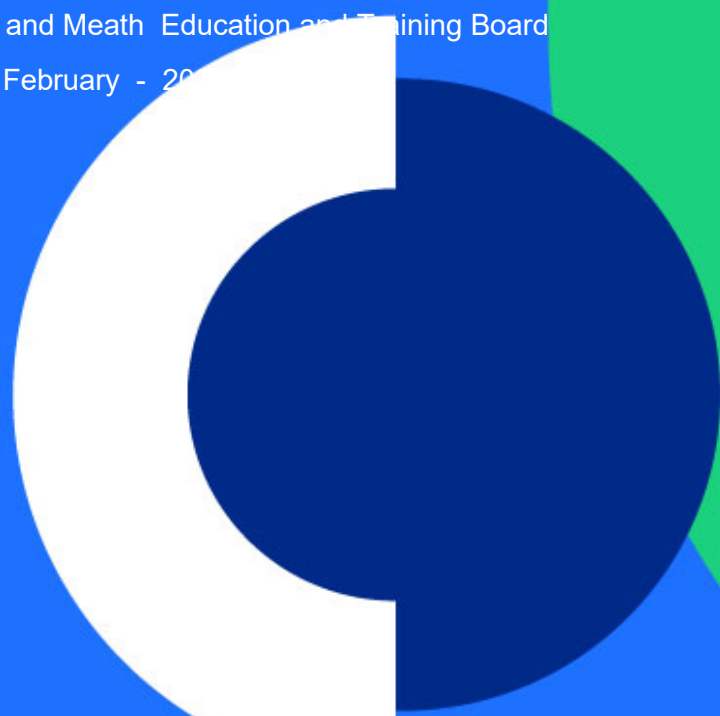


Interim Quality Report

Louth and Meath Education and Training Board

Date: February - 20



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 [Louth and Meath ETB]

It is to be submitted by [27/02/2026]

The interim quality report has been approved by [Quality Assurance Governance Management Committee (QAGMC)] and is submitted by [Angela Cahill]

CONTENTS

PREFACE	2
GUIDELINES ON COMPLETING THE REPORT	4
1.0 Interim Quality Report	5
2.0 Teaching, Learning & Assessment.....	35
3.0 Self-Evaluation, Monitoring & Review	45
4.0 Quality Developments and Enhancements	54
5.0 Additional Themes and Case Studies (optional)	57
Case Study Titles: 1. Introduction of a systematic Student Progress Results Tracking System in Drogheda Institute of Further Education (DIFE): 2. Ashbourne Youthreach Case Study	59
6.0 Follow-Up Report Survey	67

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.

No Recommendation under 1.01 in QOI Review Report 2022.	
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.	

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.

<p>1.Strengthen the membership of the Quality Assurance Governance Management Committee and its sub-committees through the inclusion of employer and learner representatives.</p>	<p>Throughout 2025 LMETB has made progress in extending the membership of its QA governance structures. Membership of the Programme Development, Review and Evaluation (PDRE) sub-committee and the Quality Assurance (QA) sub-committee has been refreshed due to staff changes and to ensure representation from across FET provision within LMETB. Each year, LMETB’s Communications Sub-Committee invites 2 members of LMETB’s Learner Voice Network to be part of the sub-committee.</p> <p>The QA Working Group, reporting into the QA sub-committee, contributed to a significant number of policy review, amendments and developments throughout 2025. Membership of this group comprises senior management from LMETB’s Post-Leaving Certificate Colleges as well as members of LMETB’s Quality Assurance and Enhancement Service (QAES).</p>
<p>2.Consider reviewing the internal ETB structures to create greater visibility for quality assurance. The review team recommends that the ETB should promote consistency across centres, establish standardised processes, and develop a common understanding of quality assurance.</p>	<p>LMETB’s QAES leads on developing consistency in QA processes across LMETB FET provision. This service encompasses QA, Technology Enhanced Learning (TEL), Professional Learning and Development (PLD), Programme Development and Learning Support functions. In 2025, specific steps were taken by QAES which promoted and raised awareness of QA across LMETB FET as follows:</p>

As part of LMETB’s full QA review cycle, QAES completed in-person site visits to each LMETB FET Centre throughout 2025, to get feedback and answer any queries related to the comprehensive ‘QA Check-In Survey’ carried out in late 2024 among centres by QAES. Based on all feedback, the QAES provided additional Internal Verification training in 2025. (An overview of the LMETB’s full QA review cycle is provided in the “Commentary” in Section 1.02.)

In Q4 of 2025, the QAES updated FET Leaders at the annual LMETB FET Planning event, on the work of the QAES in 2025, specifically concentrating on policy development in the area of Academic Integrity, Assessment Misconduct and Guidance on the use of Generative Artificial Intelligence for learners and teaching staff.

Module Review process in 2025

In 2024-25, LMETB, working together with the 15 other ETBs took part in a national review of 27 of the most used CAS Awards at NFQ levels 4-6 across a variety of subject disciplines. These included Administration, Business, Communications, IT Skills amongst others. LMETB reviewed and updated two modules; Training Needs Identification and Design and Training Delivery and Evaluation, both at level 6 NFQ. Following a series of consultations with Learning Practitioners, a number of key amendments were made to the modules to ensure they were updated, making them academically and vocationally relevant and fit for purpose within the FET sector. The updated modules, complete with revised descriptors, indicative content, sample assessments, marking schemes and marking rubrics, and a short recorded voiced over

	<p>PowerPoint presentation summarising the changes were made available to all LMETB FET centres and Learning Practitioners in June 2025.</p> <p>The updated modules and resources are available on a dedicated MS Team and on the LMETB FET Awards Portal. Each subject discipline has a dedicated Microsoft Teams channel, enabling members to operate as a working Community of Practice, sharing resources, comments and updates on the interpretation and use of resources. The MS Teams membership of over 200 colleagues is monitored by the QAES, with timely responses offered, enabling colleagues to benefit from sharing good practice. Continued engagement will ensure that the updated CAS modules remain aligned with national and international best practices, industry standards, and the evolving needs of learners and employers.</p> <p>The annual <u>LMETB FET QAES Newsletter 2025</u> was issued in Autumn 2025 with the aim of keeping LMETB FET centres informed of developments in FET QA, TEL, PLD, Learning Support and Programme Development. The newsletter provides additionality to the existing communication channels (MS Teams, email updates and SharePoint) used by the QAES.</p>
<p>3.Establish a quality assurance office as described in the ETB’s self-evaluation report.</p>	<p>LMETB QAES staffing includes Adult Education Officers with responsibility for QA and Curriculum Development, the QA Officer, PLD Officer and the Programme Development Officer. A Learner Support Officer has been appointed in early 2026 and a TEL Officer will be appointed later in 2026.Sanction will be sought for a PLSS Coordinator/Data Analytics Officer in 2026 and separately an Educational Technologist will be required to support LMETB’s move to blended and fully online delivery of education and training programmes from 2026 onwards.</p>

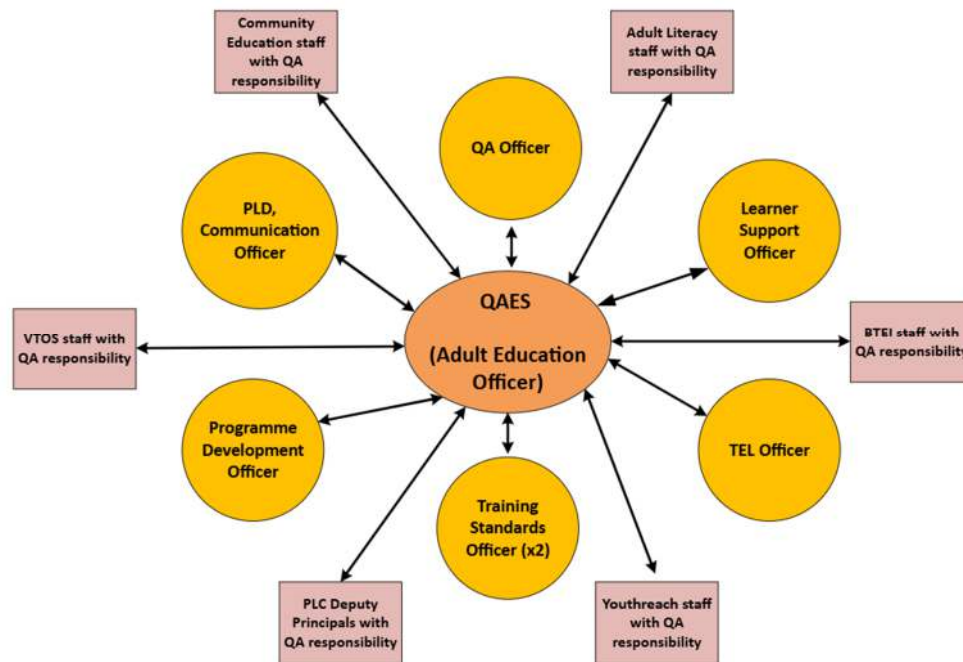
Commentary and Reflections

Building on the work instigated by the QQI Inaugural Review of Quality Assurance processes, LMETB QAES began a **two-year review cycle of QA practices** in LMETB FET centres in Autumn 2024. As it was over two years at that point since the inaugural QQI review process, it was timely to check in with all LMETB registered QQI centres to ensure that robust QA practices were in place, that assessment processes were rigorous and of the required standard and that FET centres felt supported if they had any QA-related queries.

- **Step 1** - The first step in the two-year QA review cycle was the completion of the 'QA Check-In' survey which looked to gain, from all FET centres, an overview of practices around data capture, pre-assessment practices, internal verification, external authentication, knowledge of LMETB FET policies and procedures, communication to learners and post-submission processes. On the basis of the survey findings, additional training in uploading to the QBS system was provided in Q4 of 2024. Refresher Internal Verification (IV) training was delivered in Q1 and Q4 of 2025.
- **Step 2** - The next step of the QA review cycle was the hosting of a FET Support event for all FET centre management, teaching staff and administrative staff in Q4 2024. The aim of the event was to share internal best practice in the areas of QA, Teaching, Learning and Assessment and TEL. The event was attended by 179 FET staff and provided a networking space for FET Leaders and FET administrators where they could share any challenges they had experienced regarding operational aspects of QA, data collection, etc. as well as providing an opportunity to feed back their perspectives on the support provided by the QAES. Co-currently, time was given to participating FET educators at the event to network with educators from other centres and to join relevant Communities of Practice to encourage a sense of collegiality and the sharing of best practice in different subject areas.
- **Step 3** - A follow-up action from the QA Check-In survey was a site visit to each FET college and centre to discuss the findings from the survey. 19 FET centres were visited in person between late 2024 and the summer of 2025 with the aim of discussing QA 'on the ground' and increasing the visibility of QAES supports available to centres.
- **Step 4** – In Q4 2025 the **QAES: Key Reminders and Required Actions for all FET Centres for 2025-26 document** was circulated to all FET centres. Its content was based on the findings from; the QAES site visits, actions arising from the Results Approval Panel processes and queries coming into the QAES office. Reminders and useful information in the following areas were provided;
 - QQI Submission Calendar & RAP Scheduling
 - Delivery of New Modules/Programmes
 - Work Experience Requirements
 - Assessment Planning and Feedback
 - Standardisation of LMETB Documentation
 - QA Good Practice Reminders

- EA and IV Processes
- Continuous Quality Improvement
- This 4-step review of QA processes proved an extremely useful exercise, with investment and commitment in ensuring robust practices noted from across all FET centres. This review cycle will be repeated again, starting in Autumn 2026.

An overview of how the QAES and its staff interact with FET centres:



Link to published policies and procedures

[LMETB FET Policies and Procedures](#)

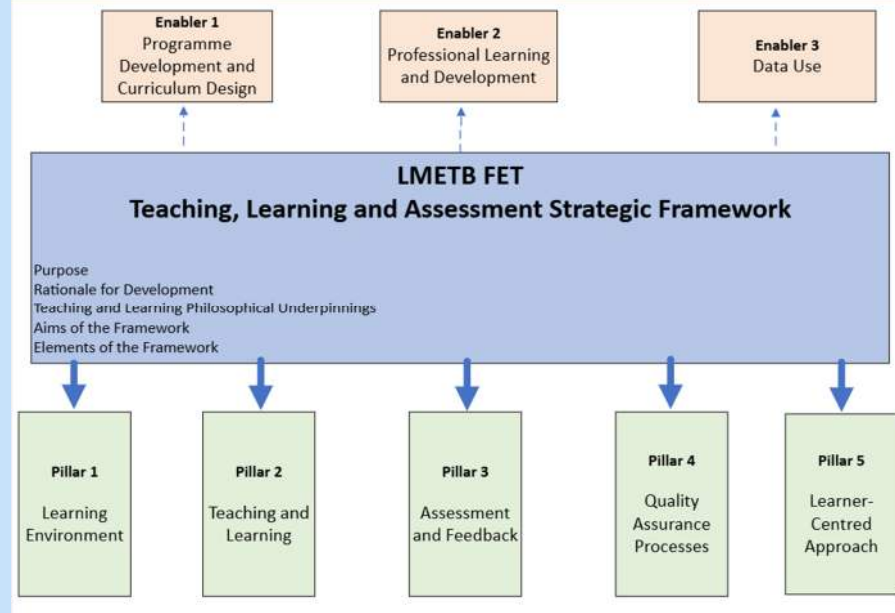
1.03 Documentation of QA

Recommendation (as recorded in the review report)

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

4. Identify, at the strategic level, a more consistent and integrated approach to quality assurance to create greater parity of experience for learners, staff, employers and other stakeholders.

The opportunity afforded by the Inaugural Review through the initial self-evaluation exercise, the review of current practices, the insights and informed recommendations from the review panel, and the development of follow-up plans actioning these recommendations have resulted in a sharper focus on the development of an overarching Quality Framework to provide strategic direction for an integrated approach to quality assurance across FET provision serving as a focus for continuing actions to strengthen quality services within LMETB. As part of this framework development, the QAES has prepared a draft LMETB FET Teaching, Learning and Assessment (TLA) Strategic Framework which sets out LMETB's strategic priorities in relation to TLA to ensure that these are used to promote learner achievement in line with the vision and priorities in LMETB's Statement of Strategy 2022-2026. LMETB's vision for TLA is underpinned by the 5 pillars and 3 enabling themes represented below.



LMETB FET provision was strengthened in 2025 with the development and update of a number of policies and procedures that are readily accessible on LMETB’s website. The list of updated policies in 2025 are described in further on in this report. A schedule for the next round of policy updates and new policy development has been agreed for 2026 and is detailed in Section 4.

A further strand of the continuing work to enhance the LMETB Quality Framework includes the ongoing work to support LMETB’s Advanced Manufacturing Training Centre of Excellence (AMTCE) in developing its Guiding QA Framework for contracted delivery of education and training courses. Continued development of this framework will incorporate the technical and

	complex nature of AMTCE’s provision to ensure that courses provided meet industry needs and are aligned with the high quality of provision across LMETB’s broad range of provision.
Click here to enter text.	Click here to enter text.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures LMETBStrategyStatement2022-2026.pdf LMETB Quality Assurance Revised Policies and Procedures	

1.04 Staff Recruitment, Management & Development

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

5. Identify effective mechanisms to monitor and evaluate the quality of teaching and learning to support improvements in the quality of all provision. Such mechanisms could include appraisal, performance procedures, communities of practice networks and other initiatives aligned with continuing professional development	In 2025 the Module Review process provided an opportunity to set up dedicated Communities of Practice (CoPs) via separate channels on a dedicated MS Team, for each of the 27 revised modules where teaching staff could share practice and learnings on the roll-out of the new modules. Currently, membership of this MS Team has reached over 200 FET staff.
---	---

<p>6. Develop and implement an ETB-wide strategy for the design, monitoring and evaluation of the induction programme offered to all FET staff.</p>	<p>LMETB QAES will develop a generic, standardised FET staff induction checklist. A comprehensive bank of induction materials will be made available on Office 365 Sharepoint for use across all FET Centres. Induction resources will be updated annually to reflect any new or updated organisational developments. A review of induction processes will be carried out to ensure that induction practices are in line with best practice in FET provision and QAES will review the feasibility of Staff Mentoring Schemes.</p>
<p>7. Develop and promote an ETB strategy for the professional development and learning of all FET staff</p>	<p>An outline FET Professional Learning and Development (PLD) strategy for LMETB was developed in 2023 which was based on the Solas/ETBI National PLD Strategy 2020-2024. Further work on this strategy has been suspended whilst awaiting the development of the upcoming SOLAS National FET Strategy 2025-30 and the potential development of a national FET PLD strategy as these documents would be crucial in informing the LMETB FET PLD strategy.</p> <p>Once in draft format, the normal consultation process will be in place in the further development, review and update of the PLD strategy i.e., consultation with FET Leaders and FET Senior Management. LMETB's FET Professional Learning and Development Strategy will ensure that staff will continue to be given opportunities to upskill and engage in teaching and learning related PLD. A detailed evaluation of LMETB's PLD strategy will be carried out in 2030 when the next strategy is to be developed.</p>

	LMETB Professional Learning and Development Office will continue to collaborate with SOLAS, ETBI and the National PLD Coordinators' Network in the planning, development and implementation of PLD for FET Staff in LMETB.
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.	

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)

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

8. Identify when each programme, course and qualification need to be revised or reviewed. This information should be used to establish an agreed schedule of work to ensure every part of provision is up-to- date and meets the needs of learners and employers.	Communities of Practice which were formed in 2025 to support the delivery of the newly revised CAS modules and feedback from each CoP will be used to inform any further module or award developments. Overall learning from this process will be used to build programme development capacity in ETBs in terms of resourcing and staffing with a view to a systematic review of existing CAS programmes over the next few years. This review of LMETB-validated
---	--

	CAS programmes will be cognisant of and align with any sectoral approach being taken for the revalidation or redevelopment of CAS programmes leading to major or minor awards.
9. Ensure the Programme development, review and evaluation (PDRE) sub-committee includes representatives from all areas of the ETB's FET provision including employers, learners and other stakeholders.	Membership of the PDRE Committee is drawn from colleagues across the broad range of FET provision within LMETB including, Adult Guidance, PLC, Youthreach, VTOS, Regional Skills and Training Centre (RSTC) as well as members of the QAES. In 2025 membership was extended to include representation from AMTCE.
10. Review the manageability of the workload and responsibilities assigned to the Programme Development, Review and Evaluation sub-committee	<p>In 2026 the workload of the PDRE will be expanded to incorporate applications for blended learning delivery and the development of tertiary pathways and degree programmes.</p> <p>Blended Delivery</p> <p>In December 2025, LMETB applied to QQI to extend its scope of provision to include Blended Learning Delivery.</p> <p>The PDRE is currently undertaking a realignment of policies, procedures, and quality assurance processes to ensure compliance with QQI statutory quality assurance guidelines, national FET policy, and emerging best practice in digitally enhanced and blended learning delivery. This includes the review and redevelopment of programme design frameworks, assessment and authentication processes, learner support structures, and teaching and learning guidance to ensure they are robust, transparent, and fit-for-purpose.</p>

Upon approval from QQI for delivery of blended learning, the PDRE sub-committee workload and responsibilities will be expanded to include applications from FET centres to deliver programmes in a blended mode to ensure that centres are meeting LMETB's strategic commitment to the integration of blended learning methodologies across programmes in a robust and comprehensive manner.

The following procedures will be amended and adapted where appropriate to include provision of programmes delivered via blended learning:

- LMETB Programme Approval Request (PR1) form
- LMETB Policy on Programme Development and Approval
- LMETB Programme Development and Approval Process map.

Tertiary Programmes

Tertiary Degree Programmes are aimed at widening participation to communities and individuals who may not have considered third-level education as an option and are developed in collaboration with the National Tertiary Office (NTO). LMETB is developing and encouraging structured progression pathways to support FET learners in accessing Higher Education (HE) opportunities as part of the National Tertiary initiative. This strategic commitment will be embedded within the PDRE programme application form and approval process to ensure programme design for tertiary degrees and pathways explicitly considers

articulation, progression routes, and alignment with HE entry requirements. This work will be overseen and progressed by LMETB's Tertiary Manager in conjunction with the NTO.

From a governance perspective, the committee has adopted a structured and risk-informed approach to managing its workload. The Programme Development Officer provides operational leadership and strategic coordination, ensuring that policy development and programme review are evidence-informed, and subject to appropriate stakeholder consultation.

The cross-functional composition of the PDRE sub-committee strengthens workload manageability through distributed expertise and shared accountability. Representation from programme management, quality assurance, and delivery staff supports effective consultation, implementation planning, and operational alignment.

The current workload reflects the scale of organisational change associated with embedding blended learning as a delivery modality while also encompassing any tertiary development. While this represents an increase in complexity, the committee has demonstrated effective workload management through clear prioritisation, staged implementation timelines, and alignment with national policy developments and awarding body requirements. Ongoing monitoring of resource allocation, administrative supports, and implementation progress is embedded within committee review processes to ensure sustainability and effectiveness.

Overall, the PDRE sub-committee is operating effectively as a strategic quality assurance and governance structure. Its work is supporting LMETB in maintaining compliance, strengthening programme integrity, and ensuring that teaching and learning provision is delivered in a consistent, learner-centred, and quality-assured manner across the organisation.

Commentary and Reflections

LMETB continues to adopt a proactive approach in developing innovative QQI awards aligned with SOLAS national strategy and the key pillars of Further Education and Training. This commitment is evident in the successful application to QQI in 2025 of a number of programmes for differential validation, these include:

- Level 3 Special Purpose Award in Introduction to Climate Justice
- Level 4 Special Purpose Award in Social Innovation in the Community
- Level 5 Special Purpose Award in Immersive Technology
- Level 5 Special Purpose Award in Digital Citizenship
- Level 5 Special Purpose Award in Mentorship Practice
- Level 6 Special Purpose Award in Sustainability Leadership
- Level 6 Special Purpose Award Corporate Sustainability Reporting
- Level 4 Special Purpose Award Introduction to Artificial Intelligence
- Level 5 Special Purpose Award Enhancing Productivity with Artificial Intelligence
- Level 5 Specific Purpose Certificate in Wind Energy with Immersive Technologies
- Level 5 Specific Purpose Certificate in Immersive Technology

New Programme Development

- Level 3 Special Purpose Award in Science Technology, Engineering, Arts and Maths (STEAM)
- Level 6 Special Purpose Award in 3D Construction Printing Operations

LMETB submitted a validation application to QQI in 2025 for a programme leading to a Level 6 Special Purpose Award in 3D Construction Printing Operations. This has been panel reviewed and was validated for delivery at QQI's PAEC Meeting in February 2026. This programme will equip learners

with the skills, knowledge, and competencies to carry out 3D Construction Printing Operations safely and competently. Learners will gain practical, hands-on experience in using the complete suite of equipment required for the 3D Construction Printing process as well as the theory and science behind the additive manufacturing principles.

As part of the SOLAS Innovation through Collaboration Fund 2024 Call - FET Micro-Qualifications Project, LMETB, in collaboration with an industry partner is currently developing a suite of micro-qualifications leading to an overall **Special Purpose Award at Level 6 in the Factory of the Future/Smart Factory processes**. This programme will prepare manufacturing professionals for the impact that digital technologies will have on their factory operations, offering a comprehensive understanding of new and advanced technologies.

LMETB's Programme Development Officer is a member of SOLAS Green Skills Development Committee. Whilst LMETB is not solely responsible for the development and validation of these awards, we fully support and welcome their development through participation in the SOLAS Green Skills Development committee. Two new Special Purpose awards developed include:

- Sustainability Leadership QQI Level 6
- Corporate Sustainability Reporting QQI Level 6

LMETB has now received differential validation for delivery of these. A new award entitled; 'Sustainable Finance for Business' is being finalised for submission to QQI and LMETB will avail of differential validation when it becomes available.

As of February 2026, LMETB are preparing to submit a differential validation application to QQI for delivery of the newly developed Specific Purpose Certificate in Learning Skills Development for Business. DDLETB developed this award and made it available to the ETB sector. This Award is 15 FET Credits and comprises 3 micro credentials of 5 credits each. They are - Certificate in Skills Planning for Business, Certificate in Skills Solutions for Business, Certificate in Skills Strategy for Business.

[Link to Published Policies and Procedures](#)

[Click here to enter text.](#)

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)

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

<p>11. Develop and use a policy for the recognition of prior learning and prior experiential learning.</p>	<p>In 2025 the LMETB Recognition of Prior Learning (RPL) Steering Group, set up to implement and review the LMETB RPL Pilot programme proposed that a review be made of the LMETB RPL Policy and procedures, specifically in the field of RPEL (Recognition of Prior Experiential Learning). An amendment was made to strengthen the screening process for RPEL to include additional forms of evidence to support all applications for recognition of prior experiential learning. In addition, based on LMETB’s experience of handling applications for RPEL, the Steering Group proposed that RPEL cannot be used to achieve any full award either Major or Special Purpose Award, and that, for the foreseeable future, RPEL opportunities may not be offered for awards that train individuals to work in industries where LMETB has responsibilities to regulatory bodies. This policy amendment was approved by LMETB QA sub-committee and has also been approved by the LMETB’s QAGMC in Q1 2026. The LMETB RPEL Steering Group will continue to review and update, where appropriate, Policy and Procedure on RPL. LMETB will continue to develop expertise in terms of networking and sharing of good practice.</p> <p>LMETB’s AEO with responsibility for QA is a member of the newly formed sectoral FET National RPL Network. LMETB’s QA Officer is a member of the sectoral FET National RPL Practitioner Network and attended their national event ‘Building a Culture of Recognition – Celebrating 10 Years of the Network’ in Q4 2025.</p>
<p>12. Identify the inconsistencies in individual centres’ approaches to admissions and develop and use an ETB-wide admissions policy</p>	<p>The existing LMETB FET Admissions Policy and the LMETB FET Admissions Appeals Policy are currently being reviewed as of early 2026 by the LMETB QA Working Group. Draft versions of these policies incorporating suggested amendments to reflect admission practices across the</p>

	<p>various types of FET centres, will be circulated for consultation across FET centres in Q2 2026 before being presented to the QA sub-committee for their review at their next meeting in March 2026.</p>
<p>13. Use the available quantitative data to review and update existing policies relating to access, transfer and progression.</p>	<p>QQI's Green Paper on Access, Transfer, and Progression (ATP) (2024), proposed a revised, more streamlined ATP policy for Ireland's National Framework of Qualifications (NFQ), focusing on clearer pathways, harmonised credit systems (including for micro-credentials), stronger learner support, and better data to reduce barriers, leading towards a unified tertiary system by simplifying Level 5 & 6 qualifications and integrating FET/HE learning. A link to the QQI Green paper is available HERE</p> <p>The consultation period for the QQI Green Paper on a Revised Policy for Access Transfer and Progression (ATP) ended in April 2025. Whilst awaiting the White Paper on ATP, the QAES has begun the process of reviewing its current ATP policy and will, where possible, update it to reflect the changes proposed in the Green Paper, together with LMETB's proposal, subject to QQI approval, to offer a blend of online and in person delivery on programmes of study,</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures LMETB FET Progression Poster</p>	

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)

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

14. Speedily develop the single overarching set of policies, procedures and practices for quality assuring all aspects of assessment relating to the ETB's provision

Work continues on the updating of existing and the development of new FET policies and procedures as part of LMETB's overarching QA framework for FET provision.

The QAES revised a number of assessment related procedures and practices throughout 2025 in addition to devising a suite of policy procedure and guidance documents in the area of Academic integrity and the Use of Artificial intelligence and Generative Artificial Intelligence Tools. This followed a period of initial consultation with the QA Working Group with representation from LMETB's three large PLCs. Following this consultation a number of amendments were proposed to the suite of policies and supporting documents below before the consultation process was extended to include the QA sub-committee, which draws on representation from a wide range of LMETB FET centres. Further amendments were made to these policies, based on the consultation recommendations, before these were then forwarded to the QAGMC for final approval.

Revisions to LMETB Assessment Related Policies and Procedures:

- LMETB Assessment Appeals Policy (amended for Craft Apprenticeships)
- LMETB Assessment Deadlines Procedure
- LMETB Assessment Repeats Policy
- LMETB Recognition of Prior Learning Policy (amended for RPEL)
- LMETB Secure Storage Policy

Further information is available below on the revisions made:

The **Assessment Appeals Policy** was reviewed and updated in Q1 2026 to incorporate the specific appeals procedure governing Craft Based Apprenticeships. An entire appendix was added to govern this procedure. Furthermore, whilst the appeal fee for Craft Apprenticeships is free for the first three attempts, this policy now clarifies the situation with regard to a fourth attempt for Craft Apprenticeships and clarifies the procedure in relation to all other non-Craft Apprenticeships.

A comprehensive review of the **Assessment Deadlines Procedure:**(Short Term Extensions and Compassionate Consideration in Extenuating Circumstances) followed on from consultation with FET centres. Following on from this feedback, action was taken to strengthen the procedure with regard to the number of permitted learner drafts of written assignments- Learning Practitioners have now been given further discretion in reviewing draft pieces. The sanctions for a learner failing to attend a skills demonstration or practical assessment without sufficient advance warning and without a legitimate reason were also clarified following consultation, ensuring that the process remained transparent and equitable for the learner.

The **Assessment Repeats Policy** was updated to clarify the grounds for repeating an assessment and the timescale involved, with centres offering resits of assessment as soon as possible within the academic year or at the next available opportunity. Updates were given on the amendments to the revised CAS revised modules to allow centres to allow learners to re-sit an assessment that is linked solely to one Minimum Intended Module Learning Outcomes (MIMLO), if it is a case that failing this assessment could lead to a learner failing an entire module. In the revised version of the policy, should learner assessment malpractice be confirmed then the learner may not invoke their right to repeat the assessment. Amendments

were made to take account of programme specific information for both Craft Apprenticeships and in the case of Consortium Led apprenticeships.

Secure Storage Procedure: Secure Storage of Assessment Materials, Assessment Records and Learner Assessment Evidence was also reviewed. A comprehensive document, the areas of learner assessment materials, assessment records and assessment evidence were systematically reviewed to ensure that they were currently relevant to all LMETB's diverse FET provision including services delivering traditional Craft based apprenticeships together with more recently adapted provision for Consortium Led Apprenticeships and for more recent technologically advanced provision from centres such as LMETB's AMTCE. Guidance was extended on the storage of learner assessment materials to include videos, podcasts and physical prototypes and artifacts, so too was guidance on the required duration of storage of all assessment materials, records and evidence relating to all aspects of FET provision in LMETB.

LMETB's **Policy on Recognition of Prior Learning** was subject to a review following its implementation. Specifically, the section on Recognition of Prior Experiential Learning (RPEL) was reviewed. Evidence required to support an application for RPEL was extended to include evidence from CPD programmes, references from both previous and current employers and evidence of membership of professional organisations. Acceptable assessment techniques were extended to include examination, assignment, interviews or observations and the RPL Steering Group sanctioned an amendment to the effect that REPL applications may not be offered where LMETB has a responsibility to a regulatory body in highly regulated industries.

Academic Integrity Policy Updates:



Throughout 2025 work was completed by the QAES in the area of Academic Integrity.

The following documents were developed and revised:

- LMETB FET Academic Integrity Policy (new)
- LMETB FET Assessment Misconduct Procedure (revised)
- LMETB FET Guidelines for Learning Practitioners on Use of Gen AI Tools (new)
- LMETB FET Learner Guidelines for Academic Integrity and Use of Gen AI Tools (new)

LMETB's Academic Integrity policy had been encompassed within the existing LMETB Assessment Malpractice procedure. However, given the importance of endorsing good academic practice as part of

providing a quality assured learning experience for LMETB FET learners, it was decided to separate out the policy from the procedure, creating a new Academic Integrity policy and encompassing the procedures for academic misconduct into a separate document.

In developing/revising these policies, colleagues across a range of FET centres were consulted to gain their views and opinions on the main areas of concern surrounding academic integrity practice, the use by learners of Artificial intelligence tools and assessment misconduct. Colleagues provided feedback in the dedicated QA 'Check-In Survey' in 2024 and also gave constructive feedback on the main issues in one-to-one QAES site visits. FET Centre Leaders across all LMETB FET centres were involved in the consultation process, with suggestions taken on board for all four documents before these were referred to the QA sub-committee. The final stage in the consultation process saw the documents referred to the QAGMC for final approval.

LMETB Academic Integrity Policy - This policy provides centres with comprehensive guidance on how to reduce risks to academic integrity by providing updated advice, guidance and information on building in a commitment to academic integrity from assessment design through to certification. Due consideration has been given to threats to academic integrity, such as the use of Gen AI tools and the existence of contracting cheating sites now prevalent in education. New updates are included to the way in which learner evidence is verified. Following research on Artificial Intelligence and the use of Generative AI tools, the policy is informed by the Perkins model of permitted use of Generative Artificial Intelligence Tools in assessment. Learners are guided on the possible use of an oral assessment model to check the authenticity of learners' assessment evidence. As well as incorporating the existing **LMETB Learner Statement of Academic Integrity**, the Academic Integrity policy contains a newly developed **LMETB Learner Declaration Statement**

of the Use of Gen AI Tools in Assessment which will be submitted by learners across all relevant assessments by LMETB FET learners going forward.

LMETB FET Assessment Misconduct Procedure –Revisions include greater emphasis on informal resolution of unintentional malpractice at centre level. The document contains clear guidelines on the formal investigation of learner malpractice. Following consultation with centres revisions were made to the sanctions imposed on learners for confirmed assessment malpractice.

To complete the guidance in this field, LMETB developed two further documents: **LMETB Guidelines for Learning Practitioners on the Use of Gen AI Tools** and **LMETB Guidelines for FET Learners on Academic Integrity and the Use of Gen AI Tools**. The guideline documents for both teaching staff (Learning Practitioners) and learners offer practical advice on good academic practice including the permitted use of AI tools, with the emphasis on ethical and legitimate use by both learners and teaching staff.

A presentation on this suite of Academic Integrity related documents was given to LMETB FET Leaders, for onwards dissemination in their own centres, at the annual FET Planning Day in November 2025. Training, delivered by the QA Officer, on this suite of Academic Integrity documents was presented to teachers in DIFE in December 2025. This training will be rolled out in other LMETB FET centres in Q1 of 2026.

LMETB have shared these documents with the National Academic Integrity Network (NAIN), which encompasses FET and Higher Education membership, as an example of the work being done in the ETB sector on this crucial QA issue. LMETB currently has FET representatives on the NAIN Steering Committee and several of the NAIN Working Groups.

The Turnitin Artificial Intelligence (AI) Checker which was implemented in relevant FET centres/colleges in 2024 was updated in 2025. This checker continues to enhance academic integrity by providing educators and learners with a reliable tool to identify AI-generated content. Both learners and educators can generate a report to identify the potential of AI-generated content. This ensures that submitted work reflects a genuine effort from the learner.

Given the range and specific nature of the provision offered by the AMTCE which has a focus on industry-led vendor specific courses in the area of advanced manufacturing, the QAES continues to work with the centre to augment their QA framework ensuring in the process that their assessment practices are aligned with LMETB's integrated quality management approach.

As part of its move to the overarching QA framework, the QAES regularly offers training to FET centres to ensure standardisation of processes as well as providing systematic overviews of findings from RAP meetings.

Internal Verification Training

The QAES organises regular training on Internal Verification (IV) and QBS upload procedures to keep colleagues informed of any new developments with regard to QA procedures. In 2025 the QAES delivered a number of training sessions both in-person and online. In Q1 2025, QAES hosted an online training session on LMETB's IV process which was attended by 27 staff members from across various LMETB services. Key aspects of the training included a focus on a standardised approach to IV, clarification of teaching staff and IV personnel roles, ensuring that the LMETB IV Policy and Guidelines are followed, and emphasis on the use of updated module descriptors. Whilst the session was a reminder of good practice for experienced

	<p>members of staff, colleagues new to the process were also welcomed. Training on the IV process was again delivered online in Q4 of 2025. This was attended by 25 colleagues and included those new to LMETB and to FET provision.</p> <p>Consolidated RAP Reports</p> <p>The QAES prepares an anonymised, consolidated Results Approval Panel (RAP) summary report following each assessment period (six times per year). These reports summarise the good practice noted during external authentication visits to FET centres/colleges as well as highlighting any areas for improvement. The consolidated RAP report is brought to the QA sub-committee for discussion and is then made available on the FET Quality Assurance MS Team to keep FET Leaders and teaching staff informed of any quality matters arising from the authentication process.</p>
Click here to enter text.	Click here to enter text.

Commentary and Reflections

Please refer to the Case Study section which focuses on some current examples of quality enhancement initiatives related to assessment practices piloted by LMETB centres.

Link to Published Policies and Procedures

The updated Academic Integrity suite of documents is available on the LMETB website along with the revised Assessment Deadlines and Assessment Repeats policies; links below.

[LMETB Academic Integrity Policy \(New\)](#)

[LMETB Assessment Misconduct Procedure \(Revised\)](#)

[LMETB Guide for FET Learners on Academic Integrity and the Use of Gen AI Tools](#)

[LMETB Guidelines for Learning Practitioners on the Use of Gen AI Tools](#)

[LMETB FET Assessment Deadlines Procedure](#)

[LMETB FET Assessment Repeats Policy](#)

1.08 Information and Data Management

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

15. Reviews how data is used to inform quality assurance. The review team recommends that greater emphasis should be placed on the collection and use of internal data to ensure high quality outcomes as opposed to the current focus on data for external stakeholders.

FET Senior Management monitors the completion of LMETB FET PLSS data on a regular basis in collaboration with FET centres. This learner-related data, e.g. previous education history, employment status, certification outcomes and additional support needs, informs LMETB planning for programmes and related support services.

LMETB has resumed its practice of distributing Management Information System (MIS) reports to FET centres. Currently, end of month and end of year reports when received from PLSS are sorted by the Programme Development Officer. The MIS reports are

	<p>divided and sorted into files relevant to each individual centre where centre managers can access them for their own records and evaluation purposes.</p> <p>In Case Study 1 in Section 5 of this document, LMETB has highlighted the implementation of a Result Tracking Quality System in one of our PLC colleges. This systematic monitoring of student achievement and progression is a powerful tool for enhancing quality assurance. It enables early identification of at-risk learners, promotes consistent staff engagement, and provides reliable evidence for review and evaluation. The system supports targeted interventions and continuous improvement for learners. Similar tracking systems</p> <p>LMETB FET intend to resume the use of the Tableau data visualisation tool to assist in internal data analysis with the recruitment of a PLSS Coordinator/Data Analytics Officer</p>
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Commentary and Reflections</p> <p>Feedback from the Inaugural Review of Quality Assurance highlighted the need for investment in the creation of a data team and ongoing training to improve data literacy and interpretation internally within LMETB. Such an initiative would include sanction for a PLSS Coordinator/Data Analytics Officer in LMETB to further the support of LMETB data inputters to continue to improve data accuracy and retention.</p> <p>LMETB continues to work towards developing a process that would lead to the enhanced use of quantitative data that can be integrated into the decision-making processes at organisation and FET centre level. Data collection processes and the use of data to inform strategic decision-making</p>	

and enhancement initiatives tend to be under-developed. The intention is that a process for systematic compilation and review of quantitative data should be reflected in an LMETB FET Data Management Policy and a procedure for analysing key data sets against considered benchmarks. A reporting process needs to be in place and integrated into the FET system. As part of this process, LMETB needs to establish key performance indicator (KPI) metrics to enhance future planning - this selection of key metrics needs to be agreed by the FET Management Team and these key metrics captured in data reporting for FET provision. e.g. the use of KPIs be introduced consistently to set targets in areas such as retention, certification and progression in all education and training programmes delivered by centres and second providers and those outcomes should be measured and recorded. Successful sanction from DFHERIS/SOLAS of a PLSS Co-ordinator/Data Analytics Officer will be instrumental in facilitating this initiative.

The development of a FET Data Management Policy and procedures would play an important role in the review of performance leading to an annual report issued by the QAES Team to FET Management. The selected indicators will aid the FET Management Team in evaluating FET provision in relation to the SOLAS Strategic Performance Agreement. As stated earlier, integral to this work package will be the appointment of full-time PLSS Coordinator/Data Analytics Officer.

LMETB recognises the need for the use of a broader database, for example, sector comparisons with other ETB and/or their European VET counterparts to inform the setting of benchmarks. This would offer an external element to the evaluation of the Quality Assurance Framework. There would be a need to investigate EQAVET Framework indicators and provision of national data with SOLAS. Briefings on data usage and the FET data processes need to be embedded into the ETB FET systems. Data management should be an item on the induction programme for FET Managers and Coordinators.

LMETB is developing a system that can monitor, and review learner supports on a regular basis to ensure they continue to meet evolving learners' needs. A PLSS Coordinator/Data Analytics Officer, if sanctioned, will work along with the Learning Support Officer to develop a system to track and review learner supports provision. This could include using the functionality of the PLSS.

In terms of programme monitoring and review there is currently no systemic, consistent approach to the review of FET programmes. Programmes are reviewed locally in FET centres and colleges using learner satisfaction data gathered through a variety of approaches and the data analysed locally. Monitoring is carried out in accordance with the SOLAS Strategic Performance Agreements. There are different experiences across programmes and centres in terms of capturing learner feedback. There is a need to develop a systemic approach to the review of programmes across FET ensuring consistency across services. An annual, institutional cycle of monitoring and review could help achieve ownership of quality (internally driven to meet internal needs) and utilised to help achieve strategic ambitions for FET. Such reviews could be supported by the QAES.

LMETB's QAES are currently formulating a policy for monitoring and review of FET provision at centre level. This policy when approved, will outline LMETB's framework for evaluating the quality, effectiveness and relevance of programmes across FET centres. The process will integrate feedback from stakeholders supporting continuous improvement, ensuring alignment with learner needs, employer requirements and national quality assurance standards. Monitoring and review of FET provision at centre level supports continuous quality enhancement and accountability across LMETB, ensuring provision remains responsive to learner needs, labour market demand, and the QQI Core Statutory Quality Assurance Guidelines. A structured, evidence-based methodology will be applied, combining centre-led evaluation with analysis of key performance indicators and stakeholder feedback. Reviews are to be undertaken on a planned cycle resulting in clear improvement actions, with ongoing monitoring to support reflective practice, consistency of standards and improved learner outcomes.

LMETB would significantly benefit from routinely capturing external stakeholder voices such as employers and second providers in formal QA processes at both local and central level. Access to the SEED/customer relationship management (CRM) database of employers engaged with the ETB will help support this QA function. This database should be widened to include employers active with the ETB in providing work experience and work placement opportunities, engaging in programme development or receiving education and training services for employees. It is intended to roll-out access to and training into the SEED database over 2026, in particular, to support work experience placements to relevant FET provisions.

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.

16. Complete the development work on the FET learners' handbook.

LMETB's FET Learner Handbook was developed in 2024 and will be reviewed on a biennial basis going forward. Feedback and recommendations from learners and teaching staff will be included in these updates. The Learner Virtual Hub and the FET Learner Support section of the LMETB website are monitored and updated as required by the Learner Support Officer. Work is planned for 2026 to develop an assessment specific resource, the Learner Assessment Handbook. This will augment the information on assessment available to learners in the existing Learner Handbook.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

[FET Learner Support section of LMETB website](#)

[FET Learner Virtual Hub](#)

[LMETB FET Learner Handbook](#)

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.
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.	

2.02 Assessment of Learners

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

17. Prioritise support for learning and teaching. At a local level there is evidence that the quality of learning and teaching is good. The review team recommends that, at a strategic level, the ETB identifies mechanisms to	Throughout 2025 LMETB prioritised support for teaching, learning and assessment of learners through targeted initiatives, aimed at developing a consistent approach to TLA across the wide variety of FET provision.
---	--

<p>support a more consistent approach across all its provision.</p>	<p>Two online information sessions outlining the main changes to the 27 revised CAS modules took place in Q2 2025, covering the rationale for the revisions to the modules and giving a summary of the key amendments made. This was supplemented by an in-person session delivered in Q3 of 2025 before colleagues began teaching the amended modules. Attended by over 100 teachers tutors and instructors, the event comprised an overview of the amendments to the modules, with particular emphasis on the move to assessing against MIMLOs and the implications for assessment techniques across each module, followed by the establishment of a series of Communities of Practice in the following broad subject areas: Communications, Work Experience, Personal Effectiveness, ICT, Business and Administration, Health and Fitness and Special Needs Assisting. Colleagues in each Community of Practice were afforded an opportunity to liaise with teachers outside of their centre to share any concerns or issues they had in relation to the delivery and assessment of the newly revised modules. The training event also provided an opportunity to evaluate the progress of the CoPs and plan for any changes or expansion of the project.</p> <p>A FET sectoral review of national CAS module update process by ETBI and the QA Network is being conducted, and this will inform further reviews of existing CAS programmes over the next few years.</p>
<p>18. Develops and uses a more consistent approach to informing learners of what is expected from assignments.</p>	<p>LMETB QAES has implemented a range of coordinated policy, guidance, and staff development measures to ensure clarity, standardisation, and transparency across all FET centres.</p>

At organisational level, LMETB has developed the [LMETB Academic Integrity Policy](#) and guidelines for learners and teaching staff on the use of Gen AI tools. These documents clearly articulate expectations regarding assessment submission, academic writing, referencing requirements, and the appropriate use of Artificial Intelligence tools. The revised [LMETB Assessment Misconduct Procedure](#) places continued emphasis on early informal resolution, particularly where learners may inadvertently breach academic integrity requirements, while also introducing clearer and more consistent sanctions in cases of confirmed malpractice. These revisions followed detailed consultation with centre leaders throughout 2025, supporting system-wide consistency in implementation.

The **LMETB e-learning Academic Integrity course** for learners, based on the ETBI [Learner's Guide to Academic Integrity \(2022\)](#) handbook, will be updated in 2026 to align fully with LMETB's policy and associated guidance documents on academic integrity. This course provides all learners with structured instruction on assignment expectations, referencing conventions, and responsible academic practice, thereby promoting a consistent baseline understanding across centres.

The QAES confirmed through its QA Check-In Survey in late 2024 and on-site visits that robust systems are in place to communicate assessment expectations to learners. Learners receive course outlines in advance, including assessment schedules and indicative assessment periods. In PLC provision and other programme areas, detailed assessment calendars are provided. Induction programmes include explicit guidance on academic writing standards and referencing formats required throughout the programme of study are provided.

In addition, all LMETB FET centres will be offered QAES guidance in early 2026 in relation to Academic Integrity and Artificial Intelligence, ensuring that learning practitioners communicate consistent expectations regarding assignment submission and the appropriate use of Generative AI tools.

	<p>Collectively, these measures strengthen standardisation across centres and ensure that learners are clearly and consistently informed of what is expected of them in relation to assignment preparation and submission.</p>
<p>19. Develop and use a standardised learner handbook across all FET centres in order to strengthen consistency in relation to assessment.</p>	<p>Work is planned for 2026 to develop an assessment specific resource, the Learner Assessment Handbook. This will augment the information available to learners in the existing Learner Handbook.</p> <p>In 2025 as part of the work undertaken on the subject of Academic Integrity and the use of Artificial Intelligence and Generative Artificial Intelligence; the QAES at LMETB produced a set of LMETB FET Learner Guidelines for Academic Integrity and Use of Gen AI Tools. The guide provides a general guide to good academic integrity practice and includes updated information, advice and guidance on the extent to which Artificial Intelligence and Generative Artificial intelligence Tools can be used in work submitted for assessment. Guidance was drawn heavily from the experiences of FET Centre Leaders and research was conducted into the information, advice and guidance given to learners in other educational sectors to ensure that there is consistency in the message delivered to learners and to ensure that they are well prepared for progression from FET.</p>
<p>20. Review how QA arrangements are applied to all forms of work experience</p>	<p>Development work on LMETB's Work Based Learning Policy and Procedure was carried out in 2024; this included updated resources in the form of an Employer Information Pack and a Learner Information Pack. Implemented in 2025, these documents will now require a further review in 2028.</p>

The Strategic Employer Engagement Database (SEED) project has been instrumental in transforming employer engagement within LMETB's Skills to Advance team. This innovative CRM system has not only streamlined processes but also empowered staff to provide a more comprehensive and targeted approach to employer support. As part of its rollout, a facility of the SEED system to support work experience placement in FET centres/PLCs is being developed to underscore quality assurance requirements for FET provision offering certified work experience modules. Work placement reporting via the CRM facility will be standardised with the aid, in the first instance of the PLC colleges. It is intended to roll-out access to and training into the SEED database over 2026, in particular, to support work experience placements to relevant FET provisions.

Commentary and Reflections

In 2025 LMETB submitted an application to QQI to extend its approved scope of provision to include blended learning. As part of this application, LMETB has revised its policy on Blended Learning which, subject to QQI approval for the extension of scope, will be uploaded to the LMETB website once approval is received. A series of documents to support the application for extension of scope to QQI were developed including:

- LMETB Strategic Action Plan for Blended and Fully Online Learning 2025-2029
- LMETB Gap Analysis Tool
- LMETB Self-Evaluation Analysis
- List of 25 policies/procedures that need to be updated/developed if blended learning approval is granted.

Work which commenced in 2025 will continue into 2026 in terms of reviewing all relevant policy documents to support blended delivery, subject to QQI approval for delivery of blended programmes.

Link to Published Policies and Procedures

[LMETB Work Based Learning Policy and Procedures and Associated Resources](#)

2.03 Supports for Learners

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

21. Make explicit how the quality of each support service is monitored and evaluated in order to provide a more formalised and consistent approach in each FET centre.

In LMETB, Learner Voice feedback has a significant influence on how we provide learner support as well as how we monitor and evaluate it. LMETB encourages both formal and informal expression of learner voice on various programmes of study. For example:

- Learners are facilitated to provide testimonials at the end of courses. Some examples of recent Learner Testimonials from O Fiaich Institute of FET are available here: [Learner Testimonials from O Fiaich Institute of FET](#)
- Formal inspections are whole centre evaluations (WCE) and are carried out by the Department of Education and Youth on Youthreach centres. Such inspections specifically seek learner feedback. During this process, Inspectors meet with learner groups to ascertain their views on the quality of provision in terms of Teaching, Learning and Assessment and overall support for learners in the centre.
- Annually all LMETB's Youthreach centres engage with the Centre Evaluation Improvement process (CEIP). This forms part of a mandatory internal annual QA

process designed to evaluate and enhance the quality of education, training, and support services offered to Youthreach learners. Feedback is actively sought from learners within the centre on aspects of teaching, learning and support that are working well for learners, together with areas for further development.

- LMETB learners have participated in the National FET Learner Forum, which gives learners an opportunity to articulate their views and be listened to at a national level. In addition, as well as these formal mechanisms which also include course feedback and evaluation processes, informal learner opinion is also sought from learners in classrooms, at social events and in the tea/coffee breaks where the informality often lends itself to learners offering opinions on their learning experience within LMETB.

A new Learner Support Officer was appointed in early 2026. The primary focus of the Learner Support Officer will be to build on the progress made in the area of learner support previously and to supplement the existing learning supports provided in LMETB FET centres. The role will focus on further embedding the principles of Universal Design across all FET programmes, ensuring that inclusive practice becomes an integral and consistent feature of teaching and learning.

A key priority will be increasing the visibility and clarity of the disability supports available, not only by enhancing their presence across centres but also by actively

developing and defining their functions so learners and staff have a clear understanding of the supports available.

The Learner Support Officer will work closely with both learners and staff to promote a more holistic, institutional approach to wellbeing.

Through collaboration, training, and ongoing engagement, the aim is to strengthen a culture of inclusion, accessibility, and proactive support that enables every learner to participate fully and succeed.

This role represents a continued commitment to improving learner experience while evolving the structures that underpin high quality support within LMETB FET.

LMETB is actively engaging with the national ETBI and AHEAD working group: 'Reasonable Accommodations (RA) in FET Feedback Group'. LMETB supported the roll out of a formal survey into the provision of reasonable accommodation policy and practise in FET by this working group. The finalisation of tools in Needs Assessment and Reasonable accommodations, development of short courses, support video and formal polices and processes guidelines for learners to access supports are being agreed across all FET provision by this group and the Directors of FET and these will inform the future iteration and development of LMETB's Reasonable Accommodation Policy and Procedures.

In LMETB, Learner Voice feedback has a significant influence on how we provide learners supports as well as how we monitor/evaluate them. In 2025, LMETB FET staff attended training to support them to develop or enhance their Learner voice Structures.

	<p>6 FET staff attended Learners as Leaders Training in Jan 2025 delivered by AONTAS. LMETB FET Communications Officer participated in the pilot of AONTAS Learner Voice eLearning module, which will be rolled out to the wider sector and will be available to all FET staff interested in supporting Learner Voice Structures within LMETB.</p>
<p>22. Implement the SOLAS Guidance on Universal Design for Learning (UDL) to support the diverse needs of learners.</p>	<p>Learners are provided with all available supports to facilitate their learning, taking account of their diversity and their individual learning needs. In 2025, LMETB FET staff were facilitated in attending AHEAD’s Digital Badge in UDL.</p>
<p>Commentary and Reflections</p> <p>The provision of learner support is central to LMETB’s FET programme provision. The Learner Support Officer working with LMETB’s Organisational Support and Development (OSD) Directorate will commence development work on adopting the ALTITUDE Charter in 2026. LMETB FET are committed to finalising the work developed within the RA in FET Review Group led by ETBI and AHEAD. LMETB FET will develop options to embed consistent support for Learners throughout all providers.</p> <p>The LMETB Learner Support Officer will take lead in rolling the Wider Benefits of Learning (WBL) project directed from ETBI.</p> <p>LMETB FET are developing and expanding the Erasmus+ programme in 2026. The projects will be designed to provide learners with valuable opportunities to broaden their academic, personal, and professional horizons. By engaging with international partners, learners experience new cultures, perspectives, and educational practices that enrich their understanding of the world expanding their transversal skills. Erasmus projects promote key competencies such as communication, collaboration, problem solving, and digital literacy skills essential for success.</p>	
<p>Link to Published Policies and Procedures</p>	

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.

23. Identify a small number of quality assurance priorities for each year and identify who will lead on ensuring their implementation.

Update on **QA priorities set for 2025:**

Extension of Scope Application

LMETB completed an application to QQI to extend its scope of provision to include blended learning delivery. LMETB anticipates that the review of its blended learning application by a QQI appointed external panel will happen in Q2 of 2026. As part of this application, LMETB has identified twenty-five policies that need to be updated or developed. Work on these policies will form a significant portion of the work of the QAES in 2026.

Policy Development and Update

In 2025 the QAES identified a number of policies requiring revisions or development. An overview of these documents and their revisions is included in Recommendation 14.

QQI Validation Applications

Successful application to QQI for the validation of programmes in various areas:

New Programmes Validated by QQI for LMETB Delivery in 2025:

- Level 3 Special Purpose Award in Science and Technology, Engineering, Arts and Maths (STEAM)

New Programmes Differentially Validated by QQI for LMETB Delivery in 2025:

- Level 3 Special Purpose Award in Introduction to Climate Justice
- Level 4 Special Purpose Award in Social Innovation in the Community
- Level 4 Special Purpose Award Introduction to Artificial Intelligence
- Level 5 Special Purpose Award in Immersive Technology
- Level 5 Special Purpose Award in Digital Citizenship
- Level 5 Special Purpose Award Enhancing Productivity with Artificial Intelligence
- Level 6 Special Purpose Award in Mentorship Practice
- Level 6 Special Purpose Award in Sustainability Leadership
- Level 6 Special Purpose Award in Corporate Sustainability Reporting

New LMETB, CMETB and DkIT Tertiary Pathway Programme:

A unique access route for FET learners into the **BSc (Hons) in Intellectual Disability Nursing** at Dundalk Institute of Technology (DKIT) commenced in September 2025. The Tertiary degree route is available in O’Fiaich Institute of Further Education, Dundalk where students who successfully complete the QQI Level 5 in Nursing Studies can gain guaranteed entry into the first year of DkIT BSc (Hons) in Intellectual Disability Nursing, subject to meeting entry criteria.

New Programmes Validated by QQI for LMETB Delivery in 2026

- Level 6 Special Purpose Certificate in 3D Construction Printing Operations

New Programmes Currently in Development:

- Level 6 Special Purpose Award in Factory of the Future

New Programmes being prepared for Differential Validation by QQI for LMETB Delivery in 2026

- Specific Purpose Certificate in Level 6 Learning & Skills Development for Business

Programmes Currently in Review by LMETB

- Level 4 Door Security Skills
- Level 4 Security Guarding Skills

Tertiary Programme Development

As part of the **Tertiary Pathway to Primary Teaching** initiative, a sectoral development between six ETBs, three HEIs, the National Tertiary Office, the Department of Education and Youth and DFHERIS, LMETB led out on the development of two Irish modules that will be mandatory components for the new Level 5 programme which will lead to a major award designed to prepare tertiary students for the BEd in Primary Teaching. Validation of this Level 5 programme by QQI is anticipated in Q2 of 2026.

Dunboyne College of Further Education and Training (DCFET) and UCD are currently collaborating on the creation of a tertiary pathway leading to **the BAgrSc (Hons) Agricultural Science** degree with roll-out planned for September 2026.

QA priorities for 2026 will include:

- A framework is being developed for the review of programmes across FET provision in LMETB. **LMETB Centre Review of Programme Process - Information Guide for FET Services** is currently in development by LMETB's QAES. Once approved it will guide LMETB's review of programmes across FET.
- Development of an **LMETB FET Data Management Policy**
- Revision of **FET Admissions policy** - Work began on the development of this policy in 2025 with a draft currently under review by the QA Working Group.
- Final revision of the draft **LMETB Teaching, Learning and Assessment Strategic Framework** in preparation for consultation. This policy is currently in development.
- Revision of LMETB's **Access, Transfer and Progression** policy
- Development of an **LMETB Learner Attendance** policy
- Development of an **LMETB Learner Assessment Handbook**. This handbook is currently in development.
- Development of an **Open Education Resources Policy**. This Policy is currently in development.
- Continued development of **LMETB Guidelines for Engaging with an External Training Provider, Collaborative Provision and Partnerships** - The term 'collaborative provision' refers to the formal agreement between LMETB and other parties to jointly deliver and assess a programme, ensuring shared

	<p>responsibility and high standards in meeting learners’ needs. A draft set of guidelines has been prepared for consultation.</p> <p>Further to the information here, Section 4 in this document provides a list of policies that are planned to be updated in 2026 as well as a record of planned new policy development.</p>
Click here to enter text.	Click here to enter text.
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

3.02 Programme Monitoring & Review

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

24. Establish and use a consistent approach to recording when programme and module reviews need to be completed, whether they have been completed on	A formal approach to self-evaluation at centre level across FET provision commenced in 2025. In support of this work, a quality reporting template, or self-evaluation monitoring form, is currently in development. The accompanying policy document will
--	--

schedule, and what changes have been made to programmes

detail the **LMETB Centre Review of Programmes** process, providing a structured and timebound framework for assessing the quality, effectiveness, and relevance of programmes delivered across FET centres. This process will incorporate feedback from key stakeholders and promote ongoing enhancement, ensuring that provision remains aligned with learner needs, employer expectations, and national quality assurance requirements. Through participation in this review process, LMETB is strengthening existing programme offerings while also identifying opportunities for innovation and development in emerging areas. This proactive, evidence informed approach underpins continuous improvement in programme design, delivery, and assessment, and reinforces alignment with the SOLAS FET Strategy and the strategic pillars of FET.

In 2023 LMETB led the development and validation of QQI awards: **Security Guarding Skills Special Purpose Award at NFQ Level 4 4S20606 10 credits** and **Door Security Skills Special Purpose Award at NFQ Level 4 4S20612 10 credits**. These awards have undergone a thorough external review process and consultation is current (February 2026) with the Private Security Authority and other ETBs to implement changes to the awards to allow for effective and safe delivery. Feedback from providers have been used to inform this process.

The **Utilising Robotics in Advanced Manufacturing 6N21966 Special Purpose Award** - As a result of feedback from the pilot delivery of module one, the assessment for module 1 was adjusted (Fundamentals of Robotics). In addition, all assessment instrument specifications, updated listings of essential equipment to effectively deliver

	<p>the awards and module details have been shared with ETBs who are currently delivering this award through differential validation. Recognition of RPL for learners with relevant industry experience has been granted so that upon successful completion of the assessment for module 1 of the programme, learners may be able to partake in modules 2-5 without having to attend or participate in module 1. This very practical and pragmatic approach will lead to increased participation and aligns with the goals of providing learning in an adaptable and flexible manners to those already working in the industry.</p> <p>STEAM Fundamentals 3N22968 and Introduction to STEAM 3N22970 awards were developed by LMETB and validated in 2025. No changes to these awards have been made to date.</p> <p>Barista Skills 4N22450 was developed by LMETB and validated in 2024. No changes to this award have been made to date.</p> <p>The Programme Development Officer in LMETB will consult with centre managers responsible for delivery of these awards and offer opportunities for feedback to inform any future changes if required.</p>
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.

25. Develop and use a single set of quality assurance policies, procedures and practices across all the ETB's provision, including contracted (second) providers.

LMETB continues to review its QA systems to ensure that QA policies, procedures and associated materials are readily available and accessible to all centres delivering LMETB programmes.

Given the scale and the nature of this task in integrating and streamlining assessment related policies and procedures across all FET Centres and in doing so allowing for key stakeholder participation, the further development of the overarching QA framework, managing quality processes across all FET centres, is incremental. Amendments made to key policy documents throughout 2025 are available on the LMETB FET Policies and Procedures Section of LMETB website [here](#), and this remains the primary resource for staff members on all QA requirements.

The FET Quality Assurance MS Team, with over 270 members comprising FET Learning Practitioners (teachers, tutors, adult educators, instructors) and support staff is used as an information point regarding assessment practices, QA training policy updates and other matters relating to QA. All matters related to QA are communicated via email to FET coordinators and PLC/Training Centres' management staff. The QAES team meet

	regularly to discuss QA related work, to share good practice and to keep abreast of QA developments and initiatives.
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.	

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.		
LMETB Academic Integrity Policy	Completed	LMETB Academic Integrity Policy	
LMETB Access Transfer and Progression	In Progress		
LMETB Admissions Policy	In Progress		
LMETB Admissions Appeals Policy	In Progress		
LMETB Learner Attendance Policy	In Progress		

LMETB Assessment Misconduct Procedure	Completed	LMETB Assessment Misconduct Procedure
LMETB Assessment Appeals Policy: Process or Results	Completed	Updated version to be uploaded on website following noting by LMETB Board
LMETB Assessment Deadlines Procedure:	Completed	LMETB FET Assessment Deadlines Procedure
LMETB Assessment Repeats Policy	Completed	LMETB FET Assessment Repeats Policy
LMETB Learner Assessment Handbook	In Progress	
LMETB Blended Learning Policy	In Progress	Updated version to be uploaded on website once extension of scope to include blended learning is approved by QQI
LMETB FET Data Management Policy	In progress	
LMETB FET Examinations Procedures	Completed	LMETB Examinations Procedure
LMETB Learner Charter	In Progress	
LMETB Learner Contract	In Progress	

LMETB FET Learner Disciplinary Policy	In Progress	
LMETB Management and Information System Policy	In Proress	
LMETB Learner Feedback and Participation Policy	In Progress	
LMETB FET Blended Learning Guidelines	In Progress	
LMETB Learner Management Information System Policy	In Progress	
LMETB Open Education Resources (OER) Usage Policy	In Progress	
LMETB Programme Development and Approval Policy and Procedures	To be updated in 2026 to encompass blended delivery and tertiary programmes	LMETB Policy on Programme Development and Approval
LMETB Reasonable Accommodation in Assessment Policy	In Progress	
LMETB Quality Assurance Guidelines for Engaging with an External Training Provider	In progress	
LMETB Guidelines for Learning Practitioners on the Use of Gen AI Tools	Completed	LMETB FET Guidelines for Learning Practitioners on the Use of Gen AI Tools
LMETB Learner Guidelines for Academic Integrity and Use of Gen AI Tools	Completed	LMETB FET Learner Guide for FET Learners on Academic

		Integrity and the Use of Gen AI Tools
LMETB Secure Storage Procedure	Completed	Updated version to be uploaded on website following noting by LMETB Board
LMETB Teaching, Learning and Assessment Policy	In Progress	
LMETB Centre Review of Programme Process - Information Guide for FET Services	In progress	

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: 1. Introduction of a systematic Student Progress Results Tracking System in Drogheda Institute of Further Education (DIFE)

Introduction

As part of its continuous review of quality assurance processes, Drogheda Institute of Further Education (DIFE) has developed a result tracking quality system to monitor student achievement and progression throughout the academic year. The main objectives of the Student Progress Results Tracking System are to systematically monitor learner achievement and progression across the academic year, identify trends and potential risks at an early stage, and support timely academic interventions. The system aims to provide reliable evidence to inform quality assurance reviews, ensure consistency in standards, and support continuous improvement in teaching, learning, and assessment. It forms part of DIFE's requirements relating to retention and attainment of learners and for reporting of outcomes to LMETB as requested.

Description of issue

The development of the Student Progress Results Tracking System was driven by anomalies identified over a number of academic years that had implications for learner outcomes and overall quality assurance. These included students underachieving in individual modules across their programme; impacting their overall award achievement, learners falling below expected grade bands, patterns of non-submission or late submission of assessments, and inconsistent progression between assessment periods. In some cases, these issues were not identified early enough in the academic schedule to allow for effective academic or learner support interventions.

Action

The Student Progress Results Tracking System has been implemented across all programmes in the college and ensures that programme coordinators and course teachers can monitor student's progression on their chosen course. The system allows the course staff team to easily view a student's academic record and monitor results.

The aid will identify a number of key areas for course staff including:

- Module Details (mandatory components, supplementary components, and credit values)
- Component and Full award status as learners progress on the course
- Analysis of results achieved across learners on the course
- Action areas to identify issues prior to exam board meeting

This data is invaluable when monitoring the progress of individual students across a range of learning areas, as well as tracking their achievement throughout the academic year. The data can be used to identify where a student is placed in relation to their personal learning goals (e.g. a student that requires 5 Distinctions to progress to higher education). The aid should also flag where a student is not progressing, enabling course teachers, coordinators, and administrators to quickly identify learners who have not completed assessments and those who may require additional support from the Learning Support team.

Course Coordinators also use the data to provide feedback to learners relating to their progress on their course. The Student Progress Results Tracking System also forms part of the end of year procedures within the centre. It provides a resource to review and analyse results at end of year course team meetings prior to exam board meetings and is available as part of the Results Approval Process as required by LMETB. Finally, the aid will also assist with benchmarking with national standards as part of the centre's, LMETB's and QQI's core statutory quality assurance requirement in relation to Self-Evaluation, Monitoring and Review.

Key Outcomes/Impacts

By systematically capturing and analysing achievement and progression data across the academic year, the system strengthens quality assurance by enabling early identification of risk, supporting timely and targeted interventions, and ensuring consistent monitoring of standards

across programmes. It provides reliable evidence to inform programme review, teaching and assessment evaluation, and continuous improvement processes, thereby helping to safeguard academic standards and enhance the overall learner experience.

Key Learnings

The implementation of the Student Progress Results Tracking System has provided valuable insights into how learner data can be used more effectively to support quality assurance and continuous improvement. The process highlighted both the benefits of systematic monitoring and the practical considerations required to ensure the system is used consistently and meaningfully across programmes.

1. Early identification and Intervention

Regular and structured tracking of results enables the early identification of learners at risk of underachievement, non-submission, or falling below expected grade bands, allowing for timely academic and support interventions.

2. Staff Engagement and Consistency:

Effective implementation depends on staff understanding the purpose of the system and engaging consistently with data entry and review, which supports reliability of information and comparability across programmes.

3. Enhanced Quality Assurance Evidence

A centralised tracking system provides clear, reliable evidence to inform programme review, support evaluation of teaching and assessment practices, and strengthen overall quality assurance and standards.

Conclusion

In summary, the implementation of the Result Tracking Quality System has demonstrated that systematic monitoring of student achievement and progression is a powerful tool for enhancing quality assurance. By enabling early identification of at-risk learners, promoting consistent staff engagement, and providing reliable evidence for review and evaluation, the system supports targeted interventions and continuous improvement.

Overall, its use has strengthened the institution’s ability to maintain academic standards, improve learner outcomes, and embed a proactive, evidence-based approach to quality assurance across all programmes.

Case Study 2: Ashbourne Youthreach Case Study

Introduction

Over the past year, our centre has implemented several targeted QA enhancements designed to strengthen teaching, learning, and assessment practices across all programmes. These initiatives aim not only to raise learner attainment and engagement but also to ensure that our provision is cohesive, consistent, and reflective of best practice -term directory—have had a measurable, positive impact on both staff practice and learner outcomes.

The Standardised Scheme of Work Framework and the introduction of a Dedicated Literacy Class supported by an online key term directory—have had a measurable, positive impact on both staff practice and learner outcomes. These enhancements may be of significant interest to other Youthreach providers.

Description of issue

Historically, practitioners developed their schemes of work independently, drawing on their own experience, preferred methodologies, and subject traditions. While this autonomy supported creativity, it also resulted in significant variability in structure, depth, and pedagogical quality. Some schemes were detailed and learner-centred; others were brief overviews lacking explicit learning outcomes, differentiation strategies, or clear assessment links. This inconsistency made it difficult to ensure that all learners received a uniformly high-quality learning experience and

limited management's ability to maintain clear oversight of curriculum delivery. It also created challenges for new staff, who often had to start from scratch without a shared framework to guide planning or align their work with broader centre priorities.

Although QQI module descriptors were used to provide some structure, their application was inconsistent and did not always translate into coherent, scaffolded learning design.

To strengthen pedagogical consistency and better support both new and experienced staff, we introduced a centre-wide, standardised Scheme of Work template. This template prompts practitioners to think deliberately about how learning is structured over time and ensures that all schemes explicitly address weekly or monthly learning intentions, differentiation for mixed-ability and SEN/EAL learners, active and creative methodologies, cross-curricular literacy and numeracy, and appropriate assessment strategies.

The introduction of this shared template has resulted in a more coherent, quality-assured planning process that aligns classroom practice with the centre's strategic goals for teaching and learning.

Alongside these planning challenges, we identified a further issue affecting learner progress: difficulty with key terminology across subjects. Learner feedback, classroom observation, and assessment analysis revealed that many students' struggles were not due to gaps in content knowledge but to confusion about essential instructional language.

Terms such as *define*, *analyse*, and *evaluate*, along with subject-specific vocabulary, frequently appeared in assignments and activities, yet learners often misunderstood what these terms required them to do. This created unnecessary barriers to engagement, reduced confidence, and negatively impacted assessment performance.

To address this cross-curricular issue, we introduced a weekly Literacy Class dedicated to the explicit teaching of key terminology. Learners maintain an online directory where they record unfamiliar vocabulary encountered in any subject.

During Literacy Class, they collaboratively define these terms, explore examples, and practise using them in appropriate contexts. This shared, student-generated resource supports deeper understanding, encourages ownership of learning, and develops metacognitive awareness. The focused attention on terminology has significantly improved learners' ability to interpret instructions, engage meaningfully in lessons, and demonstrate their knowledge accurately in assessments.

Action

a. Collaborative Staff Meetings

We initiated a series of staff meetings dedicated to reviewing current schemes of work and identifying areas for improvement. Practitioners worked collaboratively to design a unified Scheme of Work template that reflects Youthreach pedagogical values and QA expectations. This process ensured staff ownership, alignment, and consistency.

b. Development of a Standardised Scheme of Work Framework

The staff cocreated a template requiring tutors to think critically and pedagogically about their planning. The framework includes creating a template requiring tutors to think critically and pedagogically about their planning. -created a template requiring tutors to think critically and pedagogically about their planning. The framework includes:

- Time Periods / Weekly Learning Blocks
- Weekly Learning Outcomes / Intentions
- Active and Creative Teaching Methodologies
- Assessment Strategies
- Key Skills Integration
- Differentiation (Mixed Ability, SEN, EAL, GAT, Learning Styles)
- Cross Curricular Methods (including literacy and numeracy) Curricular Methods (including literacy and numeracy)

This structure ensures that every tutor considers inclusivity, engagement, and assessment in a deliberate and planned manner.

c. Strengthening Literacy Across the Curriculum

To address terminology issues, we introduced a dedicated Literacy Class. Learners now maintain an online directory of key terms encountered across subjects. In their literacy session, the group collaboratively defines these terms, contextualises them, and develops shared understanding.

This approach embeds literacy into all subjects and reduces barriers to learning.

Key Outcomes/Impacts

The introduction of the standardised Scheme of Work and the dedicated Literacy Class has produced significant and measurable improvements across teaching, learning, and Quality Assurance processes. Staff now plan with greater clarity, structure, and pedagogical intention, resulting in more consistent delivery and improved alignment with centre-wide goals. Differentiation, active learning methodologies, and cross-curricular literacy and numeracy are now embedded as standard practice rather than optional enhancements. Learner engagement has increased as lessons are more accessible, inclusive, and clearly structured around transparent learning intentions. The focus on key terminology has reduced barriers to understanding across all subjects, leading to greater learner confidence, improved assessment performance, and more meaningful participation in class activities. These developments have also strengthened QA oversight, with schemes now providing clear evidence of planning, progression, and assessment practices. Overall, the combined initiatives have fostered a more cohesive learning environment, enhanced staff collaboration, and delivered tangible improvements in learner outcomes and centre-wide quality.

Key Learnings

A number of important lessons emerged from this process that will inform ongoing development within the centre.

First, the initiative demonstrated that collaborative planning is essential for achieving consistency and quality across programmes. When practitioners work together rather than in isolation, the curriculum becomes more coherent and aligned with shared goals.

Second, we learned that a structured planning framework not only supports new staff but also encourages experienced practitioners to think more intentionally about pedagogy, differentiation, and assessment—highlighting that quality improvement is an ongoing, reflective process.

Third, the literacy initiative reinforced that barriers to learning often stem from language rather than ability, and that explicitly teaching key terminology can dramatically improve learner confidence and engagement across all subjects.

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](#).