

Interim Quality Report

Longford Westmeath 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 Longford and Westmeath Education & Training Board

It is to be submitted by 26.02.2026

The interim quality report has been approved by Antonine Healy, Director of Further Education & Training and is submitted by Nicola Galvin, AEO, LWETB.

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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.

Recommendation 1	Click here to enter text.
<p>1.The review team recommends that LWETB establish a clear plan and timeline to integrate their QA systems. The plan needs to include clear and robust goals and objectives, which can be communicated to the wider ETB community to ensure that all stakeholders are aware of the planned integrated QA system, and the progression being made</p>	<ul style="list-style-type: none"> • The Quality System Index (QSI) <p>The Quality System Index has been trimmed back to ensure it can be managed efficiently. It is a documented approach to QA that now acts as a tracking system for the new QA system which is being implemented through LWETB. It is managed by the Training & Development Dept. It is reviewed & updated monthly by the Training & Development Dept. It is linked to all Policies & Procedures, resources, templates etc. for ease of accessibility</p> <p>In October 2023 QGG conducted a review of all procedures/QA templates being used by providers. Work is ongoing in relation to procedures to ensure that they are fit for purpose. QA is consistently improving and evolving.</p> <ul style="list-style-type: none"> • 2025 - Full review of all procedures, templates, documents, guidance and information notes that are currently used for each provision. The QSI is due to be made available to all educators and coordinators through the LWETB FET website. This will be an Excel spreadsheet with filters for each provision to provide ease of access to the documents they require. Links to download all documents are embedded and link to Sharepoint.

Continuous Improvements Log is managed by FETQS to keep track of any updates to the QSI. Standardized QA Updates Notifications are now issued to all coordinators with details of these communications noted in the Continuous Improvements Log.

- FET Intranet: The FET website www.lwetbfet.ie went live in Q3 2025. Not only does this website cater for our potential learners but it also acts as a source of information for our staff (Staff Hub) and external stakeholders.

It is a perfect opportunity to showcase our re-brand, College of Further Education and Training. The FET website clearly establishes who we are and what services we provide.

The aim of the FET website is to act as a learner communication platform to support, contribute and disseminate learner, employee and public information.

On the Home Page alone we create awareness of our campus locations, courses, news and events. This web-based platform will help us to communicate more with our learners. For instance, during the winter season if there are weather warnings, we will be able to post closure notices and updates to keep learners and staff informed.

Our FET website is SEO optimized and therefore when potential learners are searching for education courses in Longford or Westmeath, LWETB will appear in the results. In terms of measuring the website performance, we use certain key performance indicators i.e. sessions, users, pageviews, device, browser, operating system, pages, entry page, exit page and so on. We use Mouseflow to record our analytics.

The FET Website Working Group has now transitioned to the Marketing Working Group, who meet once a month to focus on the promotion of LWETB courses to our wider audience.

LWETB Intranet: Progress to Date

- Data Migration:

Action Taken: Servers in schools and centres were turned off, and data was migrated primarily to individuals' OneDrive accounts.

Challenges Identified: It was found that many users moved data to their OneDrive instead of SharePoint, indicating a gap in understanding the new system.

- Stakeholder Engagement:

Consultation: Stakeholders were consulted to understand their challenges with the SharePoint environment, revealing that the platform was not intuitive for many staff. Response: Training programs are being rolled out to ensure staff are comfortable with SharePoint. Training programmes were rolled out as required. This will continue in 2026.

- IT Support for Data Transfer:

Action Taken: The newly formed IT section is actively assisting staff in transferring data from OneDrive or classic SharePoint sites to properly structured SharePoint sites.

Current Status: Ongoing, with a focus on improving organizational file structures and usability. We host a large amount of data that requires classification. This project will continue in 2026 and beyond.

- Backup Solution:

Funding Secured: The senior management team approved funding for a Barracuda backup solution to ensure the security of the online tenant.

Timeline: Implementation is planned for Q1 2025. Our backup solution is now in place.

- File Structure and Data Governance:

Collaboration: In consultation with the Data Protection Officer, file structures are being created per site to simplify data access and support better data retention and access reviews.

A structure has been provided on a site by site basis. This is open to change. The transfer and classification of data is a longer-term project.

- Standardizing Browsers and Enhancing Communication:

Planned Change: Google Chrome will be removed from all devices in 2025, and Microsoft Edge will become the default browser with SharePoint site set as the homepage.

Future Use: This will enable the communications team to use SharePoint as a central hub for organizational news and updates. Edge is now our default browser. Communications are using SharePoint for organisation news and updates.

- Communications: LWETB Communications Officer identified in August 2023. Elaine McEvoy, Communications Officer, sits under the remit of Corporate Services. She has a responsibility for developing effective communications with internal and external stakeholders. She is supported by Winnie Padian, Assistant Staff Officer, and Paul Gouldsbury, Assistant Staff Officer. Winnie was appointed in 2024 followed by Paul in 2025.

Elaine McEvoy completed the Certificate in Strategic ETB Communications, delivered by ETBI in partnership with the Public Relations Institute of Ireland. The programme ran from September 2023 to March 2024 and focused on strengthening strategic communications skills within the ETB sector. Winnie Padian also completed the programme as part of a subsequent cohort.

In addition, Elaine commenced a Digital Marketing Apprenticeship with Mayo, Sligo and Leitrim Education and Training Board in 2025 and has recently progressed to Year 2 of the programme. Paul has enrolled in the next cohort of the same apprenticeship, which is scheduled to begin at the end of March 2026.

Elaine and Winnie also joined the ETBI Communications Network and attend regular meetings both in person and over MS Teams. This affords them the opportunity to network with fellow peers and build on their knowledge and skills in this area.

A Three-Year Communications plan was developed and approved in February 2024. The plan outlines the commitment by LWETB to improve on brand awareness from 2024 – 2026 which leads to increase engagement with our services. Following a staff development day in 2025, a subsequent 24-month actions plan was introduced. This plan reflects suggestions and ideas put forward by staff during the session and outlines a series of practical actions that the organisation is currently progressing. While not a formal communications strategy, the plan serves as a structured approach to implementing staff-led improvements in communications and engagement across the organisation.

A Communications toolkit was developed in February 2024, which includes documents such as LWETB Corporate Branding Usage Guidelines, LWETB Event Protocol and Checklist, LWETB

Protocol for dealing with the Press or Media, LWETB Consent Form, LWETB Style Guide and LWETB Visual Guidelines. This toolkit is live and is updated regularly.

A dedicated Communications MS Team was created in September 2023 comprising of staff in schools and centres with responsibility for various aspects of communications such as content creation, event organisation and so on.

A dedicated Communications SharePoint site was created in September 2024 within the LWETB hub. This acts as a central repository for the LWETB Communications Strategy and Toolkit, and also includes and template documents, such as headed paper and email signature templates for use by the organisation. Since then, a staff intranet has also been developed by the IT and Communications teams. The intranet provides a centralised space for organisational information, with dedicated sections for each Head Office department, supporting improved access to resources, updates and internal communications for staff.

The engagement across our social media platforms is increasing and is tracked on a weekly basis.

The LWETB Communications Policy was updated and approved in September 2024.

Commentary and Reflections

LWETB continues to work strategically and innovatively to address recommendations in a multifaceted capacity and through varying methods to ensure full stakeholder engagement. This is an ongoing process, particularly in documenting our approach to communications to increase and enhance engagement with key stakeholders.

[Link to Published Policies and Procedures](#)

Click here to enter text.

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.

Recommendation 2, 12 & 3	Click here to enter text.
<p>2.The review team recommends more diverse representation in LWETB’s QA and wider governance structures, particularly in terms of including learner voice and that of employers. This will strengthen the development of LWETB’s plans to improve. Furthermore, the ETB needs to ensure that representation is valued and used effectively with a clear strategic direction.</p> <p>12.The review team recommends that LWETB use the experience gained through developing the SER to continue to strengthen its engagement with external stakeholders. This will further enhance its capacity to identify emerging needs and develop services to address them.</p> <p>3.The review team recommends that a clear communication strategy be developed. This needs to identify a clear communication loop between the SMT, governance and management structures and feedback from and to stakeholders, particularly the learner voice. It is important for LWETB to develop a communication strategy that informs stakeholders</p>	<p>• Employer Representation: The Enterprise Engagement Coordinator continues to link in with industry and has facilitated the arrangement of numerous courses such as Customer Service, Health Care, Care Skills, Care of the Older Person to meet the needs of industry and the feedback being gathered in relation to industry skill requirements. ONGOING</p> <p>Several events took place, such as an Artificial Intelligence Skills Workshop hosted in the Sheraton Hotel in May 2024. A Business Breakfast with local employer reps and stakeholders took place in April 24. This allowed us to showcase the Skills to Advance suite of Green Skills training courses. Expert speakers were invited. A business event in collaboration with Athlone Chamber of Commerce and various other local enterprises was held in Garrycastle Campus on the 30th of May 24. ACTIONED</p> <p>Our Enterprise Engagement Coordinator is also undertaking training to engage with companies to implement training needs analysis. This will identify current and future skill needs. ACTIONED</p> <p>Senior Leaders also attended the Advanced Manufacturing Ireland facility in Mullingar to explore how they could collaborate going forward. ACTIONED</p> <p>Employer Feedback is gathered directly from employers and employer representation groups. This is used by the FET Management team to plan upcoming training and report to SOLAS as part of their national roll-out of enterprise engagement. ONGOING</p> <p>Employer Representation & Strategic Enterprise Engagement – 2025</p> <p>In 2025, Enterprise Engagement activity transitioned from primarily event-based networking to a structured, measurable and strategically aligned engagement model. This approach directly</p>

of its aims, of any progress being made towards those aims, and of how feedback is received and the impact it has on the strategic planning and enhancement of quality assurance.

responds to the review team's recommendations to strengthen external stakeholder engagement, broaden representation and ensure that the employer voice meaningfully informs planning and quality improvement processes.

Quantitative Impact & Skills to Advance Initiative Reach

As outlined in the 2025 Impact Report STA Impact Report 2025:

- **A total of 1,567 Skills to Advance (STA) employed learners** upskilled in 2025
 - 1,025 Skills to Advance course participants
 - 542 eCollege learners
- **320 learners participated in the ILM Accredited Leadership and Management Development programme.**
- **40 organisations engaged and training completed with 40% engaging in two or more courses.**
- **98.8% ILM learner satisfaction rate**, with participants confirming workplace benefit and peer recommendation

This represents a significant strengthening of employer-facing provision and demonstrates measurable impact across leadership, transversal skills, digital capability, green skills and sector-specific training.

Strengthened Strategic Partnerships

2025 marked a deepening of collaboration with Enterprise Ireland and Local Enterprise Offices, including:

- Delivery of ILM leadership programmes to LEO Client Businesses and LEO Business Advisors.
- **84 Enterprise Ireland/LEO client participation via the newly launched SOLAS/Enterprise Ireland Leadership and Management Development Initiative.**

- **Three ILM programmes scheduled exclusively for EI and LEO clients in 2026,** strengthening progression pathways.
- **Expansion to seven ILM Level 4 modules on offer in 2026,** broadening leadership and management capability provision regionally.

Employer representation was further strengthened through active participation and collaboration with:

- Regional Skills Midlands
- LEO (Westmeath & Longford)
- Athlone Chamber of Commerce
- Mullingar Chamber of Commerce
- Network Ireland
- Westmeath Tourism Office
- Longford Tourism Office
- Just Transition - Various projects including Tourism
- Midlands Regional Enterprise
- Midlands ICT Cluster
- Midlands Food & Drink Cluster
- Irish Hotels Federation (Midlands)

Governance, Representation & Employer Voice

In direct response to the review recommendation regarding broader and more effective representation:

- Employer engagement data capture is now part of the Enterprise Engagement process to be formally reported on annually.
- LWETB were represented by the Enterprise Engagement coordinator at 24 corporate/stakeholder events strengthening structured engagement channels.
- The Enterprise Engagement coordinator had formal speaking roles at key regional enterprise events, positioning LWETB as an active strategic partner rather than solely a training provider.
- Feedback mechanisms from ILM participants and employers are now evidenced through measurable satisfaction data (98.8% positive rating).

This structured engagement approach strengthens LWETB's capacity to identify emerging needs such as:

- AI application and digital transformation capability in Businesses.
- Leadership and middle-management development across all sectors.
- Sustainable and Green skills including Corporate Sustainability Reporting
- Lean and operational efficiency skills

Strategic Outcome

Strengthening Regional Partnerships and delivery capability was identified as a strategic priority in 2025. As evidenced in the Impact Report STA Impact Report 2025, this approach resulted in:

- Learner targets being exceeded
- Increased repeat employer engagement (40% multi-course participation)
- Expanded ILM leadership provision

- Stronger alignment between enterprise engagement, programme planning and quality assurance processes

The 2025 model demonstrates a clear progression from engagement activity to measurable, strategically directed employer representation embedded within planning, governance and continuous improvement structures.

- LWETB external & internal working groups, committees and board meetings database has been completed. A request to update this database will be issued by email at the beginning of each year to Senior and FET Managers. **ONGOING & UP TO DATE**

- Learner Voice: LWETB has developed a Working Group within the Programme Governance Group (PGG) to capture the learner voice. **ACTIONED** in last year's report

- Learner Voice: LWETB created their own learner forum in 2024. This was a pilot project. A more focused approach was taken to create a robust report that concentrated on LWETB provisions and learners. It allowed feedback to be targeted and relayed to provision Coordinators/Centre Managers. **ACTIONED**

This pilot involved liaising with provisions to allocate and organise specific timeframes to meet with learners and capture their feedback. The outcome of this was the development of the Learners Voice Report. **COMPLETE**

- Data Driven: PLSS continues to be an essential tool to utilise in relation to data mining enrolment, certification, gap analysis and target V outcomes etc. see 1.08 Information Management - **ONGOING**

- QA Culture: QA has continued to evolve and improve. Consistent learning and networking with provisions has led to the development of supports such as the LWETB Assessment Toolkit which was recently finalized and launched at the FET Management Meeting that took place on the 12th of December 24. This Toolkit was devised by Educators across FET as a "dip in and out" concept to educators who are new to Localised assessment. It was developed from an Assessment Toolkit Workshop that took place on the 7th of December 2023.

Educators from PLC, BTEI, NLN, etc. all attended this event. This workshop was facilitated by FETQS & an SME. **ACTIONED**

The recent reconfiguration of the FETQS departments permits a more streamlined approach to Operations, Training & Development and Programming.

FETQS Training/Supports/Briefings have been scheduled to take place online throughout the months of October 24, December 24, Feb 25 and March 25 focusing on areas such as Internal Verification, FETQS Authentication Process & FETQS Localised Assessment Process. Two of these briefings (FETQS Authentication Process & FETQS Localised Assessment Process) support the induction of new educators/coordinators to LWETB. There have been a number of onsite sessions throughout the year. **ACTIONED & ONGOING**

Educators/Coordinators can also avail of one-to-one support from FETQS and an SME where required, a number of educators have utilised this support. Several voiceover supports have been developed. These are posted to relevant MS TEAMS to assist provisions. A monthly drop-in clinic has been set up by the Training & Development Dept and also the Programming dept for all educators/coordinators to attend to ask questions/seek clarification in relation to anything quality related. **ACTIONED & ONGOING**

Policies and Procedures were reviewed in October 2023 by QGG representatives, a focused review took place and feedback from this review was collated and taken onboard.

FETQS going forward will work with provisions in a pilot format to ensure that Policies & Procedures are being trialled and tested before full implementation - **ONGOING**

- Networking: LWETB external & internal working groups, committees and board meetings database has been completed. A request to update this database will be issued by email at the beginning of each year to Senior and FET Managers. **ACTIONED & ONGOING**

- Interdepartmental Information Sessions:

During 2024 several meetings took place between the Procurement Group which consists of the Director of FET, Senior Managers, Buildings Officer & OSD. These meetings focus on purchasing and tendering. This group meets every 6 weeks. **ONGOING**

The Human Resources Dept conducted briefings with Provision Managers giving HR updates for FET. Human Resources attended a FET Co-Ordinator meeting in Kinnegad in December 2025.

FET engaged regularly with HR in 2024 particularly around Adult Educator Contract Conversions. **ACTIONED**

• **Interdepartmental Information:**

Corporate Services, through its new communication team, has amalgamated our multiple social media accounts and reimagined our communication styles and methodologies and now publish quality content with strong engagement and participation.

MetaCompliance has been implemented by Corporate Services as this allows us not only to implement online training across the organisation but also allows for better governance as we distribute our policies through this system. We also use MetaCompliance for the distribution of the LWETB Safety Statement.

We are in the process of rolling out a privacy engine which will allow us to distribute our policies and procedures throughout the organisation. **ACTIONED**

The LWETB intranet has been developed, and our policies are also available there. The intranet will also be useful for the distribution of up-to-date staff information as it will be the central hub for all data in the organisation going forward.

All new staff are inducted in LWETB. All staff are given firm grounding in our legislative obligations, our role in the community and the policies we rely on to implement our key goals. A staff handbook is being developed to further ingrain our key goals and core values. In and throughout 2025 the same H&S staff induction will take place upon the commencement of a role within LWETB, this also includes GDPR and inductions in LWETB's values, mission and visions. **ACTIONED**

• QMP - has been embedded into the new LWETB FET Website. All staff have access to the Staff hub which holds all FETQS QA information/documentation, Policies & Procedures & access to the Programming Validation Teams. Professional Learning and Development resources and other useful links can also be found within this hub. **ACTIONED**

- AMS: Pilot was conducted with Contractors. It was decided that the system was cumbersome for users and a fit for purpose system was set up utilizing a structure that was currently being used by all LWETB Providers which was MS TEAMS. **ACTIONED**

The Marketing Group continues to operate as a strategic oversight and governance structure in 2026, with representation from 20 cross-functional members. The group meets monthly and includes the FET Director, Adult Education Officers, Area Training Managers and FET Co-Ordinator's (Evening Courses, Learner Recruitment, ESOL, BTEI, Adult Literacy, Apprenticeships and Quality Assurance).

The group provides structured oversight of branding, communications, and digital engagement strategy. Staff engagement remains strong, with open consultation embedded in practice to ensure informed decision-making and shared ownership of promotional activities.

FET social media accounts have continued to grow organically in 2026, reflecting increased brand recognition and digital presence. Following social media training with our FET Co-Ordinator's, they are now equipped with the knowledge and skills to create social media and promotional items such as posters and flyers, Instagram and Facebook posts and Instagram videos and reels. This all supports the promotion of our course offerings.

- The FET website: www.lwetbfet.ie clearly establishes who we are and what services we provide for the people of Longford and Westmeath. The aim of the FET website is to act as a learner communication platform to support, contribute and disseminate learner and public information. On the Home Page alone, we create awareness of our campus locations, courses, news and events. This web-based platform will help us to communicate more with our learners. For instance, during the winter season if there are weather warnings, we will be able to post closure notices and updates to keep learners and staff informed. The Digital Learning Team in collaboration with Learner Support came together to do a review of the website in terms of accessibility for learners. Whilst we had ReachDeck which supports website accessibility we needed a dedicated section for learner supports, which included three main sections, overview of Learner Supports Services, FAQ section and a learning zone where learners can upskill their knowledge around how disabilities may impact their learner

	and this is in turn supported by tutorial videos showing learners how they can use the tools suitable for their own individual learning needs. ONGOING
<p>Commentary and Reflections Recommendation 2 and Recommendation 12 were merged to combine planned actions to address representation of all stakeholders, stakeholder engagement and the continuation of strengthening external stakeholder engagement, voice, and participation to identify emerging needs and requirements LWETB FET continues to enhance engagement with external stakeholders which ensures that all voices are given the opportunity to influence quality assurance enhancements. FETQS continues to evolve and improve engagement with coordinators and educators regularly to embed new systems and collaborate on policies/procedures and supports/resources. FET Website now acts as one point of access for coordinators and staff in relation to all QA documentation, PD/TEL etc.</p>	
<p>Link to published policies and procedures Policies & Procedures are all available to staff through accessing LWETB FET Website Staff Hub</p>	

1.03 Documentation of QA

Recommendation (as recorded in the review report)

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

Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
<p>Commentary and Reflections Click here to enter text.</p>	

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

1.04 Staff Recruitment, Management & Development

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

Recommendation 4 & 5	Click here to enter text.
<p>4.The review team recommends that LWETB develop means of sharing best practice through the establishment of communities of practice (CoP) and staff integration across FET. This should include teaching and support staff (including contracted training) and will be critical to a ‘one ETB’ approach.</p> <p>5.The review team recommends that LWETB develop ways of measuring the impact of CPD on driving quality and develop this to determine how CPD opportunities are prioritised.</p>	<p>Communities of Practice: Phase 1 completed – Educator Database was created (phase 2 yet to be completed but no actions took place on this yet, raised at PGG and Senior Management informal meetings. IN ACTION</p> <p>CoP on P2P System: organically developed around supporting new and existing staff using the finance system and shared learning and collaboration. This is continuing and has been handed over to a member of the admin team.</p> <p>PL&D: Continue to deliver and advertise CPD & training opportunities through the PL&D TEL Wakelet, MS Teams, FET Newsletter called Le Chéile which has a UDL format & includes PLD opportunities we wish to highlight from the calendar with staff. Staff briefings at in-house staff meetings give valuable data on the impact of systems.</p> <p>Networking: Continuing membership of this PL&D network, SOLAS Digital Learning Steering Group, SOLAS Digital Learning Co-ordinators Network, ETBI hold notes, Calendar appointments on teams is evidence.</p> <p>Engagement: Clear communication lines existing and application process for PLD, FETQS carried out a TNA survey in QTR 4 2025.</p> <p>Workplans continue to be developed in line with national and local strategy which will now encompass relevant strategies e.g. ALL and TEL PL&D updated application form links to both local and national strategies.</p>

- Appointment of AEO for Longford Campus – Sept 2024 **COMPLETE**

- Regional ALO was appointed on the 6th of February 2023. **COMPLETE**

See Appendix 1: Longford and Westmeath Regional Literacy Coordinator Connections 2025

ESOL Coordinators:

Three ESOL Coordinators appointed in 2024. Provisions have been assigned their own QQI centre roll numbers. Collaboration between the ESOL Coordinators has taken place in relation to the areas outlined below:

- Developing the ESOL service and managing the day-to-day delivery of the service
- Liaising with relevant voluntary, statutory and community bodies to promote and develop the service.
- Standardised English language level definitions aligned to CEFR across our services
- Introduction of the new ESOL modules at Level 1 & Level 2
- Developed a guide for DSP when making ESOL Referrals
- Developing paper-based placement test drawing on resources from SOLAS and SQA
- Researching online placement test options
- Starting a standardised registration process using Fetch instead of paper-based forms. Our goal is to be 100% paperless by the end of 2025. **COMPLETE**
- Created an add-on module to course developed by TEL department on teaching online courses, targeted to ESOL tutors teaching blended classes using Teams
- Liaising with the marketing team within LWETB, we've created a presence on the lwetbfet.ie website with contact details, how to apply, placement test information and FQA section.
- Providing and maintaining English classes in outreach centres.
- Utilizing Microsoft Teams to foster the development of Communities of Practice (including our Coordinator's group and those for Educators) while facilitating the distribution of information and resources.
- Developing and implementing standardised assessment & registration process i.e. language level assessment prior to starting the course; registration clinics.
- Engaged in Internal Verification process and associated reporting including attendance at Results Approval Panel (RAP) meetings.

- Reviewed attendance registers and developed a new learner attendance document to encourage regular attendance and engagement in designated class.
- Standardised the number of ESOL hours students receive (where possible), ensuring consistency and fairness across all locations.
- ESOL coordinators participated in various training including Project Management in Practice and Moving into Management.
- Networking with other ESOL coordinators throughout the country, sharing information and exploring best practices. **COMPLETE**

LWETB Leadership & Values Alignment Programme - 2025

In late 2024 the CE of LWETB requested nominees from FET to join a new Leadership and Values programme which would include representatives from the schools and Head Office. Ronan Murray and Caroline Cornally agreed to participate from FET. The purpose of this programme was to align LWETB’s culture, strategy, and leadership through the embedding of core values that serve as a unifying framework. The main objective was to help create synergies across the organisation for greater efficiency, collaboration and returning the focus to the learners and students that we engage with daily. The 12-month programme delivered in four sequential phases with each phase building on the last, created a structured yet flexible pathway to a more aligned, resilient, and values-driven leadership team. By fostering trust, collaboration, and shared accountability, the programme developed a cohesive leadership team capable of achieving sustainable results. This approach also created opportunities for growth for individual leaders who then generated leadership capacity throughout their own environment. This group is now involved in the LWETB 2026 Strategy Statement.

Commentary and Reflections

LWETB continues to prioritise Professional Development for all staff. This takes various forms including CoPs, workshops, network meetings, cluster meetings. The application for participation on all the above is held centrally by FETQS and PL&D co-ordinator to ensure consistency and to ensure all Quality needs are met across the services.

Link to Published Policies and Procedures

Policies & Procedures are all available to staff through accessing LWETB FET Website Staff Hub

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)

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

Recommendation 6	Click here to enter text.
<p>6.The review team recommends that LWETB prioritise the development of a Programme Delivery, Development and Validation Policy and subsequent procedures to ensure a strategic focus in line with QQI Guidelines.</p>	<ul style="list-style-type: none"> • Digital Learning Policy completed & approved QTR3, now accessible on our FET Website. • Blended Learning Procedure is being developed for national roll-out by CMETB January 2025. This will be Localised to LWETB requirements. IN PROGRESS • FETQS/TEL&P&D <p>Blended Learning Working Group under PGG not yet established brought to PGG but the decision was made not to proceed at that time QTR1. Reviewing the process in QTR4 2025.</p> <p>In the interim an MS Form has been created for provisions to apply for blended learning, and this is included in the agenda of the PGG for discussion/approval</p> <p>Educator Course – Teaching online in FET- Fully online available for staff. The purpose of this course is to provide further education educators in Longford and Westmeath Education and</p>

Training Board with the skills to deliver engaging digital and hybrid learning, create effective multimedia content, and confidently use VLEs and digital tools.

TEL courses will be offered continually as much as funding allows. In-house webinars and general digital learning workshops will run throughout resource dependent.

Staff submit support requests for digital learning, and these are dealt with in the most effective manner with resources i.e.. If multiple requests for help in the same area a webinar or workshop will be offered to all staff.

Sitting on national steering group for Digital learning with SOLAS, ETBI, AONTAS, Ahead, PDST, HEANET, Microsoft.

Informal TEL CoP has now been transformed into a SOLAS National Network for Digital Learning co-ordinators. TEL and PL&D coordinator is a member of this group which meets 6 times per year.

- Module Enhancement: The enhancement of module descriptors are now being worked on nationally as part of the Quality Network Group, a sub-group has been created from the Quality Network to focus on this enhancement. The pilot is currently in operation.

A buddy system has now been finalized. LWETB is buddying with MSLETB to work on level 5 & 6 Payroll and Level 5 Business Admin. Curriculum Writers have been nominated within LWETB and currently working with the designated Subject Matter Expert to review and revise chosen modules as above. A consultation process was conducted by LWETB with several ETBs to gather feedback in relation to the Level 5 & 6 Payroll and level 5 Business Admin modules. This feedback was collected, collated and distributed to our SME who in turn is reviewing and including all recommendations outlined. **COMPLETED & ONGOING**

- LWETB is currently collaborating with SOLAS as the lead ETB for Reporting in Sustainability Level 6 Micro-Credential. QQI Application for Validation will be submitted in November 2024. LWETB have made several differential validations for several micro-credentials such as Building Digital Skills, Business Innovation & Market Development, Lean for Sustainable

	<p>Business, Resource Efficiency, Utilising Robotics in Advanced Manufacturing etc. COMPLETED</p> <ul style="list-style-type: none"> • LWETB has reviewed new programmes from other ETBs that were approved and sought differential validation for several principal programmes such as Tourism & Visitor Care, ESOL, Door Security etc. COMPLETED & ONGOING
<p>Commentary and Reflections FETQS has prioritised a needs analysis of centres based on supports and resources required. FETQS continue to work with provisions to devise/develop supports & resources to assist them in their daily functioning. Several training/support sessions both online and in-person were scheduled for 2024 and 2025. The programming team have developed an LWETB Validated Programme Hub that can be accessed by all FET provisions. This hub holds all QQI Module Descriptors but also permits provisions to identify what programmes/modules they are validated to run within their provisions. It also acts as a form of communication to keep provisions informed in relation to programming matters.</p>	
<p>Link to Published Policies and Procedures Policies & Procedures are all available to staff through accessing LWETB FET Website Staff Hub</p>	

1.06 Access, Transfer and Progression

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

<p>Recommendation 7</p>	<p>Click here to enter text.</p>
<p>7.The review team recommends that LWETB develop a mechanism for monitoring its guidance service. This will include who is accessing the service, and crucially who is not, so that it can ensure that the service is consistently available</p>	<ul style="list-style-type: none"> • As per the Guidance ETBI database in 2024, (19th November) we met with 6309 beneficiaries which comprises of the following categories - carers, disadvantaged people, early school leavers, ESOL, Ukrainian refugees, other refugees, international protection applicants, lone parents, unemployed, employed people (including Skills to Advance learners), people with disabilities, people working with basic skills and members of the Traveller and Roma

across the ETB, including to harder to reach groups. This monitoring will also allow for the measurement of the service's quality and impact.

community. The categories reflect an inclusive guidance service for all, as per FET Strategy, with careful prioritisation and management of resources. While this is a small decrease in numbers from 2023, it is still an increase of 37% on 2022 figures and would have been expected as part of working with harder to reach groups. It also reflects the decrease in the numbers of Ukrainian refugees accessing our service and smaller class sizes.

Update: As per the Guidance ETBI database in 2025, we met with 4550 beneficiaries which comprises of the following categories - carers, disadvantaged people, early school leavers, ESOL, Ukrainian refugees, other refugees, international protection applicants, lone parents, unemployed, employed people (including Skills to Advance learners), people with disabilities, people working with basic skills and members of the Traveller and Roma community. With the Traveler and Roma community we feel that we have made great strides in 2025 with these hard-to-reach categories as we are now embedded in some services that these marginalized groups engage with. The categories reflect an inclusive guidance service for all, as per FET Strategy, with careful prioritization and management of resources.

- With the appointment of new ESOL Co-Ordinators, the referral and bridging work that the Guidance Team were providing in connecting Ukrainian refugees with English language supports has now become more efficient and seamless. We have recently established a strong working relationship with the Local Area Integration Teams (LAIT) in both counties and attend regular Information Clinics in various locations, supporting the integration of new communities. This has resulted in reaching larger numbers of International Protection Applicants in particular. In 2025 we will continue this new collaboration and explore ways to strengthen it effectively within guidance resources.

Update: The ESOL Co-Ordinators are now embedded across LWETB FET and they are responsible for the majority of those who would have in previous years come in through the Guidance Service. The Guidance has continued to strengthen working relationships with the Local Area Integration Teams (LAIT) in both counties and attend regular Information Clinics in various locations, supporting the integration of new communities. This has resulted in reaching larger numbers of International Protection Applicants in particular. In 2026 we will continue this new collaboration and explore ways to strengthen it effectively within guidance resources.

- It is interesting to note that the Guidance Service met with and assisted participants of 243 different groups so far in 2024 which includes internal LWETB groups and external groups in the categories named above. Aside from meeting groups, networking with agencies, attending open events and hosting information clinics and workshops in the community, we continue to maintain multiple methods of accessibility to our service through an on-line booking form, offering virtual guidance meetings, drop-in sessions and broadening our outreach provision to include the libraries, community centres and liaising with the local partnership companies. In Q4 2024, we will review accessibility methods to ensure usability for everyone using UDL.

Update: As per the Guidance ETBI database in 2025, we met with 4550 beneficiaries which comprises of the following categories - carers, disadvantaged people, early school leavers, ESOL, Ukrainian refugees, other refugees, international protection applicants, lone parents, unemployed, employed people (including Skills to Advance learners), people with disabilities, people working with basic skills and members of the Traveller and Roma community. With the Traveler and Roma community we feel that we have made great strides in 2025 with these hard-to-reach categories as we are now embedded in some services that these marginalized groups engage with. The categories reflect an inclusive guidance service for all, as per FET Strategy, with careful prioritization and management of resources.

There were a couple of main factors in the decrease in the number we met from 2024 to 2025. One of these being a staffing issue. One of the four Guidance Counsellors that we had went on leave in May 2025 for the remainder of the year. Also, the service didn't have a Co Ordinator in position in the 1st Quarter of 2025. In 2026 we are at a full complement of staff within the service so I would envisage that we will see an increase in our numbers in the coming year.

- From analysis of the database we identified in 2023 that there was a small cohort of minority target groups, members of the Traveller and Roma community, that we committed to focus on. We commenced this work with visits to Community Houses and CV workshops in collaboration with local development partnerships and staff attended Romani Cultural Awareness Training. Following a request from the Local Community Development Company for support with their Roma group the Guidance Service along with the Employment Support Worker organised a CV workshop and follow up supports with meeting employers. This work also led to individual

appointments being requested for guidance on LWETB courses that would help them to develop their skills for employment. **COMPLETE**

- The Guidance Service organised an information morning on apprenticeships for Travellers that was held in LCRL (Longford Community Resources) and facilitated by the apprenticeship team in LWETB Garrycastle campus. The Irish Traveller Movement was also present and made a request for a visit to the training centre. This was arranged by the Guidance Service and they accompanied a group of 13 young travellers to the training centre and TUS Athlone to learn about the Access to Apprenticeship course. The relationship with the Irish Traveller Movement has strengthened since this and meetings are due to take place in late November for 2025 planning. **COMPLETE** and in progress for 2025

- We will continue this work in 2025 in collaboration with Community Education, Family Learning and the Regional Literacy Co-Ordinator but also with our continued connections with DSP, Youth Services, Community Employment Scheme Supervisors, HSE, Home School Liaison personnel and College Connect. **ONGOING**

- A strong working relationship with Intreo is ongoing throughout the two counties. The FET Guidance Service attends weekly Group Information Sessions to present to newly unemployed people. Employment Personal Advisors in Intreo directly refer their customers to the FET Guidance Service using PLSS. 429 clients have been referred in this manner and had support from the Guidance Service so far in 2024 which is an increase of 32% on 2023 referrals.

- The FET Guidance Service provides an Educational Guidance Service to NALA learners nationally, therefore reaching and supporting people who are studying QQI Level 3 and below who need support with literacy, numeracy, ESOL and digital skills. We also participated in the evaluation of applications for funding for the Regional Literacy Collaboration and Innovation Fund. **ONGOING**

We work closely with agencies that support people with disabilities with is part of our inclusion work. The group we work with year on year can change somewhat but we are embedded

across many varying sectors but to name a few we worked with in 2025, Ar Aghaidh Linn which provides rehabilitative training to people with physical and sensory challenges, Vision Ireland, Chime, Walk Peer which supports transitions from Special Education Schools to FET and employment and National Learning Network learners and many more.

Update: We have continued our Guidance and Information Webinars throughout 2025 with excellent attendance this attendance has grown from 2024 to 2025, and we hope this will grow again in 2026. The Wellbeing Day Event is planned for November 2026 on Connolly Campus where we will highlight the importance of well-being will showcasing the new developments in Connolly Campus.

- We reviewed our Guidance Service Client Feedback Forms in 2024 and have sent the forms to our clients from Quarter 4. We will continue to send the form each quarter as part of measuring our work with clients. This form is valuable for us as a team to plan our work and acknowledge the impact we have on individuals.

- Bi-annual reviews were held in Q1 (January 2024) and Q3 (September 2024). Continuous updates and feedback are provided to senior management. Bi-annual reviews will be held in Q1 and Q3 of 2025 along with regular team meetings and updates to management.

1. Accessing the service – FET Guidance Service is accessible to all as evidenced in the ETBI Guidance Database.

2. Review existing data and critically analyse. This database is under review at national level. The categories used on this database have not been updated in many years and does not always accurately reflect the full spectrum of categories of clients we work with. We continuously review our work as a team to review if we are meeting the hard to reach, using multiple methods.

3. Continue to use feedback surveys and develop reports with actions plans to ensure the service remains current – Using Client feedback survey.

4. Review our work on a bi-annual basis to ensure that we are proactively meeting the changing needs of the community of learners both internally and externally – Review will be done by the guidance team and led by the co-ordinator which can be relayed to AEO and FET

director. Our work in 2025 will be informed by the new 2025 FET Strategy and the National Guidance Framework 2024 - 2030.

Updates: We identified an area that we had not worked with before, which was Youthreach. We have established great links and now provide ongoing support and Guidance across the four Youthreach centres within LWETB. This has been a great success with students and staff in the Centre having had very positive work that has been carried out during 2025 and will continue into 2026. As a service we feel that this is very valuable work, and we have put a lot of time and resources into this area even though the student's numbers would not be relatively high.

We have strengthened our links with DSP Employment Advisors, as Guidance and Recruitment now meet regularly with them on a local basis, have these meetings and greater connectivity has been great on a local level and feed into LWETB quarterly meetings with DSP.

A new area is the whole connectivity with Guidance and Recruitment. A lot of collaboration has happened over 2025 in a number of areas, and this will strengthen throughout 2026.

As a service we find that we are sometimes spending more time with clients who are requesting extra sessions over a period this is an important thing but can take more manpower and resources.

To note that the Guidance Service met with and assisted participants of 205 distinct groups in 2025 which includes internal LWETB groups and external groups in the categories named above. We would hope to engage with more groups in 2026. To do this we need to be out in community meetings with as many groups as we can in the different location across the two counties. Aside from meeting groups, networking with agencies, attending open events and hosting information clinics and workshops in the community, we continue to maintain multiple methods of accessibility to our service through an on-line booking form, offering virtual guidance meetings, drop-in sessions and broadening our outreach provision to include the

libraries where we will be having a coordinated approach to all libraries across the two counties to include access to people in the 12 libraries with Longford and Westmeath.

From analysis of the database, we identified in 2023 that there was a small cohort of minority target groups, members of the Traveller and Roma community, that we committed to focus on.

A strong working relationship with Intreo is ongoing throughout the two counties. DSP GI sessions are happening a little less frequently and with less present at the sessions. We remain engaged with clients weekly and biweekly across our three main locations of Athlone Mullingar and Longford.

Commentary and Reflections

Lifelong guidance for people in employment will necessitate an increase in resources to meet this demand. CPD will be essential for staff to meet this work. The move to a FET Guidance, Information and Recruitment Support Service (GIRSS) will impact how we work internally with staff and how the work will be delivered.

2024 seen a small decrease in numbers from 2023, it is still an increase of 37% on 2022 figures and would have been expected as part of working with harder to reach groups. It also reflects the decrease in the numbers of Ukrainian refugees accessing our service and smaller class sizes. With the appointment of new ESOL Co-Ordinators, the referral and bridging work that the Guidance Team were providing in connecting Ukrainian refugees with English language supports has now become more efficient and seamless. Guidance have recently established a strong working relationship with the Local Area Integration Teams (LAIT) in both counties and attend regular Information Clinics in various locations, supporting the integration of new communities. This has resulted in reaching larger numbers of International Protection Applicants in particular. In 2025 they will continue this new collaboration and explore ways to strengthen it effectively within guidance resources.

In 2025 we made a lot of changes in how we work within the Organization, we developed close working links with Recruitment, and the Guidance Service has collaborated on many projects with recruitment. Over the course of 2025 Guidance & Recruitment have worked together at many events and information gatherings across the two counties.

2025 seen a decrease in numbers from 2024. 2025 figures are more in line with the numbers we had pre the Ukrainian War. We have also invested resources in clients who are hard to reach and some who are the most in need. We are delighted now to provide a quality Guidance service to our Youthreach learners across our four centres. As mentioned, we have three ESOL Co-ordinators across LWETB which means less filtering of those clients for our service in 2025. The Guidance service has continued to develop a strong working relationship with the Local Area Integration Teams (LAIT) in both counties and attend regular Information Clinics in various locations, supporting the integration of new communities. In 2026 they will continue working across all areas of FET and provide a valuable service to the public within the midland's region.

Link to Published Policies and Procedures
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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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Commentary and Reflections
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Link to Published Policies and Procedures
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1.08 Information and Data Management

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

Recommendation 8	Click here to enter text.
<p>8.The review team recommends that LWETB develop mechanisms for the systematic collection of data and its use. Data can be used effectively to review and evaluate provision and for performance management. This will enhance both operational and strategic planning and enable the provision of a more consistent FET experience. Furthermore, the development of KPIs and plans which include clear targets and measures will be important for continuous self-evaluation and enhancements.</p>	<p>LWETB has implemented a data management framework centred on the Programme Learner Support System (PLSS) data. This system ensures the availability of reliable data to support evidence-based decision-making and continuous quality enhancement.</p> <p>To satisfy the requirement for systematic monitoring, LWETB integrates external and internal reporting streams.</p> <p>External Strategic Reporting:</p> <ul style="list-style-type: none"> • Monthly Strategic Performance Analysis (SPA): Generated by the SOLAS Data Analytics Unit, the SPA report provides a high-level overview of FET performance. These are reviewed monthly by the FET Director and FET Managers to monitor progress against strategic targets. SPA Targets for the 2026 period are scheduled for release by SOLAS in the first quarter of the year. • PLSS MIS Report: Issued by ETBI/SOLAS on the 5th business day of each month, this provides a retrospective analysis of learner and course activities. <p>Internal Operational Oversight</p> <p>To complement external data, the PLSS Advisor extracts learner and course datasets from PLSS, targeting operational reports to ensure the accuracy and completeness of learner records. These reports function as essential quality assurance tools, ensuring</p>

data integrity and operational oversight. Reports are distributed to the FET Director, FET Management Team and Coordinators as appropriate.

- Course Activity Report

The scope of this report is to profile the course and corresponding enrolment data. It serves as a tool for the FET Management Team, FET Coordinators, FET Marketing, FET Guidance, and FETQS, enabling each area to track course start and end dates, current statuses, and beneficiary figures.

- Enrolment Availability

The scope of this report is to provide an overview of all courses available for enrolment during the current year. It is designed as a resource for the FET Management Team, Coordinators, and the Department of Social Protection to assess open course spaces and capitalise on opportunities for increased learner engagement and course uptake.

- Skills to Advance Report

The scope of this report outlines only Skills to Advance (STA) learners, detailing monthly activity year to date. Each STA Route is reviewed, ensuring learners are correctly recorded.

- Untermiated Learners Report

The scope of this report is to focus on learners with a status of 'on course' whilst the course end date has passed. Each course is reviewed, and the action taken is to terminate the learner and enter their certification outcomes.

- Waiting for Certification Report

The scope of this report focuses on learners who have been terminated, and their certification outcome has been recorded as 'Waiting for Certification'. The action taken is to update the learner certification outcomes.

- Cancelled Courses with Learners' on-course

The scope of this report is to outline the number of cancelled courses, detailing learner applications that were not progressed or moved to an alternative course.

- Commenced Courses with zero learners on course

The scope of this report is to provide an overview of courses that have started based on their scheduled start dates, but have not received any applications. The action is to either cancel these courses or adjust the start dates to a future time when we anticipate higher enrolment.

- Unprocessed Referrals Report

The scope of this report details learners who have been retained as 'referrals' on the PLSS learner journey. The action taken is to review each learner's situation to ensure they progress either onto the current course or are transitioned to a more suitable alternative. Additionally, learners are guided to Adult Guidance services for enhanced engagement.

- Early Finishers Report

The scope of this report is to provide an overview of learners who exited the course before completion or failed to undertake the associated assessments. This action taken is to proactively re-engage with each learner to identify the obstacles they faced that led to their early departure from the course. The Adult Guidance Team offers alternative learning pathways to support their learning journey

Commentary and Reflections

Since the Inaugural review, LWETB embedded a proactive, evidence-based Quality Assurance (QA) framework. Enhanced use of Management Information Systems (MIS) has enhanced learner engagement and provided learner support interventions and induction protocols, ensuring that data-driven insights lead to measurable improvements in the learner experience. The distribution of targeted datasets to relevant FET staff has encouraged a culture of performance management based on real-time evidence, allowing for reallocation of resources to meet learner and regional needs.

Through inter-departmental collaboration between Guidance, Marketing and FETQS, LWETB ensures a 360 view of the learner journey. This approach ensures alignment with the LWETB Strategy Statement 2022-2026 and core mission while remaining responsive to the evolving national FET strategy.

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

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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Commentary and Reflections
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Link to Published Policies and Procedures
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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.

Click here to enter text.	Click here to enter text.
Link to Published Policies and Procedures Policies & Procedures are all available to staff through accessing LWETB FET Website Staff Hub	

2.02 Assessment of Learners

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

Recommendation 9	Click here to enter text.
9.The review team recommends that LWETB develop a learner induction process and learner handbook that is FET-wide and consistent, so that every LWETB FET service user receives	<ul style="list-style-type: none"> • Learner Handbook & Learner Induction: – Is being used throughout LWETB, can be adapted to provision requirements. Review 2026. • QA Internal and External Training:

the same information and is aware of the supports available and how to access them.

Training/supports for new and existing educators is ongoing, number of resources have been created over the last three years. Assessment Toolkit for Localised assessment has been launched, this was developed by educators across FET and facilitated by FETQS. Academic Integrity Course for educators. The aim of this online course is to provide training to educators around the evolving trends, technologies and best practices related to academic integrity in FET. This training was developed by the TEL Department.

ONGOING

- FETQS & TEL collaborated to devise AI guidance for educator & P3 Academic Integrity Policy. Continuous creation of voiceover supports, one to one session, briefing sessions, SME support session etc.

Members of our Quality team are currently on the National Academic Integrity Network. We have developed an Academic Integrity online course for all FET staff. This is a course for FET Educators, where you'll explore essential principles and practical strategies to promote honesty and ethical behaviour among learners. This course equips educators in Further Education and Training (FET) with effective methods for supporting learners with academic integrity. It addresses the challenges and provides options for fostering a culture of academic honesty. It will look at the role of Universal Design for Learning (UDL) and Artificial Intelligence (AI). Resources include insights into plagiarism prevention and tools for maintaining integrity in both classroom and online environments.

Commentary and Reflections

Ensuring both staff and learners at centre level have access to sufficient, adequate and robust resources that is both easy to access when they need them and fit-for-purpose is paramount to FETQS. LWETB have worked alongside the FET Marketing department to streamline accessibility for both learners and staff to the FET website. Within the FET website is here the learner section will allow learners to access not only the Learner Handbook and FETQS policies, procedures and application forms but all information needed to support them through their learner journey, regardless of NFQ level or accredited or non-accredited courses. The information website will be easily accessible for learners and simple to navigate and will serve as a one-stop-shop hub for all needs, requirements and information seeking. Staff in turn on the FET website will have a log-in section where all departments, supports and resources will be available to them.

FETQS will have 5 sections within this hub to support staff:

1: FETQS Coordinator Supports & Resources, 2: Educator Assessment Supports * CoPs, 3: FETQS Policies, Procedures & Documentation, 4: Module Descriptors & Educator Packs and 5: FETQS News.

The FET website www.lwetbfet.ie went live in Q3. It is very important to have an online presence; our potential learners possibly visit our website before making contact or signing up for a course. It is a perfect opportunity to showcase our re-brand, College of Further Education and Training. The FET website clearly establishes who we are and what services we provide for the people of Longford and Westmeath. The aim of the FET website is to act as a learner communication platform to support, contribute and disseminate learner and public information. On the Home Page alone we create awareness of our campus locations, courses, news and events. This web-based platform will help us to communicate more with our learners. For instance, during the winter season if there are weather warnings, we will be able to post closure notices and updates to keep learners and staff informed. The website embeds a staff hub which staff can access where all departments, supports and resources will be available to them. FETQS have a designated tab within this website that holds policies & procedures and directs provision coordinators & educators to various supports/resources.

Link to Published Policies and Procedures

Policies & Procedures are all available to staff through accessing LWETB FET Website Staff Hub

2.03 Supports for Learners

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

Recommendation 10	Click here to enter text.
<p>10.The review team recommends that LWETB develop mechanisms for embedding the learner voice across all relevant activities and governance. Furthermore, a clear process needs to be developed to ensure the feedback informs strategy and accountability. This needs to be supported by a robust procedure and a more coherent and consistent feedback loop so that learners know their voice is being heard.</p>	<p>The Management Information System was incorporated into the FET Website.</p> <p>All Policies & Procedures are available to all staff members and are located within the staff hub area of the FET Website</p> <ul style="list-style-type: none"> • Learner Engagement & Voice: LWETB has developed a Working Group within the Programme Governance Group (PGG) to capture the learner voice. Please see PGG Case Study ACTIONED • SPECTRUM was launched for learners in 2024. Spectrum’s 1:1 counselling service provides LWETB learners with a confidential and supportive space to discuss personal,

academic, or emotional challenges. This professional guidance helps learners manage stress, build resilience, and develop coping strategies that enhance their overall well-being. By addressing issues such as anxiety, motivation, and self-confidence, counselling empowers learners to stay engaged in their studies and achieve their goals. This service ensures that every learner has access to the support they need to thrive, fostering a positive and inclusive learning environment. The Spectrum Digital Wellness App provides learners with resources on mindfulness, stress management, and healthy digital habits, fostering a more balanced approach to technology use in both study and daily life. By embedding digital wellness into the learning experience, LWETB equips learners with the skills to manage online distractions, improve focus, and enhance overall well-being. FET Coordinators were consulted & given the opportunity to test the app & submit feedback to the Learner Support Department before the official launch to learners. This proactive initiative demonstrates LWETB's dedication to holistic learner support, ensuring that learners thrive academically while maintaining positive mental health.

- ITEMIT DATABASE - During the COVID-19 pandemic, many learners faced significant barriers to accessing education due to a lack of personal computers or reliable internet. To address this, our ETB (Education and Training Board) provided laptops to learners, allowing them to continue their studies and engage in online teaching and learning. This rapid shift underscored the importance of technology in education and highlighted the specific needs of learners for reliable digital access. The practice of loaning laptops to learners has continued post-pandemic, requiring each learner to sign a loan agreement within their specific educational provision. This year, the Learner Support Department implemented an Asset Management System (ITEMIT) as a centralised database to streamline the process of tracking and managing these laptop loans. The system has proven instrumental in enhancing the educational experience for learners, ensuring they have access to essential resources from the start of their programs, without concerns over the financial burden of acquiring a device.

ITEMIT DATABASE Update - the Learner Support Department continues to implement an Asset Management System (ITEMIT) as a centralised database to streamline the process of tracking and managing laptop loans. The system has proven instrumental in enhancing the educational experience for learners, ensuring they have access to essential resources

from the start of their programs, without concerns over the financial burden of acquiring a device. This has subsequently been rolled out for all ICT devices in FET e.g. Reader pens, digital cameras etc.

- Learner Wellbeing Day – In 2024 the FET Guidance Team offered Wellbeing events to learners culminating in a very successful in person Wellbeing Day in June 2024 with over 150 people in attendance. The Wellbeing Day will be organised again in 2025 by the FET Guidance Team. **ACTIONED**

- Employer and Stakeholder Engagement: Refer to recommendation 2.

- ACSS- Apprenticeship Client Services System – Is a SOLAS system that records employer & Apprentice details for life cycle of the apprentice. STB collect feedback from Apprentices and Employers

The Learner Voice has become embedded across all aspects of LWETB Programmes at various stages throughout a FET learners journey with LWETB

During 2025, a number of Open days were held across many of our FET Centres allowing both current FET learners to become involved in organising and planning, as well as enabling prospective learners to meet with our staff teams and discuss their course preferences/hopes for future participations. This personalised approach is seen as a key aspect in terms of the learner voice and can often provide valuable insights into the needs of FET learners in Longford and Westmeath.

In previous years Focus Groups were held across our FET services garnering the voice of FET Learners in terms of their experiences with us. Similar Focus Group Sessions are planned for Autumn 2026

In Autumn 2025, an End of Course feedback survey was developed and is currently in use across all FET programmes and held centrally by our FET learner Supports Team.

The Wider Benefits of Learning Tool which was developed as a national Project will be implemented across FET Programmes in Autumn 2026.

The Annual AONTAS Forum was held in December 2025 in Mullingar Park Hotel and was attended by 70 FET Learners across LWETB. The AONTAS survey was responded to by similar numbers. This day is always thoroughly enjoyed by our learners who welcome the opportunity to discuss their progress within their FET courses and are overwhelmingly positive about the support they receive from LWETB staff . It also provides us as an organisation with ideas for future supports for FET.

The CEIP process in Youthreach Services continues as an Annual requirement. This provides each Centre with the opportunity to survey their own learners as to what they are enjoying, interested in, would like additional support etc. It also provides each Centre with the opportunity to garner feedback from their parents which informs future supports etc.

The LWETBB Strategy Statement 2026 - 2030 is currently underway which incorporates a large volume of surveys aimed at FET Learners across all Programmes. We have attached the previous SS in last year's Interim report.

Apprenticeship feedback is regularly captured by ACCS system.

Commentary and Reflections

The capturing of the learner voice and learner feedback is deeply embedded across FET in LWETB. Due to the small learner numbers on courses, the learner voice is captured first hand by our educators and is documented in assessment 2 -way feedback. The end of course feedback also provides invaluable feedback to our Programme Managers. Our FET learners consistently state that they feel heard by LWETB staff and any recommendations captured are documented and actioned where possible.

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

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

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

<p>Recommendation 11</p>	<p>Click here to enter text.</p>
<p>11.The review team recommends that LWETB introduce continuous and systematic self-monitoring and evaluation to support organisational learning. This should be supported by data – standards, targets, and indicators – as well as by benchmarking and the systematic collection of feedback from student, staff, and stakeholders</p>	<ul style="list-style-type: none"> • Annual Service Plan: The QQI review, action plan and report has supported and aided the development, progression, and pathway for a stronger, more cohesive and aligned annual service plan that supports our progression towards a unified LWETB and quality system that supports all. ONGOING • SER: The FETQS unit have taken all areas of future focus and under development plans that were identified as outcomes of the SER. These identifiers support our enhancement plans and support centres and staff in actively engaging in development plans and actions. ONGOING • Policy Development: FETQS collaborated with TEL/P&D in relation to two policies in 2024. P3 Academic Integrity & P4 Digital Learning. COMPLETE • System Management: Power BI is currently being used to present in centre, evening, contracted and apprenticeship certification outcomes to RAP. It is also presented to the QOG for Ratification of Results. <p>Ratification of Results Excel document is being used to present the certification outcomes for FE and Community. See Appendix 2</p>
<p>Commentary and Reflections LWETB normally have the Strategic Performance Agreements in place, however we are awaiting our 2025 SPAs and our KPIs as set by SOLAS are reviewed in tableau monthly with oversight from FET Management and our MIS department. Monthly budget analysis and reviews are held at department and FET management level with reports distributed at centre level with year-on-year comparatives conducted based on FARR projections versus actuals including FAR4 financial budget bids.</p>	

Link to Published Policies and Procedures

Policies & Procedures are all available to staff through accessing LWETB FET Website Staff Hub

3.02 Programme Monitoring & Review

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

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

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

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.

Recommendation 12	Click here to enter text.
<p>12.The review team recommends that LWETB use the experience gained through developing the SER to continue to strengthen its engagement with external stakeholders. This will further enhance its capacity to identify emerging needs and develop services to address them.</p>	<ul style="list-style-type: none"> • See 1.02 Structures & Terms of Reference for Governance QA • FETQS meeting existing and potential future second providers and providing informational sessions on QA engagement. 2024 no. of onsite sessions with second providers, introduction on new QA system, onsite support, briefings etc ONGOING • A Monitoring Procedure with supporting documentation/templates has been drafted and is awaiting consultation by the QGG. Continuous Improvement Log developed by FETQS and reviewed fortnightly for updates and improvements to QA System. ONGOING • Interdepartmental Information Sessions: During 2024 several meetings took place between the Procurement Group which consists of the Director of FET, Senior Managers, Buildings Officer & OSD. These meetings focus on purchasing and tendering. This group meets every 6 weeks. The Human Resources Dept conducted briefings with Provision Managers giving HR updates for FET. FET would have engaged with HR regularly in 2024 particularly around Adult Educator Contract Conversions. ONGOING (as necessary) <p>DSP: LWETB and DSP continue to strengthen their working relationships by holding network meetings every 8/10 weeks, chaired by DFET of LWETB. These meeting identify any key future collaborations, potential areas for development and issues arising</p>

for current /future learners. Information on upcoming courses planned by LWETB as well as future needs identified by DSP are discussed and planned accordingly.

Alongside these network meetings, the LWETB Recruitment and Guidance Team Managers meet monthly with the Case Officers/Employment Advisors from DSP to discuss immediate upcoming courses which have capacity and may be of interest to specific groups of DSP clients.

The LWETB Guidance Team regularly attend DSP clinics as discussed in Section 1.6.

LWETB regularly collaborate with DSP in hosting targeted events for specific DSP clients resulting in DSP clients attending our Guidance Services for individual appointments.

External Stakeholders database as referenced above.

Commentary and Reflections

A Monitoring Procedure with supporting documentation/templates has been developed by FETQS. In addition, a Continuous Improvement Log was developed by FETQS and is reviewed fortnightly for updates and improvements to QA System

Link to Published Policies and Procedures

Policies & Procedures are all available to staff through accessing LWETB FET Website Staff Hub

4.0 Quality Developments and Enhancements

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

Guide:

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

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

No.	QA Objectives	Update on Status	Link to updated/new Policy
These should relate to objectives not already discussed in the progress report.	Provide brief update on status, whether completed or in progress.		
1	Policy Development	- FETQS Programme Development and Approval Policy – Q2 2026 - Blended Learning Policy Q1 2024 (renamed to P4 Digital Learning Policy) COMPLETE Currently going through the Blended Learning Applications - ONGOING	Above Policies are all available to staff through accessing LWETB FET Website Staff Hub
2	Access, Transfer and Progression	MoU (memorandum of understanding) signed into agreement: TUS (Technological University of the	

	<p>Shannon) Memorandum of Understanding</p> <ul style="list-style-type: none"> - MoU signed into agreement: Department of Social Welfare (DSP) - MoU signed into agreement: Meeting with TUS, Head of Department Dr D. Cawley for Nursing and Healthcare to widen the diversity of learners entering Nursing Programmes from FET. Confirmation was granted from our QQI Level 5 Nursing programme with the extension of 5 learner candidate availability to 50 learner candidate availability. - Joint Tertiary Agreement for Bachelor (BA) in Business – 4 Year level 8 Honours Degree: Joint tertiary degree proposal with year 1 located in LWETB and subsequent 3 years in TUS Athlone Campus - MoU in Progress: TUS Hospitality, Tourism and Leisure and LWETB <p>2024 Updates: MoU (memorandum of understanding), agreement signed in 2023, since then there has been four meetings in 2024 and one meeting as already took place within 2025</p> <p>Nessa Griffin-Heslin</p>	
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	<p>Head of Nursing and Healthcare Department LWETB – met with Dr. Des Cawley - Head of the Nursing Department</p> <p>Anne Cooney - Clinical Allocations Manager</p> <p>Dr. Owen Ross - Head of Transitions and Student Success</p> <p>Dr. Aoife Lane - Head of Department of Sport and Health Sciences</p> <p>Dr. Claire McDermott - Lecturer in Physical Activity and Health Sciences on the 16th of Jan 2025. Nessa update is as follows:</p> <ul style="list-style-type: none"> • There are now more places on the Nursing Courses for QQI learners. This means our learners have better opportunities to gain a place in TUS, Athlone. • The Department are keen to have QQI/FET learners join their courses as they are seeing the benefit and advantages of these students. • The Nursing Department would like to strengthen the links with the 4 ETBs present yesterday. • They would welcome visits from students and staff. 	
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	<ul style="list-style-type: none"> • The piloted National Tertiary Programme for Nursing in ATU is soon to be evaluated. TUS, Athlone will wait for the evaluation report prior to committing to a programme. <p>Joint Tertiary Agreement for Bachelor (BA) in Business – 4 Year level 8 Honours Degree – LWETB have engaged with TUS but for operational reasons within TUS this has been delayed</p> <p>MoU in Progress: TUS Hospitality, Tourism and Leisure and LWETB Strategic Performance Agreement Update</p> <p>Progression within FET (Pathways) LWETB hit all targets and exceeded same by 139% in based on November 2024 figures. Data from 30th of November 2024 identifies target of 1270, LWETB achieved 1762 learners progressing within FET</p> <p>Currently there has been no update from SOLAS in relation to FET progression to HE – LWETBs target was 1225 for 2024 and are awaiting release of stats from SOLAS to review target performance.</p> <p>MoU in Progress: TUS Hospitality, Tourism and Leisure and LWETB</p>	
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	<p>Mullingar CTC intend to revisit this MoU as soon as internal staffing is confirmed.</p> <p>They have continued to create and develop their relationship with TUS and have had a number of learners progress to TUS through direct access (level 6), the changemakers mentoring programme, CAO (level 7) and springboard (level 6).</p> <p>Update: It has been confirmed that Technological University of the Shannon, Athlone has established a joint agreement with Longford and Westmeath Education and Training Board to offer five places on the Bachelor of Science (Honours) in Mental Health Nursing degree. This agreement is delivered in partnership with LCETB, Tipperary FET and LOETB.</p> <p>The National Tertiary Programme will commence in the 2026/2027 academic year and will run for five years. The first year will be delivered at Longford College of Further Education, Connolly Campus, with Years 1–4 subsequently delivered at Technological University of the Shannon, Athlone.</p>	
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	<p>Applicants interested in pursuing a career in Mental Health Nursing may apply through FETCH Courses, the CAO system, or the National Tertiary Programme website. Following the application review process — which includes submission of a written statement outlining the applicant’s interest in Mental Health Nursing — shortlisted candidates will be invited to interview.</p> <p>Five successful applicants will be selected to commence the programme in September 2026, alongside QQI Level 5 Nursing Studies learners. During the academic year, these five students will also have the opportunity to spend two weeks on campus at Technological University of the Shannon, Athlone to familiarise themselves with the university environment and facilities.</p>	
3	<p>National Programme Development</p> <p>- Working with and actively participate in ELC (Early Learning and Care) National Programme Development through the Quality Network and DDLETB - COMPLETE</p> <p>Currently lead ETB in Corporate Sustainability Reporting micro</p>	<p>Click here to enter text.</p>

	<p>credentials in conjunction with SOLAS - COMPLETE</p> <p>Quality and Qualifications Ireland (QQI) 27</p> <p>- Collaboration of working with SOLAS on QQI micro-credentials and green programme initiatives</p> <p>Module Update Process:</p> <p>LWETB are working with MSLETB as part of the National Module Updates. The Payroll Level 5 update was completed in 2025, and work is ongoing to complete the Payroll Level 6 Update in 2026.</p> <p>Communities of Practice (CoPs) were established to provide feedback, highlight issues with the existing module descriptors, and work in partnership with an EA and Subject Matter Experts.</p> <p>To date, 27 Module Descriptors have been updated nationally, approved by our Programme Governance Group (PGG) and distributed across all our provisions. All version updates communicated by ETBI have been applied and communication has been issued to all coordinators in relation to this.</p>	
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	<p>Apprenticeship Campus Longford: Planned apprenticeship delivery in Longford marks a significant milestone for Longford and Westmeath Education and Training Board (LWETB) and for Further Education and Training provision in the county. For the first time, LWETB will deliver apprenticeship training locally in Longford, expanding access to high-quality, industry-aligned programmes within the region.</p> <p>The development will accommodate 112 apprenticeship places when fully operational, supported by four purpose-built electrical workshops, dedicated stores and office space. The project has brought a previously derelict building back into active use on the Connolly Barracks site, transforming it into a modern, energy-efficient training facility. A new canteen space serving the wider campus further enhances the overall learning environment.</p> <p>Beyond increasing apprenticeship capacity, this investment represents a strategic regeneration of the Connolly Barracks site and a substantial strengthening of LWETB's FET footprint in Longford.</p>	
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	<p>Draft Award Standards for Healthcare and Nursing QQI Level 5</p> <p>QQI is currently conducting a review of the Level 5 award standards in Healthcare and Nursing. This review covers the following major awards: Health Service Skills (5M3782), Healthcare Support (5M4339), Nursing Studies (5M4349), Community Care (5M2786), and Community Health Services (5M4468).</p> <p>An advisory board was established to review the existing awards and their associated modules. The board includes representatives from a range of providers and sectors, including education and training, healthcare, quality assurance, statutory regulatory bodies, and third-level institutions. A number of meetings have taken place to examine the current award structures and to explore the potential consolidation of the healthcare-related awards. It has been agreed that the Nursing Studies programme will remain separate and will not be merged with the healthcare awards.</p> <p>A Curriculum Advisory Board was also established to develop learning</p>	
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	<p>outcomes for a number of proposed new modules.</p> <p>In November 2025, the Draft Award Consultation document for both the Healthcare Award and the Nursing Studies Award was circulated nationally for review. A detailed review of the document was carried out and feedback was submitted to QQI at the end of January 2026. QQI is currently reviewing the feedback received from across the country in advance of the next advisory board meeting.</p>	
4 Training and Support	<p>Integration Training: Four integration workshops took place in Garrycastle Campus in November 2025 and January 2026. EA Ann Dunne delivered the workshops which were organized by FETQS. Guest speakers from Mullingar CTC also shared their experience of module integration at each event. The first two workshops focused on the areas of Communications, Work Experience and Personal Effectiveness with the two workshops in January focusing on IT Skills, Word Processing, Spreadsheets, Text Production and Information & Administration. Where available the updated national module descriptors were used. Due to the positive feedback received, FETQS will</p>	

	<p>potentially run further integration sessions in 2026 focusing on other subject areas.</p> <p>Training 2026: An MS Form is now being sent to all LWETB centres to help us to identify the training needs for each provision. This will be sent quarterly and asks coordinators to list any areas where their staff require training and support.</p> <p>FETQS Clinic: FETQS continue to run monthly drop-in clinics on the last Friday of each month with all LWETB coordinators encouraged to attend. The clinics are an effective platform for communicating any Quality updates and providing information about new programme additions or validations. Additionally, the clinics provide an opportunity for coordinators to discuss potential programme opportunities or raise any issues or queries they might have. Guest speakers from across all LWETB provisions are welcome and often invited to provide additional updates.</p>	
5	Programme Development	- LWETB is working with LCETB in support of the development of a non-CAS programme – QQI level 5

	<p>Dementia Care and Support - COMPLETE</p> <p>Updated by CDET Health Services Supervisory Management 6M4978 – application was made by LWETB under the historical national awards currently being offered by Templemichael PLC – COMPLETE</p> <p>Maintenance Skills Technology 6M5154 – application was made by LWETB with information shared by LMETB – Athlone Training centre validated. - COMPLETE</p> <p>Differential Validations 2025: 6S22959 Corporate Sustainability Reporting – Lead ETB in conjunction with SOLAS 5S22764 Dementia Care & Support 4S22963 Introduction to Artificial Intelligence 5S22965 Enhancing Productivity with AI 3S22969 Introduction to STEAM 3S22967 STEAM Fundamentals</p> <p>Differential Validations 2026: Sustainability Leadership – Approved at Feb 26 PAEC Restorative Practice for Professionals – Approved at Feb 26 PAEC</p>	
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	Learning & Skills Development for Business – Application has been submitted for April 26 PAEC	
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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 Access to Learner Supports through Digital Development

Introduction

The Digital learning and Learner support team undertook a review of how learner support information for learners with disabilities was communicated and accessed across Further Education and Training (FET).

We identified, while learner supports were operational across centres, information relating to these supports was fragmented, inconsistently presented, and not centrally accessible via the public website. This posed potential barriers to access, transparency, and equitable participation.

Our website analytics that over 70% of learners access our website from a mobile device so this was a key consideration when developing the learner support section of the website.

In response, we developed and implemented a dedicated Learner Support section on its FET website. This initiative was designed to strengthen compliance with Disability legislation, QQI requirements. This initiative aligns with QQI's requirement to provide appropriate learner supports and to facilitate equitable participation in teaching, learning, and assessment.

Description of issue

The evaluation process identified the following areas for improvement:

- Absence of a centralised, accessible digital hub outlining learner supports
- Lack of a published Accessibility Statement
- Limited pre-enrolment clarity for learners with disabilities

Difficulty with recording the data around number of queries centres receive from learners requiring additional support to engage on FET programmes as this was managed at a local level in centres. We now going forward encourage all learners to apply directly through the online form with support from on-site staff where walk-ins occur.

Action

The project involved the creation of a centralised, learner-focused web section incorporating the following elements:

1. Accessibility Statement
2. Clear Description of Learner Support Services
3. Learning Zone – Training Hub for learners
4. Learner Support Introduction Video
5. FAQ Section
6. Direct Contact Form

Key Outcomes/Impacts

The development of the Learner Support & Accessibility web section represents a structured quality enhancement initiative aligned with QQI's Core Statutory Quality Assurance Guidelines. The initiative provides clear, documented evidence of our commitment to inclusive FET provision and ongoing quality improvement.

Accessibility Statement

An Accessibility Statement was developed and published after staff upskilled in the area with AHEAD the statement includes:

- LWETB's commitment to inclusive and accessible education

- Demonstrates adherence to recognised accessibility standards
- Provides a mechanism for reporting accessibility barriers
- Describes ongoing monitoring and review processes

As well as being a legal requirement under disability legislation this supports transparency and public accountability, which directly aligns with QQI's expectations regarding governance and published information.

Clear Description of Learner Support Services

The website now provides a structured overview of available supports, including:

- Laptop loan scheme
- Reasonable accommodations
- Assistive technology provision
- Examination accommodations
- Referral pathways where appropriate
- Guidance support services
- Wellbeing supports for learners

The language was revised to ensure clarity, inclusivity, and alignment with plain English principles. This supports equitable access and informed learner decision-making.

Our ReachDeck software which runs automatically on the website has a translation feature for ESL learners.

Learning Zone – Training Hub for learners

A dedicated “Learning Zone” section was introduced to showcase assistive technologies and digital supports available to learners. This includes:

- Tutorial Videos
- Factsheets
- Literacy and numeracy supports

- Mind-mapping and organisational tools
- Accessibility features within Windows and Microsoft 365

Each technology is described in practical terms, supporting learner autonomy and proactive engagement. When learners get their support plans it will outline to them which tools would best support them on their own learning journey in LWETB.

Learner Support Introduction Video

A captioned introductory **video** was produced to:

- Explain the process for accessing supports
- Encourage early disclosure
- Address confidentiality considerations

The inclusion of captions and accessible formatting demonstrates commitment to inclusive communication practices.

FAQ Section

A structured Frequently Asked Questions (FAQ) section was added to address common queries, including:

- Role of the Learner Support Department
- Eligibility for support
- Confidentiality
- Documentation requirements
- Accommodation processes

This enhances clarity, reduces ambiguity, and supports consistency across centres.

Direct Contact Form

A secure, centralised contact form was embedded within the page, enabling learners to:

- Submit enquiries directly to the Learner Support department
- Request follow-up contact
- Upload relevant documentation (optional)

This standardises referral pathways and supports consistent response management.

While the enhancement represents significant progress, the following further developments are planned:

- Periodic review of the Accessibility Statement
- Expansion of assistive technology resources
- Continued accessibility testing
- Regular review of FAQ content
- Analysis of enquiry data to inform future support planning.

Key Learnings

Click here to enter text.

6.0 Reporting Feedback Survey

(This section will not be published)

Please complete a short survey in relation to the Reporting **process** using this [link](#).