assessment, use of UDL, grading and marking etc. The information is then fed back through governance processes and to all Provision across the organisation and acted on as required. Following feedback from EAs in the February 2026 certification period, it is planned to include the theme of marking/grading of assessments for the June certification period, so we can gather more feedback from the EAs on how assessors are grading material across a number of vocational areas.</p> |
| <p>LCETB address the legacy dated assessment instruments currently operating under the TQAS.</p> | <p>ONGOING</p> <p>Continue to work towards the harmonisation of Quality Assurance policy/procedures and curriculum for all programmes other than craft apprenticeships, phasing out TQAS and AIS, thus the requirement to update curriculum for these instruments will be negated, with a single focus on one common curriculum across the College of FET. However, recent micro qualifications developed in conjunction with SOLAS have included AIS packs only, with ETBs required to develop the module descriptor(s) before rolling out the programme(s). Collective platforms such as Moodle and SharePoint are essential tools for FET organisations, providing centralized spaces for collaboration, resource sharing, and streamlined communication among staff and learners.</p> <p>In 2025, the transition from Teams to Moodle was supported through a phased action plan for each campus, aligned with Digital Assessment Guidelines and focused on building staff confidence and competence through exemplars and targeted professional development. A templated course design approach was adopted to ensure a consistent</p> |

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| | <p>learner experience across major awards and single modules, while the upgraded Moodle platform introduced enhanced media functionality, streamlining the digital assessment workflow. Complementing this transition, the Moodle Style Guide was introduced to promote a clear, user-friendly and accessible learning environment, offering best practice guidance on course layout, structure and the effective use of multimedia. Together, these developments support consistency, accessibility and inclusion across all online learning experiences.</p> <p>By September 2026, all level 5 and 6 provision will transition fully to Moodle-based delivery, ensuring consistent access to digital learning resources and enhanced engagement across programmes. To support this shift, an expansive CPD programme is being rolled out, equipping staff with the digital, pedagogical and assessment skills required to embed Moodle effectively into their teaching.</p> |
| <p>The current communities of practice be expanded to provide further opportunity for learning practitioners to obtain peer support and to review their own work against shared standards.</p> | <p>ONGOING</p> <ul style="list-style-type: none"> • The newly formed College of FET departmental structure will be central to expanding communities of practice (CoP) across LCETB's FET provision by promoting collaboration among educators delivering similar programmes. • In 2025, the Credential in Design for Blended and Fully Online Learning was a PL&D programme designed to support learning practitioners in creating blended or fully online courses. The credential consists of five badged micro-credentials—three compulsory and two elective badges chosen from a suite of options currently available. By November 2025, 184 badges were completed and 15 FET learning practitioners have achieved the full credential. <p>Two Communities of Practice (CoPs) are now available to support learning practitioners in designing blended or fully online courses and creating learning resources. In addition, launched in October 2025, a new Resource Library hosts curated resources developed by learning practitioners. Contributors can license their materials under <i>Creative Commons CC BY-NC-SA 4.0</i>, allowing others to use, adapt, and share them with appropriate credit. It is hoped that the library will encourage learning practitioners to share best practice and quality resources, creating a culture of openness and continuous improvement in the area of blended and online learning.</p> <ul style="list-style-type: none"> • National CAS module update process (levels 4, 5, 6) <p>Limerick and Clare Education and Training Board has been actively participating in the national Common Awards System (CAS) module update process for some Levels 4, 5,</p> |

and 6 modules within the ETB sector. In the current pilot phase, 28 modules are under review. Based on Strategic Regional Planning Network decision, the updated 28 modules will be implemented on a phased, pilot basis from January 2026.

A programme of staff Professional Learning and Development with associated communities of practice will follow.

- **The Administration staff community of practice** continued to be supported in 2025, by organising a second dedicated networking and professional development event for FET administration staff. The day brought 58 Administration colleagues from across FET campuses together to deepen understanding of strategic and operational priorities, engage with key ETB and College personnel, and explore the supports and facilities available at Croom Campus.
- **The National Hairdressing Apprenticeship:**
In 2025, the NHA embraced the growing need for accessible learning by rolling out new digital learning resources, through the HairApp platform. The upgraded HairApp platform delivers a more intuitive user experience, improved organisation and enhanced media functionality, particularly for capturing video evidence, making assessment processes more efficient and supporting ongoing skill development.

The introduction of the Category Manager role and its dedicated Community of Practice has become central to HairApp's daily operations, providing structured support, strengthening digital capability and enabling local issue resolution through a shared practice space.

Commentary and Reflections

The main learning in this area is that assessment improvement requires both stronger systems and clearer shared expectations in practice. Developments such as the QA Client App, thematic EA feedback, digital assessment supports, and the review of legacy approaches are helping to strengthen oversight and improve consistency. At the same time, challenges remain in achieving a common understanding and consistent application of assessment guidance across a wide range of vocational areas, campuses and delivery models. Feedback from Results Approval Panels has been particularly useful in identifying both strengths and recurring issues, including feedback quality, referencing, AI-related guidance and consistency in grading. A priority for the next stage of this work is to use this evidence more systematically to inform staff development, refine guidance and further strengthen assessment practice across the organisation.

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

2.03 Supports for Learners

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

The review team recommends that LCETB ensure that the support provided to vulnerable learners by the guidance counsellors continues to be prioritised given the increasing number of such learners enrolling on its programmes.

ONGOING

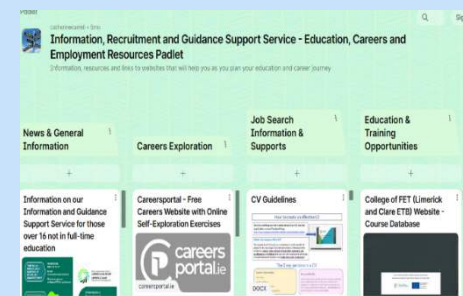
The development of clear and accessible learner pathways continues to be a key priority for the sector, through collaboration between the CFET Information, Recruitment and Guidance Support Service, the Active Inclusion Support Service, and external partners.

Throughout 2025, in addition to in-class guidance awareness sessions, key developments in 2025 included:

- **Online evening Job Search Skills workshops** (7-9pm).
- **Lunch-time webinars** on working and training in themed areas, relevant to part-time learners. These facilitate part-time learners who are often juggling study, work and caring roles. Uptake has been high with an average of 28 students registering for each online workshop or webinar during the year.
- **New Education, Careers and Employment Resources Padlet.**

Many learners on community education courses lower-level core skills programmes do not have/use ETB email addresses, thus restricting access to our I&G Space on MS TEAMS. This also provided an information portal for general public that they could access easily, without the need for and passwords.

- **Guidance on www.fetchcourses.ie sees increased referrals for one-to-one guidance**



and
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With guidance now available through FETCH, it has facilitated wider awareness of and access to the service. People can register their interest or be referred by the DSP and we have seen an increase in the number of applications/referrals directly, online, for one-to-one guidance and information support.

- **Career Management and Professional Development:** The Information Recruitment and Guidance Support Service (IRGSS) offered a range of workshops in career planning, job searching, and navigating online application platforms. In Kilmallock, FIT (Fasttrack IT) facilitated CV and mock interview workshops for VTOS learners, providing them with essential tools for entering the workforce.

- **Migrant-specific guidance**

Led by the AISS and in response to growing demand, a new weekly Migrant-Specific Guidance Drop-In Service commenced in September 2025 at O'Connell Avenue Campus. Branded under the theme: "*Building a New Life in Ireland?*" this initiative offers tailored, one-to-one support for migrant learners, Beneficiaries of Temporary Protection (BOTPs) and International Protection Applicants (IPAs). Over the past year, our service has provided clear information, practical support, and pathways for learning and employment. The learning Hub in OCA Campus provides a welcoming space for migrants seeking guidance about ESOL classes, FET courses, and qualification recognition, and receive tailored support to understand their educational options.

A migrant specific recruitment fair was organised in 2025, connecting many migrants directly with employers, training providers, and community supports. Our weekly Employment Hub ensures ongoing guidance, job referrals, and connections to employers who value migrant talent.

- **Learners with disabilities**

In 2025, a dedicated Disability Supports page has been developed and launched on the College of FET website, providing a centralised and accessible resource for current and prospective learners with disabilities.

Available at collegeoffet.ie/disability-supports, the page outlines:

- Available learner supports and how to access them;
- Guidance for applying for reasonable accommodations;
- Information on funding supports such as the Fund for Students with Disabilities;

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| | <ul style="list-style-type: none"> • Key contact details for Active Inclusion support staff across campuses. |
| <p>The review team recommends that LCETB explore the development of an internationalisation strategy to expand opportunities for international / EU projects to develop support staff, managers, learning practitioners and learners.</p> | <p>ONGOING</p> <p>In 2025, our Erasmus Plus Staff Mobility Programme expanded, offering staff increased opportunities to participate in mobility trips through our VET and Adult Education Accreditation Projects. A total of 34 staff members (11 Adult Ed and 23 VET) took part in these international experiences, which included attending courses or job shadowing to support their professional development, making it our busiest year to date.</p> <p>These opportunities increased our ability to collaborate with international partners, supporting our aim to become a more global, multicultural, and outward-facing organisation that benefits FET learners and staff. Locations visited included; Bavaria, Slovenia, Denmark, Malta, Dubrovnik, Porto, Madeira, Amsterdam, Tenerife, and Florence.</p> <p>In 2025 we also successfully completed our KA2 partnership – Entrepreneurship for Green Rural Destinations. This two-year Erasmus project brought together partners from six countries to develop entrepreneurial skills in rural areas, with a focus on green and sustainable business.</p> <p>One of the aims of our Erasmus Plan is to see an increase in hosting duties and this year we were delighted to welcome several groups of staff and learners to the College of FET from Bavaria and Denmark for week-long activities. Support Service Co-ordinators from TEL and PL&D also had the chance to travel to Contact seminars in Holland on Digital Inclusion (TEL) and to attend the Stakeholders’ conference on the preparation of the post-2027 Erasmus Programme in Brussels (PL&D). The PL&DSS also shared the experience of using Erasmus for staff professional development at an inaugural ETBI Erasmus Showcase, attended by colleagues from various ETBs.</p> <p>Importantly, staff have presented their learning to colleagues and are changing practice in their classrooms as a result of these PLD opportunities.</p> |
| <p>Commentary and Reflections</p> <p>A key area of progress has been the continued effort to make learner supports more visible, accessible and responsive, particularly for learners who may be vulnerable or require additional guidance and inclusion supports. The development of clearer learner-facing information and the strengthening of support pathways are positive steps in improving consistency of access. However, the increasing complexity of learner need across FET provision continues to place pressure on available support structures and requires ongoing prioritisation. A key reflection from this work is that effective learner support depends not only on the availability of services, but on ensuring that learners can easily understand, access and benefit from those supports in practice across all campuses and provision types.</p> | |

Link to Published Policies and Procedures
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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.

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|---|---|
| <p>The review team recommends that that LCETB further develop and maintain its focus on self-evaluation and on ensuring that it is both valid and reliable.</p> | <p>COMPLETED</p> <p>In 2025, programme monitoring and review were strengthened through the continued implementation of the QRF, the development of the new departmental structure, curriculum consolidation work and the use of learner feedback and other review evidence to inform action planning. The new departmental model provides a more coherent structure for reviewing provision across campuses, reducing duplication, identifying development priorities and supporting a more strategic analysis of curriculum and learner pathways.</p> <p>The aim is to continue to promote an ongoing culture of quality assurance and enhancement throughout the College of FET. The 3-year self-evaluation process reviews progress on the annual Quality Improvement Plans and considers more strategic implementation, looking at impact of progress on Teaching, Learning and Assessment and Governance, Leadership & Management. In 2025, six FET campuses engaging with the process included: the Prison Education Centre; Kilfinane OETC, O’Connell Avenue Campus, VSSCS Schools, Croom Campus and Limerick School of Music.</p> <p>Staffing capacity and training needs were reviewed, while areas for improvements and actions to address same were set out in Campus Action Plans, and referred to relevant support service via an Action Plan Scoping exercise. A scoping exercise to identify actions specifically under the remit of the Strategic Regional Planning Network (senior management) was also carried out in 2025 for consideration at Network meetings.</p> <p>These campus evaluations are welcome spaces and positive experiences for FET practitioners to reflect on their work and helpful in planning for the future.</p> |
| <p>The review team recommends that LCETB develop a common self-evaluation framework implementable across all FET centres.</p> | |
| <p>Commentary and Reflections</p> <p>A key theme across self-evaluation, monitoring and review in 2025 has been the continued move from isolated review activity towards a more structured and evidence-informed College-wide approach. Progress has been made through the Quality Review Framework, learner voice</p> | |

mechanisms, departmental development, curriculum review activity and the strengthening of oversight arrangements with external partners. Together, these developments are contributing to a stronger basis for provider self-monitoring and improvement. At the same time, a continuing challenge is to ensure that findings arising from review activity are translated consistently into prioritised actions, tracked to completion, and used to inform decision-making across the organisation. A key learning from this work is that effective self-monitoring depends not only on gathering evidence, but on clear governance routes, shared ownership of actions, and systematic follow-through.

A key strength in this area has been the development of more structured approaches to self-evaluation through the Quality Review Framework and related quality planning processes. These have helped to create clearer opportunities for campuses and services to reflect on quality, identify strengths and areas for improvement, and connect local findings to wider College quality priorities. A continuing challenge is to ensure that self-evaluation does not remain a largely descriptive exercise, but consistently leads to focused action, follow-up and organisational learning. A key reflection is that the value of self-evaluation lies not just in the review discussion itself, but in the extent to which identified issues are progressed, supported and revisited over time.

Link to Published Policies and Procedures

https://collegeoffet.ie/wp-content/uploads/2025/02/24_11_20- Quality Review Framework Policy V2.0.pdf

3.02 Programme Monitoring & Review

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

The review team recommends that LCETB review its current bank of programmes to ensure that courses offered are relevant to the learning needs and progression ambitions of learners. Programmes that are outdated should not be offered to learners and should be prioritised for updating.

ONGOING

- **Consolidation of level 4 module descriptors**

The review of all Level 4 legacy modules has been completed, mirroring the process used for Level 3 in 2024. Regional legacy versions were consolidated into a single standardised set, led by the QA Officer with support from the QA Support Officer and vocational subject matter expert groups. Legacy versions will be archived for reference.

- **National CAS module update process (levels 4, 5, 6)**

Limerick and Clare Education and Training Board has been actively participating in the national Common Awards System (CAS) module update process for some Levels 4, 5, and 6 modules within the ETB sector. In the current pilot phase, 28 modules are under review.

The overarching working group, of which Limerick and Clare ETB is an active member, has developed a range of resources to support the module review process that have been rolled out to all ETBs in early May 2025.

Based on Strategic Regional Planning Network decision, the updated 28 modules will be implemented on a phased, pilot basis from January 2026. It is planned that the modules will be piloted initially within part-time provision from January, with full-time provision adopting the updated versions from September 2026. A programme of staff Professional Learning and Development with associated communities of practice will follow.

Commentary and Reflections

Progress in this area has helped to strengthen the basis for more strategic and evidence-informed review of provision across the College of FET. Developments such as curriculum consolidation, programme update activity and the emergence of the departmental structure are contributing to a more coherent framework for considering programme relevance, duplication, development priorities and learner pathways. However, this work is still developing, and a continuing challenge is to ensure that departments are supported with the right data, clarity of purpose and review processes to enable meaningful strategic oversight of provision. A key learning is that programme monitoring is most effective where review structures are linked not only to curriculum change, but also to enrolment patterns, learner feedback, progression opportunities and organisational planning.

Link to Published Policies and Procedures

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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.

The review team recommends that LCETB explore the development of common application and reporting systems for community providers under a common contract or MoU and move away from two separate systems under training and further education. (not referring to Contracted Training providers)

COMPLETED

In 2025, LCETB strengthened its approach to monitoring relationships with external parties through the development and rollout of the College of FET Collaborating Partners Survey. A working group was established to design a structured mechanism for capturing partner feedback, identifying areas for improvement and informing future development. In April 2025, over 200 collaborating groups and individuals were invited to participate. This work represents an important step in moving from informal relationship management to a more systematic partner voice and partnership review approach.

High-quality teaching and learning and tutor professionalism are at the core of Community Education provision and reflects the standards set out in the Community Education Framework.

CFET Community Education tutors work from an approved bank of quality-assured programmes, adapt and flex teaching methods to support diverse learner needs and use literacy-aware, and UDL approaches in their teaching strategies. From the first class, learners are engaged in co-design of course content and learning outcomes.

In addition, there are some key good governance mechanisms, which include:

- **A Local Programme Approval Process** ensures a high-quality, learner-centred service that is open to all community groups and organisations. Through registration as a community partner, groups can access funding in the form of tuition hours to deliver flexible, locally-based learning opportunities that foster participation and respond to local needs.
- **Comprehensive documentation** including course outlines, codes of conduct, risk assessments, PLSS and FETCH compliance.
- **Formal SLAs** with community partners outlining roles and responsibilities.
- **Collaborative planning and evidence-based provision**, guided by the Community Education Local Business Process and Clare Learning Network.

- **Accessible on-campus opportunities** for individuals not connected to community groups.

Commentary and Reflections

[Click here to enter text.](#) A significant area of progress has been the move towards a more structured approach to the monitoring of relationships with external partners, including the development of mechanisms to gather partner feedback and strengthen communication and oversight. This is an important step in moving beyond informal relationship management towards a more systematic provider approach. A continuing challenge is to ensure that partnership oversight is consistently documented, that feedback from external parties is clearly linked to action and review, and that approaches are sufficiently robust across the full range of collaborating and stakeholder relationships. A key reflection is that strong partnerships require not only goodwill and engagement, but clear quality arrangements, mutual understanding of roles, and regular opportunities for review and improvement.

Link to Published Policies and Procedures

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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 | | |
|--|--|------------------|--|---------|--|
| <p>These should relate to objectives not already discussed in the progress report.</p> | <p>Provide brief update on status, whether completed or in progress.</p> | 1 | <p>In 2025, QASS worked closely with campus staff and other support services to develop essential policies and create corresponding digital resources designed to support both learners and staff. These included:</p> <ul style="list-style-type: none"> Policy and Procedure Development, Review and Approval Policy: This policy sets out a quality-assured approach to the development, review, approval, implementation, and retirement of College of FET policies and procedures. It ensures that all policies and procedures underpin effective teaching, learning, governance, and compliance in alignment with the standards of regulatory and quality assurance bodies such as QQI (Quality and Qualifications Ireland). Teaching, Learning, and Assessment Policy: This policy sets out the approach taken by Limerick and Clare Education and Training Board to Teaching, Learning and Assessment (TLA) in the ETB's College of FET ensuring | Ongoing | <p>Policy and Procedure Development, Review and Approval Policy:</p> <p>Teaching, Learning, and Assessment Policy</p> <p>Access, Transfer, and Progression Policy</p> <p>Programme Delivery Development Validation Policy:</p> <p>Reasonable accommodation Policy</p> <p>Animals on Campus Policy</p> <p>CFET Framework Responding to Crisis Behaviours</p> <p>Semesterisation Exception Procedure</p> <p>College of FET Assistive Technology Policy</p> |

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| <p>inclusivity and equality of opportunity for our prospective and current learners and staff.</p> <ul style="list-style-type: none"> • Access, Transfer, and Progression Policy: This policy sets out the approach taken by Limerick and Clare Education and Training Board to Access, Transfer & Progression (ATP) in the ETB's College of FET ensuring inclusivity and equality of opportunity for our prospective and current learners. • Programme Delivery Development Validation Policy: The policy has been devised to ensure that Limerick and Clare ETB has a robust governance process in place to deal with programme delivery, development and validation requests. • Reasonable accommodation Policy: This policy outlines the process by which reasonable accommodation is requested, assessed, approved, and implemented for learners with disabilities at the College of FET. The policy aims to ensure equitable access to all aspects of learning, assessment, and support services, while upholding academic standards and compliance with relevant legislation. • Animals on Campus Policy: This policy outlines the regulations regarding the presence of animals on Limerick and Clare Education and Training Board College of FET campuses to ensure a safe and inclusive learning environment while complying with Irish legal standards. • CFET Framework Responding to Crisis Behaviours: This guide offers practical, easy-to-reference advice for Limerick and Clare ETB College of FET staff on responding to behaviours of concern including instances of violence or aggression. It is structured for clarity: each section contains a brief introduction, actionable guidance, and a closing summary. Staff are encouraged to consult linked policies and resources throughout. • Semesterisation Exception Procedure: This procedure outlines the process for requesting, approving, and | | <p><u>Adult Safeguarding Policy</u></p> |
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| <p>documenting exceptions to the semesterised delivery model within the College of FET. It ensures that exceptions are considered consistently, transparently, and in line with quality assurance standards.</p> <ul style="list-style-type: none"> • College of FET Assistive Technology Policy: The College of FET is committed to providing an inclusive, accessible, and empowering learning environment for all. Our approach to Assistive Technology (AT) is guided by the values of Respect, Inclusion, Empowerment, and Social Justice, as set out in our Equality and Human Rights Values Statement. AT is central to enabling learners with disabilities, learning differences, or health conditions to access, participate in, and succeed in further education and training. We recognise that AT benefits not only those with disabilities but can enhance learning for all. • Adult Safeguarding Policy: ETBI and Limerick and Clare Education and Training Board are committed to implementing and following policies, procedures, and practices that promote adult safeguarding. The College of FET Campus Child Safeguarding Compliancy Process continued to be supported and monitored by QASS. In 2025, Child Safeguarding mandatory staff training was provided to all staff through privacy engine. Training for DLP/DDLPs took place in March 2025 and was attended by 25 College of FET Staff, bringing the total number of staff who have attended DLP/DDLP training since 2023 to 101. | | | |
| 2 | Development of a single College of FET learner handbook | Ongoing | In 2025, the development of a single College of FET learner handbook was identified as a key priority. This work is intended to provide learners across the College with a more consistent, accessible and learner-friendly source of core information on supports, expectations, rights, responsibilities and key processes. A working group is being established to progress this development, led by the Quality Assurance Support |

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| | | Service. This initiative is expected to strengthen consistency in learner information across campuses and provision types and to support a more coherent learner experience across the College of FET. |
| 3 | Raising public awareness of Recognition of Prior Learning (RPL) | Ongoing In 2025, LCETB continued to strengthen awareness and visibility of Recognition of Prior Learning through a coordinated public information and engagement campaign. This included the optimisation of the RPL landing page, the development of hard-copy RPL information guides, public-facing promotional activity, webinar and presentation activity, and the continuation of staff PL&D in RPL mentoring and assessment. In parallel, opportunities were created for College of FET staff to engage in an RPL process in order to have prior learning and experience formally recognised. This work has helped to strengthen understanding of RPL both internally and externally and has supported wider awareness of flexible learner pathways and access opportunities across the College of FET. Recognition of Prior Learning (RPL) College of FET |
| 4 | Blended and fully online learning quality framework development | Ongoing In 2025, LCETB continued to progress a more comprehensive quality-assured framework for blended and fully online learning. Key developments included the preparation and submission of a self-evaluation report to QQI, the approval of a Blended and Fully Online Learning Action Plan, the development and review of a Blended and Fully Online Learning Policy and Procedure, and the identification of further policy areas requiring update in order to support this mode of provision. In parallel, staff professional learning and development requirements were clarified through the Credential in Design for Blended and Fully Online Learning. This work is strengthening the College's capacity to plan, govern and support quality-assured |

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| | | blended and fully online programme delivery on a more sustainable basis. |
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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: **Strengthening Collaborating Partner Engagement**

Introduction

Limerick and Clare Education and Training Board College of Further Education and Training (College of FET) has a long-established and extensive network of collaborating partners across the region. These partnerships span community education, employer engagement, apprenticeships, traineeships, and other externally delivered or supported provision. In recent years, apprenticeship and traineeship activity has grown significantly, including both craft apprenticeships and consortium-led apprenticeships delivered by LCETB as either coordinating or collaborating provider. This has resulted in one of the largest apprenticeship portfolios in Ireland.

“Partnerships for Seamless Transitions” is a key priority within the College of FET Strategic Framework 2022–2025. This priority focuses on widening access, supporting progression, and ensuring smooth transitions for learners across the FET landscape. Delivering on this priority requires meaningful and sustained engagement with a wide range of external and community-based partners.

In late 2024, the College established a Collaborating Partners Working Group to develop a more systematic approach to capturing partner feedback, identifying effective practice, and strengthening quality assurance arrangements in collaborative provision. The resulting initiative combined a Partner Voice Survey with a structured “Closing the Loop” process to ensure that feedback informed action.

Issue Identified

While relationships with partners were generally strong, the College recognised the need for a more formal and evidence-based mechanism to gather feedback from collaborating organisations and individuals. There was a clear opportunity to move beyond informal engagement and develop a process that would:

- capture partner perspectives in a structured way;
- identify strengths, challenges and opportunities in collaborative provision;
- support quality enhancement through evidence-informed action; and
- demonstrate to partners that their feedback had been heard and acted upon.

This was particularly important given the scale and diversity of the College’s partnership activity and the strategic importance of external collaboration to access, inclusion, progression and regional responsiveness.

Action Taken

In April 2025, the College of FET invited more than 200 collaborating groups and individuals to complete a newly developed College of FET Partner Survey. The survey gathered views on the quality of collaboration, communication, responsiveness, programme planning, learner needs, and opportunities for improvement. A total of 85 community and external partners responded before the survey closed in May 2025.

The survey findings were collated and reviewed by the relevant management teams. To ensure that the process led to action rather than simply data collection, the College introduced a formal “Closing the Loop” exercise. In September 2025, a Closing the Loop Survey was circulated to managers with responsibility for community-based and external programmes. This asked them to identify how issues raised by partners would be addressed, what actions were already underway, and what further improvements were planned.

This two-stage process created a clearer internal quality cycle:

- gather partner feedback;
- analyse strengths and areas for improvement;
- assign responsibility to relevant managers;
- document actions taken or planned; and
- communicate outcomes and next steps to stakeholders.

The process was documented through the College of FET Partner Voice Survey Report and the associated Closing the Loop review.

Supporting Data and Analysis

The Partner Survey generated 85 responses from a broad range of community and external stakeholders. Analysis of the responses showed strong levels of satisfaction with relationships and collaboration, alongside consistent themes requiring improvement.

Reported strengths

Partners most frequently highlighted:

- Strong working relationships with College of FET staff, described as professional, responsive and supportive.
- Recognition and inclusion in activities such as curriculum discussions, job fairs and career events.
- Access to learners and graduates with relevant and current skills.
- Support for upskilling, particularly through tailored or responsive provision for employees and service users.
- Community impact, with FET provision viewed as valuable for inclusion, wellbeing, local participation and access to learning in smaller communities.

Challenges identified

Common issues raised included:

- Communication gaps, particularly inconsistent follow-up on requests or commitments.
- Administrative burden, especially in relation to registration processes and national systems such as FETCH and PLSS.
- System limitations, including inflexible forms or processes that did not always reflect the needs of all learner groups.
- Restricted flexibility, particularly around course duration, hours and programme configuration.
- Under-resourcing, including pressure on funding, equipment and administrative support.

Suggestions for improvement

Partners proposed a number of practical enhancements, including:

- more regular update meetings and check-ins;
- a clearer and more consistent point of contact;
- greater involvement in policy, curriculum and planning discussions;
- improved accessibility for specific target groups, including vulnerable or underrepresented learners;
- more structured networking and community engagement opportunities.

Quality Enhancement Actions

The Closing the Loop process enabled management teams to map actions against the issues raised. Actions identified as completed, underway or planned included:

- meetings with partners to discuss hours allocation, registration issues, programme planning, accredited provision and communication needs;
- advance planning of registration sessions for community group learners before classes commence;
- development of a more formal dedicated point of contact for community groups through assigned Adult Educator support;
- circulation of tutor subject expertise lists to help align programme planning with local need;
- planning for a networking and exchange event in 2026
- invitations to partners to propose practical improvements to registration processes and learner access arrangements;
- briefing of staff on partner concerns and encouraging discussion of possible solutions through internal management channels.
- Management also reflected positively on the survey process itself. Feedback described it as an effective tool for gathering partner views and understanding partner needs. One practical suggestion for refinement was to include a locational question in future surveys to support more precise analysis of responses.

Impact

This initiative strengthened the College's quality assurance and enhancement approach in several ways.

First, it provided a formal mechanism for gathering and analysing stakeholder feedback in an area where quality can often depend heavily on relationships and local practice. Second, it moved the College beyond consultation alone by embedding a documented response process. Third, it improved internal

accountability by requiring management teams to identify and record actions in response to feedback. Finally, it reinforced trust with partners by demonstrating that feedback would not disappear into a report but would lead to discussion, review and change.

The process also highlighted an important quality principle: not all issues raised by partners can be resolved at provider level. Some concerns related to wider system or policy constraints. By identifying these explicitly, the College was able to distinguish between actions within its own control and matters requiring clear communication about external limitations.

Key Learning

A major learning from this initiative was that partner engagement is strengthened when consultation is paired with visible follow-through. Gathering feedback is useful, but the quality enhancement value lies in documenting actions, clarifying responsibilities, and communicating outcomes. The Closing the Loop model helped to make this explicit.

The College also learned that partner feedback can generate both operational improvements and strategic insights. Some issues required immediate practical action, such as improving registration support or communication channels. Others pointed to broader themes around inclusion, flexibility, resourcing and collaborative planning that can inform future strategic development.

Conclusion

The Collaborating Partner Survey and Closing the Loop process provided LCETB College of FET with a structured and effective way to strengthen partner engagement and enhance quality assurance in collaborative provision. The initiative confirmed the strength of existing relationships while also identifying practical and strategic areas for improvement.

In 2026, the College of FET is building on the learning from the 2025 Collaborating Partner Survey by introducing a more targeted Employer and Industry Partner Survey, with a stronger focus on employer engagement, sector-specific intelligence, and regional workforce needs. The revised approach includes more clearly defined industry categories and a stronger emphasis on identifying the nature of each organisation's relationship with the College.. This reflects a more mature stage in the College's partner engagement work, moving from broad collaboration feedback towards a sharper understanding of employer voice, partnership opportunities, and how provision can respond more effectively to industry and skills priorities.

Case Study Title: The Credential in Design for Blended and Fully Online Learning

In preparation for delivering blended and fully online learning courses, the College of FET undertook a series of research projects focused on developing Professional Learning and Development (PL&D) opportunities for teaching staff. These initiatives were designed to support staff as they prepare to design and develop courses for blended and online delivery.

This work led to the development of the current PL&D programme: The Credential in Design for Blended and Fully Online Learning.

The Credential is made up of five badged micro-credentials, three of which are compulsory, along with other badges, where learning practitioners can choose from a suite of options.

The compulsory badges are:

1. Backward Design
2. Course Outlining
3. Virtual Class Design

Learning practitioners may choose two additional badges from the list below:

1. Asynchronous Online Learning Design
2. Classroom Assessment Techniques
3. Intelligent Teaching Assistant Design
4. AI for Teaching, Learning & Assessment
5. Virtual Learning Environment Design
6. Collecting and Analysing Learning Data
7. Infographics & eBooks for Learning
8. Video Animation for Learning
9. Audio for Learning
10. Multimedia eLearning Design

Other badges may be added in the future to reflect changes to delivery requirements.

For each badge, learning practitioners design and create at least one relevant artefact (e.g., a course design, a complete VLE, a video) and upload it to their ePortfolio for feedback and review.

The programme is designed to be:

- Collaborative: Learning practitioners work together to design and develop their courses, content, and resources.
- Guided: Participants have access to a range of resources and templates to support the design and development process.
- Iterative: Practitioners are encouraged to implement, reflect on, and refine their work.
- Responsive: The Credential is flexible and can be adapted to meet the needs of practitioners and the provision in which they work.
- Quality Assured: Participants complete an ePortfolio of work, which is reviewed by the facilitator.

As of March 2026:

- 192 badges have been completed.
- 16 learning practitioners have achieved the full Credential.
- Completions of the three mandatory badges are as follows:
 - Backward Design: 59
 - Course Outlining: 55



- Virtual Class Design: 35

Feedback on these badges has been very positive. The programme has provided teaching staff with dedicated time to reflect on their teaching approaches and adapt them for blended or fully online environments. The strong uptake also demonstrates practitioners' engagement and commitment to professional development in online learning, helping ensure learners benefit from well structured, outcome aligned, and engaging courses.

“
The PL&D was much more than I had envisaged it would be. Not only did it improve my tools for teaching online it challenged my mode of thinking in curriculum preparation and delivery. It pushed me out of my comfort zone and made me more creative in my approach.
Eithne Cody
”

“
The support team helped immensely and challenged me along the way. As I completed each badge I could see and feel all the modules falling into place. The programme is a must for online teaching!
Eithne Cody
”

Case Study: Establishing College of FET Departments to Strengthen Cross-Campus Curriculum Oversight and Quality Enhancement

Introduction

As LCETB College of FET developed across multiple campuses and a broad range of programme areas, the College recognised the importance of strengthening structures that could support curriculum oversight, cross-campus collaboration, and a more coherent approach to academic quality. While programmes often shared common validated curricula, delivery took place across diverse campus settings and contexts. This created an opportunity to develop a more structured field-of-learning approach that could bring related provision together for shared review, discussion and planning.

In response, the College introduced a formal structure of eight cross-campus Departments as part of a wider enhancement of academic and quality governance. The Departments were designed to support communication and consistency, reduce unnecessary duplication, strengthen curriculum development and review, and provide a more coordinated approach to teaching, learning, assessment and learner experience across the College.

Enhancement Need Identified

As the College expanded, it became increasingly important to ensure that strategic decisions on programme delivery and development were informed not only by campus-level priorities, but also by a broader cross-College view of related provision. There was a growing need for a more structured academic forum in which programmes within the same broad field of learning could be considered collectively, particularly in relation to curriculum coherence, progression opportunities, resourcing, and the overall pattern of provision across campuses.

A related enhancement need concerned programmatic review and curriculum leadership. In a multi-campus College structure, where many programmes are delivered in more than one location, it was important to create stronger opportunities for interaction between related provisions and for collective reflection on curriculum and delivery. The Department model was developed to address this need by creating a more appropriate field-of-learning structure through which academic issues could be reviewed in a shared and systematic way.

Action Taken

To support this, the College formalised the role of Departments through a Terms of Reference that positioned them as the initial academic review and recommendation stage for campus-originated applications for programme delivery and for programme or module development. Departments were also assigned a role in reviewing semesterisation and programme exceptions, including consideration of pedagogical suitability, learner impact, resource implications, staffing viability and cross-campus consistency before recommendations proceed through the wider College governance process.

The model was embedded within the wider College QA and governance framework through a scheduled annual cycle of Department meetings, All Departments meetings, Programme Governance, Quality Assurance subgroup meetings and Quality Council. This ensured that Department discussions formed part of a connected academic decision-making structure rather than existing as standalone meetings.

Evidence of Early Implementation

Meeting records show that the Departments are now engaging with a wide range of live academic and quality matters. These include programme approval routes, semesterisation exceptions, curriculum clustering, blended and online delivery considerations, learner pathways, work experience, employer links, software and technology used in delivery, and the need for greater cross-campus consistency. The All Departments meeting also highlighted shared themes such as industry engagement, common approaches to delivery, and the continuing development of programme approval processes.

Quality Council documentation also indicates that Department updates are informing wider programme governance and quality assurance structures. This suggests that the Department model is beginning to operate as intended: providing an academic forum that helps connect local provision planning with College-wide curriculum and QA oversight.

Early Learning

A key learning from the first phase of implementation is that establishing a Department structure is an important foundation, but that embedding a shared academic culture takes time. Departments are active and are beginning to support more structured cross-campus discussion, but members are still

developing confidence in the model and in the strategic and academic aspects of their role. This reflects the reality that Department work is being carried forward by staff whose primary responsibilities remain at campus or support-service level.

The College has responded to this by further strengthening the model through the development of an Academic and Curriculum Support Officer role with initial responsibilities focused on supporting CFET Departments. This role is intended to provide academic guidance, data analysis, programme and curriculum review support, and stronger coordination between Departments, QASS and other support functions. This represents an important next step in moving from structural establishment towards deeper operational embedding.

Conclusion

The introduction of College of FET Departments represents a significant quality enhancement initiative within LCETB's wider academic and QA framework. It was developed to support a more connected and field-of-learning-based approach to curriculum oversight across a complex multi-campus College environment. Early evidence indicates that the model is creating a structured forum for academic review, programme scrutiny and cross-campus discussion of strategic provision and quality matters.

The main learning so far is that the model is both valuable and developmental. Its establishment has created an important basis for stronger curriculum coherence and shared academic oversight, while also highlighting the need for continued support, clearer role understanding and further embedding over time. In that sense, the Department initiative is best understood not as a finished structure, but as an evolving quality enhancement mechanism that is strengthening the College's capacity for coordinated academic governance across campuses.

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](#).