

Interim Quality Report

Tipperary Education and Training Board

Date: February - 2026



Tipperary
ETB

Bord Oideachais & Oiliúna Thiobraid Árann
Tipperary Education & Training Board

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 Tipperary ETB

It is to be submitted by 27 February 2026

The interim quality report has been approved by Tipperary ETB FET QA Governance Group (Quality Council) and is submitted by Catherine O'Callaghan (AEO – QA Manager) on behalf of Clodagh Kelly (Chief Executive)

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GUIDELINES ON COMPLETING THE REPORT

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

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

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

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

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

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

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 The results of this will be used to inform QQI and will not be published as part of this report.

1.0 Interim Quality Report

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


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

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends Tipperary ETB seek to develop an internal communications mechanism to increase opportunities for staff to engage in review, consultation and planning.</p>	<p>Staff Consultation on Tipperary ETB Statement of Strategy 2023-2027</p>	<p>Tipperary ETB has taken steps towards strengthening internal communications and staff engagement by establishing structured consultation and planning processes across the FET, Schools and OSD pillars. These initiatives have increased opportunities for staff to contribute to strategic development whilst also ensuring that organisational priorities are informed by shared insights. For example:</p> <p>Tipperary ETB launched its Statement of Strategy (2023-2027) setting out vision, mission and values, and the key strategic goals and priorities, as a result of an extensive consultation process that was undertaken with all Tipperary ETB stakeholders. Stakeholders were happy with the opportunity to input into the strategy development process and there will be more regular engagement with stakeholders as part of a mid-term review to ensure delivery of priorities is on track.</p>

		<p>Following the launch, a Statement of Strategy Implementation Plan 2023-2027 was developed detailing the actions, owners, timelines and status across FET, Schools and Organisational Support and Development (OSD). From this plan, a FET Strategy Statement Detailed Action Plan was developed including FET operational and developmental prioritised milestones and steps.</p>
	<p>Implement an Area Based Planning (ABP) approach, i.e., a coordinated planning effort, where Programme Managers, Centre Managers, Principals, Administration, Support, Resource and ancillary staff work together on an overall plan for FET provision across the county. The ABP provides a platform (gives staff a ‘voice’) for review, consultation and planning in all areas of FET provision, course planning, development, learner supports etc. Set up ABP MS Teams sites for</p>	<p>The Tipperary FET College Area Based Planning (ABP) approach is now running for 3 years and has become embedded in all planning efforts. The principles of ABP include a coordinated evidence-based course planning effort, bringing together Programme/Centre Managers and Principals with a view to working together on an overall plan for FET provision across the county, based on three geographical or catchment areas. The considerations include learner/teacher feedback, previous outcomes, meeting area-needs (learner, community, employment), demographic information (population, unemployment, deprivation), meeting key target groups (underrepresented, specific needs), addressing skills gaps (locally, regionally and nationally), progression pathways (in, within, and from FE to Higher Education (HE)/Employment) etc. It is a key element of developing the Tipperary ETB FET College</p> <p>The 2024 and 2025 ABP processes included input from SOLAS Skills and Labour Market Research Unit (SLMRU), SOLAS Climate Strategy and Skills, National Tertiary Office, Regional Skills Forum and Tipperary ETB</p>

	sharing of information, communities of practice, discussions boards and workshops	Enterprise Engagement. These experts shared valuable insights on industry trends, workforce challenges, skills gaps and opportunities for development.
Click here to enter text.	Develop the Tipperary ETB Staff HUB as an overall internal Information & Communication repository where necessary information is available to staff in usable formats.	Tipperary ETB has designed, developed and migrated content from our existing website to the new accessible platform, including an update to the Sharepoint Staff Hub. This followed a new Tipperary ETB Brand redevelopment and roll out over 2024. The migration to the new website and launch took place in Q4 2024. The Staff Hub hosts information relevant to staff including News, Professional Learning and Development, Current Vacancies, Employee Assistance Scheme, Digital Learning, Quality Assurance, Policies and Procedures, Branding Guidelines etc. The aim is to provide all staff with a one-stop-shop for the important information and resources needed as an employee of Tipperary ETB. As the site continues to be a work in progress, feedback is important to ensuring that Staff Hub is a truly valuable resource, with updated versions of the site implemented to include a range of enhancements and new content areas.

		
	<p>Establishment of 'QA Clinics' at centre level to support and embed the service with operational staff, including an opportunity for staff to communicate, consult and provide feedback</p>	<p>The provision of QA Clinics continues to provide a mechanism for internal communications increasing opportunities for staff to engage in QA. Tipperary ETB QA Clinics provide additional, focused and individualised support for centres to continuously develop and improve the quality of programme delivery. Visits may include support and guidance on a range of topics to support teaching, learning and assessment or quality assurance processes. Visits may be requested by centres or may be arranged by the FET QA Office to follow up on areas of identified need or progress made from previous visits. Recently, QA Clinics have additionally provided online QA online information session for Coordinators and Managers.</p>
	<p>Develop a FET Internal Self-Monitoring and Evaluation</p>	<p>Tipperary FET College's draft Monitoring and Evaluation Policy Framework for FET Programmes, Related Services and Quality</p>

Policy and associated procedures, including key performance indicators, production of annual quality reports with schedule of actions and strengthened monitoring and review processes

Assurance is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval. This policy provides a FET-wide framework for monitoring and evaluation:

- For consistency, clarity and transparency across our monitoring processes.
- It ensures that monitoring and evaluation practices help to achieve planned objectives and foster a culture of continuous improvement, accountability, and stakeholder engagement across FET.
- It aims to ensure that our educational services remain effective, responsive, and aligned with the needs of our students and stakeholders.

This policy framework integrates with Tipperary ETB strategic objectives, values and mission, and is implemented through our Quality Framework and Quality Assurance (QA) System, documented in the Quality Policy.

The next phase is to develop tools, templates, checklists or procedures to support the operationalisation of the framework.

Commentary and Reflections

Click here to enter text.

Link to Current strategy / documents

[Tipperary ETB Strategic Performance Agreement 2022-2024](#) *(pending 2026-2030 FET Strategy)*

[2023_2027_TETB-Statement-of-Strategy.pdf](#)

Tipperary FET College's draft Monitoring and Evaluation Policy for FET Programmes, Related Services and Quality Assurance is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval

1.02 Structures & Terms of Reference for Governance of QA

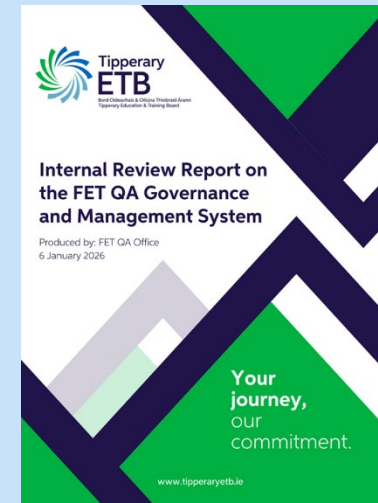
Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETB terms of reference for Quality Assurance Governance be reviewed to consider changing structure to broaden representation and include appropriate internal and external stakeholders.</p>	<p>Separation of the 'Programme Approval Committee (PAC)' and 'QA Governance Group' structures with no QA Governance members sitting on the PAC</p>	<p>https://tipperaryetb.ie/quality-assurance/#efaq-governance-and-management-of-quality-assurance-policies-and-procedures</p> <p>This action was completed and the programme approval process has been separated into 3 distinct stages, with each of the 3 stages aligned to a specific governance level, appropriate to the level of risk and complexity required. In addition, the membership structure for each stage was revised to ensure that the composition of each governance group was appropriate to the decision-making required at that stage of the process. The Programme Management and Approval Policy followed to support.</p> <p>This new process for programme approval was successful and operated for 18 months. However, following a formal and comprehensive review of the FET QA governance system as an integrated whole (rather than its units in isolation), the research indicates gaps in the arrangements for</p>

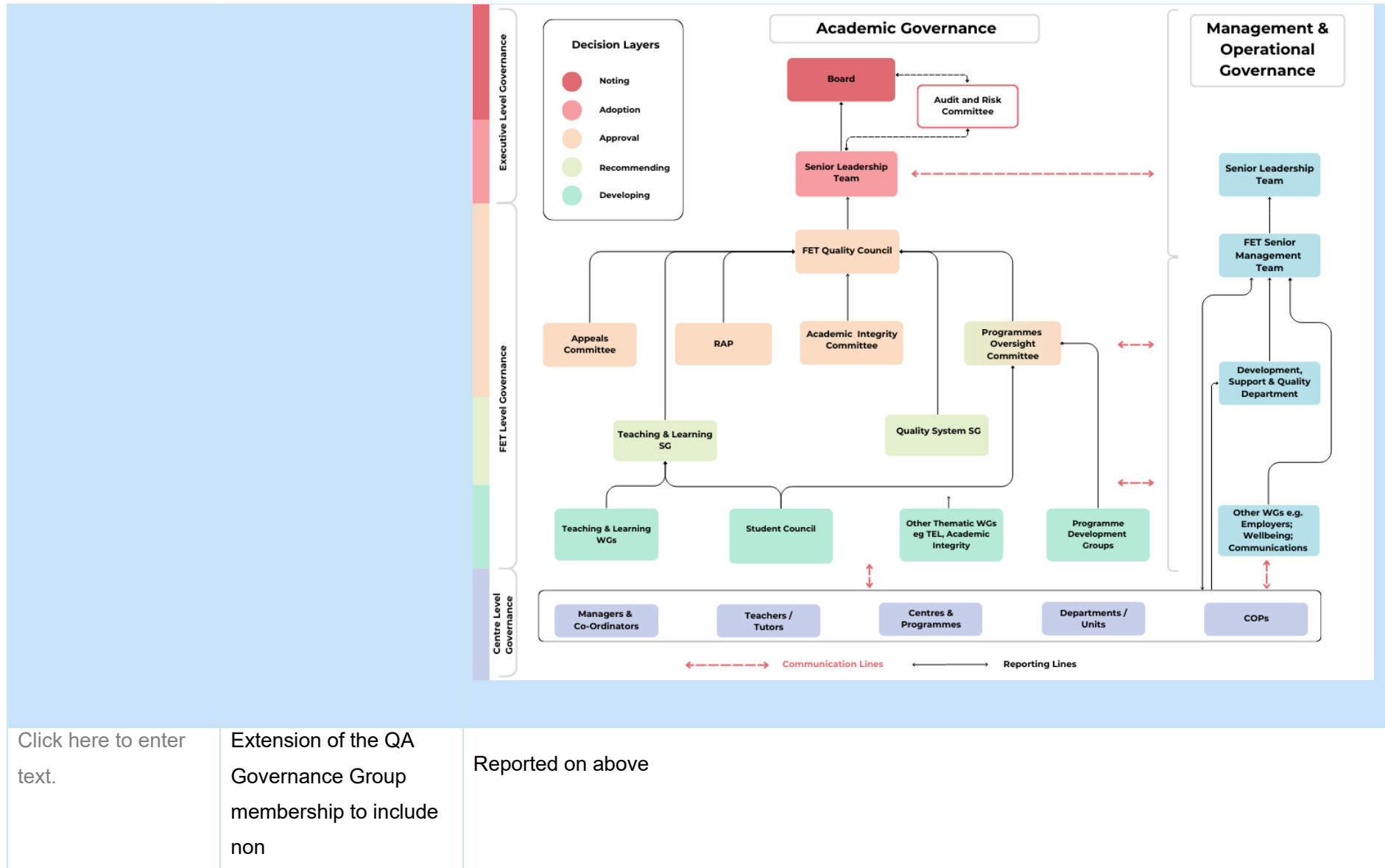
broader programme governance (and not just governance related to programme approval). These findings now have implications for the current approval process. New terms of reference for a broader Programmes Board (Programme Oversight Committee) with another revision of membership has just be finalised with a further rollout planned for Sept 2026.

Other findings of the research report extended to other FET governance units in the context of improving arrangements to broaden the appropriate use of internal and external stakeholder voice. All governance units were examined for appropriate membership and expertise in the context of maximising diversity and inclusion of stakeholder voice. Other changes made as a result of the review report included:

- Increasing external representation on the highest level FET unit – Quality Council. Membership now includes members external to Tipperary ETB and includes HE representation and non FET-staff members, example one from Corporate Services, and one from the Schools Pillar.
- In strengthening student participation within governance, the FET QA governance system now formally acknowledges the role of student voice by establishing the Student Council as a defined structure with capacity to provide input on policy and procedures to the Teaching and Learning Steering Group (SG) and the Programmes Oversight Committee. In addition, communication pathways have been outlined to the FET Senior Management Team for non-academic matters of relevance to the student body. It should be noted that a deliberate decision was taken *not* to include a student representative on the new FET Quality Council. This was based on the significant level of responsibility placed on members of the FET Quality Council and related considerations for student welfare (see report page 23,24 for more detail)

Internal Review Report on the FET QA Governance and Management System (Published January 2026)





	programme/operational personnel for wider expertise and externality, broadening representation	
	Develop and implement a programme management policy and associated procedures	<p>This action has been completed. A Programme Approval and Management Policy (June 2024), was created primarily for participants of governance units, and a Programme Request and Approval Policy and Procedure (April 2024), was created primarily intended as procedures for programme proposers. The policy establishes clear roles and responsibilities for the oversight and governance of programmes. The procedure outlines a clear and structured process for those who are requesting and approving programmes. A staff briefing resource was developed for staff involved in programme approval work.</p> <p>In addition, a Programme Development and Validation Policy and Procedure (Sept. 2024) has also been completed providing a clear process and identification of roles and responsibilities for stages of programme design, development and validation. This procedure was sent for evaluation to an external expert, prior to approval.</p> <p>However, in light of the recent governance review report, the above policy and procedures require revision as a result of the establishment of the new programmes board (Programme Oversight Committee) that sets out to improve coverage of programme governance across all areas of programme oversight.</p>
	Modify the QA Task Group chair and	This action is no longer relevant or necessary following the findings of the internal governance review report of January 2026.

	<p>membership structures to broaden representation, including internal Tipperary ETB and external stakeholders, as required</p>	<p>A QA Task Group was a group formed to provide governance relating to a specific task, project or work. Sample and general terms of reference were developed as guidance to support the creation of a new governance group, operating within the FET QA system.</p> <p>However, during preparations for the formal internal review of governance, it became apparent that a comprehensive governance and management policy was needed to provide guidance to any governance unit, and that would also serve as the blueprint for FET QA governance. This policy would define both the overarching and operating principles of governance and its units, in general within FET.</p> <p>The Governance and Management Policy for FET is scheduled for FET Quality Council approval on 17 April 2026. The QA Task Group terms of reference will be then removed.</p>
	<p>Systemic review of governance structures</p>	<p>See above – newly revised governance system and structures are now in place and endorsed by the Chief Executive.</p> <p>In addition, to support monitoring and review processes of FET governance, the new Monitoring and Evaluation Policy Framework for FET Programmes, Related Services and Quality Assurance is in final draft and is due before the FET Quality Council meeting – March 2026 - for approval.</p>
<p>Commentary and Reflections Click here to enter text.</p>		
<p>Link to Updated Policy & Procedures</p> <p>https://tipperaryetb.ie/quality-assurance/#efaq-governance-and-management-of-quality-assurance-policies-and-procedures</p> <p>Internal Review Report on the FET QA Governance and Management System (Published January 2026)</p>		

Tipperary FET College's draft Governance and Management of Quality Assurance Policy and Procedure is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval

[Programme Approval and Management Policy \(June 2024\)](#)

[Programme Request and Approval Policy and Procedure \(April 2024\)](#)

[Programme Development and Validation Policy and Procedure \(Sept. 2024\)](#)

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that an integrated QA system is implemented within the proposed timeframe of 2025, if not earlier.</p> <p>The website should also be updated to include integrated procedures as work progresses.</p> <p>The review team recommends that one Quality Assurance system which ensures a robust set of documented policies and procedures are in place across all</p>	<p>Establish a QA System Integration Working Group with Terms of Reference</p> <p>Establish a vision and goal for the integration of the quality assurance systems in Tipperary ETB to create one comprehensive, robust and responsive QA system and develop a roadmap for implementation, including</p>	<p>As part of Tipperary ETB's plans for an integrated QA system, a Quality Policy (2024) was developed. The policy sets out Tipperary ETB's approach to quality assurance in FET and describes the <i>quality assurance framework</i> and internal QA system that supports and promotes a culture of quality and excellence in teaching, learning and related services. The policy is used as an overarching and cornerstone policy that informs the development, implementation and review of all quality assurance policies and procedures as we work towards full integration of the QA system.</p> <p>A <u>QA Roadmap</u> was completed, including gap analysis, with QA categorised broadly into areas: 1) quality assurance 2) FET governance</p>

<p>provision, services and other related activities is implemented as soon as possible. In the meantime, the team recommends that any potential disparities between the different legacy agreements are monitored effectively.</p>	<p>short-, medium- and long-term priority areas.</p>	<p>and management and 3) FET operational policies. Areas 2 and 3 further subdivide. All 11 core areas of QA are covered.</p> <p>Policies, procedures and projects completed and in progress:</p> <ul style="list-style-type: none"> ○ Quality Policy (2024) ○ Programme Approval & Management Policy (for Governance) (2024) ○ Programme Request & Approval Procedure (2024) ○ Programme Design, Development, Validation (including revalidation) Policy and Procedure (2024) ○ Academic Integrity Policy (2024) ○ Academic Misconduct Procedure (2024) ○ Complaints Procedure for Students (2024) ○ Research Integrity Policy (2024) ○ Document Production and Management Policy for Tipperary ETB (2024) ○ Governance and Management Policy for FET ○ Terms of Reference for all governance units under FET ○ Access, Transfer and Progression Policy and Procedure ○ Admissions Procedures ○ Appeals Committee Terms of Reference ○ Blended Learning Policy and Strategy ○ Monitoring and Review Policy (QA Governance Q1 2026) ○ Work Integrated Learning Policy (QA Governance Q1 2026) ○ Collaborative Provision Policy (draft)
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		<ul style="list-style-type: none"> ○ AIS to LDA Project: <p>A key element of an integrated QA system is Tipperary FET College's assessment framework and approach, including assessment materials, processes, student's work and records. One step in aligning the FE&T assessment approach is addressing the Assessment Instrument Specification (AIS). As SOLAS no longer centrally manage assessments, the AIS management is now the responsibility of each ETB. The assessment writing, monitoring and reviewing process needs to be addressed, with the preferred route of moving to a locally (learning practitioner) devised assessment writing process. The implementation of this project is a phased approach from November 2024 to September 2026, including consultation, PLD, pilot, mentoring, peer review and monitoring.</p>
	Implementation of the one comprehensive, robust and responsive integrated QA system in Tipperary ETB FET by 2025	See above – Documentation of QA
The review team also recommends that procedures to cover the governance of training contracted under the contracted providers own QA arrangements are developed as soon as possible.	Collaborate with other ETBs in relation to agreeing a shared understanding of QA Governance approaches as it relates to Contracted 2nd Providers	The 2018 Tipperary ETB Multi Supplier Framework agreement for contracted providers is expiring Q1 2026. Over 2025/6, there has been a national tender process organised by the Director of FET Forum on behalf of the sector and hosted by the Office of Government Procurement) to establish the New Multi Supplier Framework Agreement for Contracted FET Services in Tipperary ETB. This will include procedures to cover the governance of contracted providers own QA arrangements.

		<p>Consideration will need to be given to the Qualifications and Quality Assurance (Education and Training) Act 2012 – Section 48: process in which QQI is establishing "listed awarding bodies" (L.A.B). <i>"A provider... may enter into an arrangement with an awarding body other than the Authority to provide, organise or procure a programme of education and training where...<u>the award of the body is recognised within the Framework</u>"</i></p> <p>Section 48 specifies a five-year transition period for existing awarding relationships between ETBs and other bodies, starting from 1st September 2024 and running until 2029.</p>
	<p>Develop and implement procedures to cover governance of FET provision as it relates to Contracted 2nd Providers own QA arrangements</p>	<p>The Programme Approval & Management Policy (for Governance) was completed in 2024. Governance arrangements of contracted 2nd providers were strengthened to address the risks. The policy provides criteria which programme proposers must adhere to when considering proposing delivery of a programmes. The PAC must also use these criteria as part of decision making to approve delivery of programmes (or not).</p> <p>However, following the updates to governance structures arising from the internal governance review report (January 2026) - which recommends the establishment of a Programme Oversight Committee responsible for programme approval activities – programme-related policies and</p>

procedures now require a further revision to ensure they remains current and aligned with the new governance framework

Commentary and Reflections

Click here to enter text.

Link to Updated Policy & Procedures

[Quality Policy \(Jan 2024\)](#)

[Academic Integrity Policy \(June 2024\)](#)

[Academic Misconduct Procedure \(June 2024\)](#)

[Programme Approval and Management Policy \(June 2024\)](#)

[Programme Request and Approval Policy and Procedure \(April 2024\)](#)

[Programme Development and Validation Policy and Procedure \(Sept. 2024\)](#)

1.04 Staff Recruitment, Management & Development


Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that there is development of a cohesive professional and performance development system for staff.</p>	<p>Tipperary ETB Senior Management Teams will look at options regarding Team and Individual support and development models in their areas of responsibility as we await a nationally agreed position on a performance management delivery system</p>	<p>In the absence of an ETB sectoral performance management system, Tipperary ETB has made progress towards creating and implementing initiatives for leadership capacity, expanding staff development opportunities etc. For example:</p> <p>LEAP Leadership Training rolled out 2024/2025 for senior leaders and middle management layer – strategically: employee development, enabling change, operational effectiveness, increased productivity and addressing organisational challenges and emotional toll on senior leaders.</p>

Erasmus+ 2025/2026/2027 - Tipperary ETB's Erasmus+ project proposal was awarded a grant of €144,952 for Erasmus Staff mobility. This supports organisations active in the field of VET that want to organise learning mobility activities for VET staff. "Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the 2021-2027 period. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and the successful transition to the labour market.

Tipperary ETB launched the 2023-2027 Statement of Strategy in October 2023, outlining clearly defined, unified, and cohesive strategic goals and priorities. A detailed Implementation Plan was finalised in Q4 2023. Goal 5 of the Strategy focuses on Continuous Organisational Learning and Capacity Development, with two key priority actions:

1. Identifying relevant staff training and development opportunities and supporting their implementation across the organisation.
2. Continuing to support the organisation's culture of innovation and change.

As part of the Statement of Strategy and the Continuous Professional Development (CPD) policy, each pillar has been tasked with identifying

		<p>annual training plans to help staff refine and develop the skills required to navigate the complex and evolving ETB landscape.</p> <p>Additionally, the CPD policy has been revised and simplified and is available on the Staff Hub.</p> <p>Tipperary ETB has strong integration across Schools, FET and OSD. The establishment of the CORE Values Working Group in 2024 to deliver on one set of CORE values for Tipperary ETB; Schools, FET and OSD</p> 
<p>Click here to enter text.</p>	<p>Develop and implement revised Tipperary ETB Professional Development Policy and Procedure</p>	<p>Progress to strengthen the approach to CPD continues through clearer updated processes and enhanced structures to govern it.</p> <p>The Professional Development Support Scheme Policy and Procedure has been updated (Q1 2026) and is published on the Staff Hub for all staff access. Four different categories of CPD have been identified with Categories 1 – 3 being fully funded by Tipperary ETB. These courses are usually of a short nature, may be uncertified or can be deemed essential by a line manager for an employee to fulfil their role effectively.</p> <p>Employees can also identify a course or programme of study that they feel will benefit them in their professional role with Tipperary ETB. This is referred to as Category 4 CPD, and employees can apply to the ETB for</p>

		<p>financial supports to undertake such CPD. Employees are invited on an annual basis to apply for this category of CPD by completing an application form and providing supporting documentation.</p> <p>A CPD Review team has been established to review and approve applications.</p> <p>In parallel, the awarding of Erasmus+ Organisational Accreditation (valid from 1st February 2025 until 31st December 2027) marks an important strategic milestone, enabling a more coordinated and proactive approach to staff and student development across Tipperary FET College.</p>
	<p>Progress an application with SOLAS/DFHERIS for a dedicated Professional, Learning and Development (PLD) role</p>	<p>The role of Professional Learning and Development (PLD) sits across the three pillars of Tipperary ETB: OSD, Schools, and FET. Within FET, PLD has been supported by the FET Development, Support and Quality Department. While it has not been possible to secure sanction for a dedicated PLD role at this time, the Manager of the FET DSQ is progressing a reorganisation of responsibilities within the unit to prioritise PLD coordination. This will help ensure more effective coordination of PLD within FET initially and, over time, more widely across the organisation.</p>
<p>Commentary and Reflections Click here to enter text.</p>		

Link to Updated Policy & Procedures

[Professional Development Support Scheme Policy and Procedure](#)

[Erasmus+ FET PLD Procedure NOV 2025.pdf](#)

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETB's SMT explore, with QQI, the potential to move to devolved responsibility for programme validation, and to consider whether this is positioned individually or nationally.</p>	<p>Tipperary ETB FET staff to participate in the ETBI/QA Network/QQI Programme Development and Validation Working Group</p>	<p>Tipperary ETB is not one of the seven ETBs selected for the QQI pilot project (2025/26) to devolve responsibility for arranging independent evaluation reports for programme validation. Tipperary ETB did participate in the consultation process and plans to engage with and learn from the pilot with a view to assuming devolved responsibility at a future opportunity.</p> <p>Tipperary ETB's Director of FET (as member and chair of the ETBI QA Strategy Group) chaired and facilitated the ETBI Quality Network workshops to investigate the national coordination of programme development, validation and review processes. Tipperary ETB QA Manager (AEO) attended and participated in workshops. The workshops included representation from ETBI, QQI, the QA Strategy Group and 16 ETB QA management teams.</p> <p>In 2024/25, the Module Update Project commenced. This was a national sector-wide initiative by all 16 ETBs including direct collaboration between</p>

		<p>Tipperary ETB and Kerry ETB. As part of this process, modules are being reviewed and updated, to ensure they remain current, effective, and adaptable to the needs of learners and educators alike. The first 28 modules were reviewed and rolled out in Sept 2025.</p>
	<p>Develop capacity in programme development, programme monitoring and review – sanction approval request from DFHERIS for two Programme Development roles to join the FET Development & Support Unit</p>	<p>In April 2023, the FET Development, Support and Quality Department welcomed two 'Programme Development' roles (sanctioned Q4 2022). The FET Programme Office is responsible for programme/curriculum development, area based planning, research and development, pilot initiatives etc. for all FET programmes and services, along with supporting and developing Tipperary ETB's quality assurance system.</p>
<p>The review team recommends that Tipperary ETB establish a programme review body to audit current provision and make appropriate suggestions for new development, amendment, or discontinuation of courses.</p>	<p>Plan and implement the development of a Programme Review process within Tipperary ETB, in line with national and sectoral developments</p>	<p>Progress on this recommendation is evolving. While this recommendation to establish a programme review process has not been fully achieved, some groundwork has been completed through wider restructuring of FET QA governance and the development of programme and monitoring related policies (Programme Management and Approval Policy, the Programme Development and Validation Policy and Procedure (2024) and the draft Monitoring and Evaluation Policy Framework). These provide a framework and stronger foundation for implementation and oversight of programmes, including programme review.</p>

<p>(Reference: 3.02 Programme Monitoring & Review)</p>		<p>Further work is required to develop a provider-owned programme review process and its supporting procedures. That said, Tipperary ETB is actively building capacity in this area through collaboration with other ETBs via the ETBI-led Module Review and Update Project, for which Tipperary ETB's contributed to the revision of two modules.</p> <p>The ETBI-led process is part of a pilot for developing a sectoral wide process for reviewing and updating programmes. The project will support Tipperary ETB's capacity for further development and amendment of current provision of programmes.</p>
<p>The review team recommends that Tipperary ETB explore ways to develop new courses/programmes at a national and local level, for example working with other ETBs, within an agreed timeframe.</p>	<p>Explore new programme development opportunities in the area of micro credentials (skills to advance), as coordinating and collaborating provider, working with other ETBs, SOLAS and QQI</p>	<p>Tipperary ETB continues to actively explore new programme development opportunities, for example:</p> <p>Tipperary ETB is Coordinating Provider (lead ETB) working with 5 other ETBs, HE and NTO in the development and validation of the Certificate in Pathway to Primary Teaching Level 5 (Tertiary Programme) – pending validation Q1 2026.</p> <p>Tipperary ETB plans to submit a SNA Practitioner Apprenticeship proposal to the National Apprenticeship Office in March 2026, following 6 months of significant research, part of the 10-step process aimed at creating new industry-led programmes.</p> <p>Tipperary ETB leads Micro-Qualification in Artificial Intelligence</p>

The Artificial Intelligence FET Micro-Qualifications (MQs) Project was initiated to support the development of AI and data-related skills for employees and enterprises while also raising awareness across the entire Further Education and Training (FET) sector. This new suite will cater to Levels 4, 5, and 6 on the National Framework of Qualifications (NFQ). Various research studies and reports have highlighted that these skills are essential both now and in the future. In the summer of 2024, SOLAS issued a national call for Education and Training Boards (ETBs) and stakeholders to participate. Without hesitation, the Tipperary FET Programme Office expressed a keen interest in collaborating and contributing to this exciting area of development.


Tipperary ETB took the lead on the Level 5 "Enhancing Productivity Using AI" micro-qualification (5 credits), which aims to enhance workforce capabilities by integrating AI knowledge and skills through a practical and flexible delivery approach. The programme emphasises short, bite sized, hands on learning, allowing participants to engage with Generative AI (GenAI) tools through instructor led and self-directed activities via a parttime delivery. By the end of the MQ, learners will be able to apply GenAI strategically, make informed decisions about its use, and identify opportunities to save time and improve efficiency in their daily work.

The FET Programme Office and FET Quality Assurance Office worked closely with subject matter experts H2 Learning in its development. The programme was validated by QQI. Tipperary ETB is actively involved in the

AI Working Group, Programme Development Group, and Promotional Groups for these exciting new AI FET Micro-Qualifications.

Tipperary ETB worked with SOLAS, QQI and a number of ETBs on the **Skills to Advance Micro Qualifications initiative**, and was the lead ETB in the development and validation (June 2022) of the Level 5 Special Purpose Award in Digital Business Skills and in addition successfully achieved differential validation for the following micro credentials:

- Resource Efficiency for a Sustainable Workplace (L5)
- The Circular Economy in the Workplace (L6)
- Business Innovation & Market Development (L6)
- Sustainable Supply Chain Procurement (L5)
- Lean Practice for a Sustainable Business (L5)
- Eco-Driving (L5)
- Social Innovation in the Community (L3)
- Digital Citizenship (L3)
- Barista Skills (L4)
- Wind Energy with Immersive Tec (L5)
- Immersive Tec (L5)
- Dementia Care and Support (L5)
- Introduction to AI (L4)

	<p>Develop a working partnership with Higher Education in the region, to develop new courses where mutual expertise exists, providing progression pathways through FET to HE</p> <p>Continue to welcome opportunities to collaborate on programme development with other ETBs, Higher Education, Industry bodies etc.</p>	<p>Tipperary ETB has agreed and implemented Memorandums of Understanding (MOUs) with two Higher Education institutions in the region: Technological University of the Shannon (TUS) and Mary Immaculate College (MIC) committing to a stronger and deepening collaboration across a range of joint undertakings in the region. The aim is to identify opportunities for the alignment of existing Tipperary ETB and HE provision to create and underpin progression pathways, to identify opportunities for the co-development and potentially co-delivery of innovative, response led and evidence-based FET/HE integrated programmes and to identify the potential for regional specialisms in Tipperary that can be supported by FET and HE.</p> 
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		<p>Tipperary ETB has partnered with MIC on the delivery of the Home Economics and Business Degree. MIC Students will use the Tipperary ETB Thurles FET Centre (Archerstown) Commercial Training Kitchen and Textile Workshop for the delivery of two modules. Progression Pathways have been established, for example, the MIC BA in Education, Home Economics & Business Studies, with five places reserved for FET and mature learners.</p> <p>A working group has been established (Dec 2024) to look at the joint marketing of Thurles as a destination college town. This working group is a collaboration between Tipperary ETB, TUS, Mary Immaculate College working with the Chamber of Commerce, Businesses, Community Groups and other Stakeholders in the Thurles area.</p> <p>The National Tertiary Office Tertiary Manager in Tipperary ETB and TUS are progressing with the development of programmes in Applied Sports Science and Digital Arts. Both programmes will afford students the opportunity to complete year one of a degree programme with Tipperary ETB, and the balance of the programme, three years, then with TUS Thurles for the Applied Sports Science degree, and TUS Clonmel for the Digital Arts degree. Both programmes are structured as having a common year one which will mean that a student can choose one of three degrees to progress to year two in, having successfully completed year one with Tipperary ETB. It is proposed that both tertiary programmes will be offered, in September</p>
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		<p>2025, to Leaving Certificate students, mature students, and those who have previously achieved a relevant NFQ Level 5 QQI major award.</p> <p>Tipperary ETB is Coordinating Provider (lead ETB) working with 5 other ETBs, HE and NTO in the development and validation of the Certificate in Pathway to Primary Teaching Level 5 (Tertiary Programme) – pending validation Q1 2026.</p> <p>With the development in capacity for Programme Development in the FET Development, Support and Quality department, Tipperary ETB can collaborate on programme development opportunities as they arise, from other ETBs, Higher Education and Industry. The Programme Development team are members of the Enterprise Engagement Team and link directly with Employers, Industry, Regional Skills Forum, Local Enterprise Office, Tipperary County Council, County Tipperary Skillnet etc. to investigate and explore employer needs and potential programme development opportunities.</p>
<p>Commentary and Reflections Click here to enter text.</p>		
<p>Link to Updated Policy & Procedures Click here to enter text.</p>		

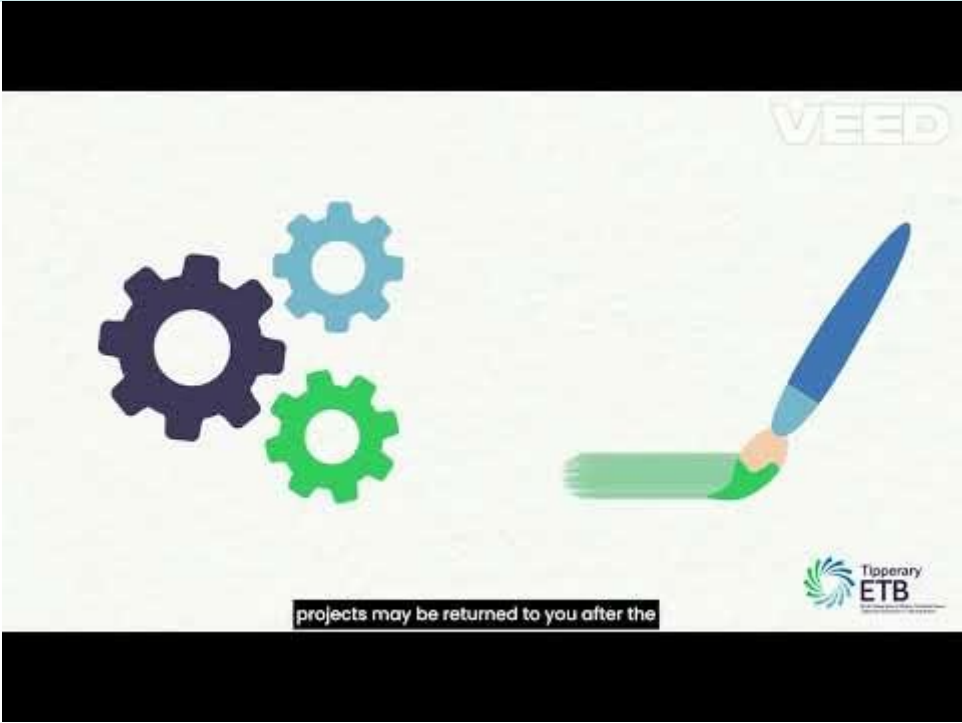
1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETB ensure that records are kept of Learner Handbooks/Assessment handbooks (where appropriate) being issued to students to ensure consistency across all centres/programme areas. The handbook should be accessible to all levels to promote readability and context.</p>	<p>Develop and implement the Learner Information Guide and Learner Guide to Assessment for all FET Learners. The Learner Information Guide will be a reformat of the existing learner handbook master Template to a more user-friendly centred guide, in plain English, easy to read, including infographics that is implemented across FET provision.</p> <p>Work with NALA to achieve the</p>	<p>September 2022 saw the implementation of the new Learner Information Guide and Learner Guide to Assessment.</p> <p>The Learner Information Guide and Learner Guide to Assessment were both NALA proofed and awarded Plain English mark in 2022.</p> <p>Click here to enter text. Learner Information Guide Learner Guide to Assessment</p>

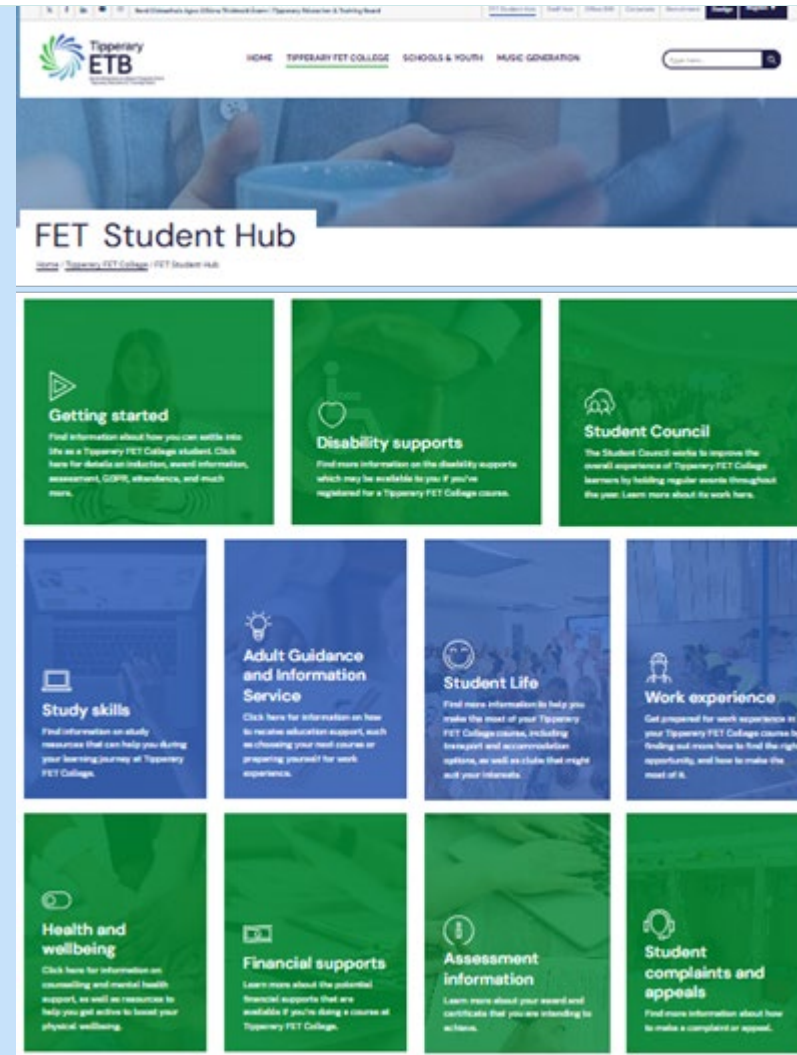


	<p>plain English quality mark award for both the Learner Information Guide and the Learner Guide to Assessment</p>	
	<p>Establish a working group to review the Induction process across FET and implement a learner centred, simplified and more accessible and informative Induction process</p>	<p>A Working Group comprised of 12 FET programme managers was established to review the existing induction process across the programmes and centres and to develop a unified induction approach supported by common tools and resources.</p> <p>The group produced two learner induction videos: general induction and induction to assessment and A Learner Induction Agreement and Declaration Form. All were implemented in 2023/2024:</p> <p><u>FET Student Hub - Tipperary Education and Training Board</u></p> <p>Both these videos are also available in 5 other languages on the internal QA SharePoint site.</p>

		 <p>The image shows a YouTube video player interface. The video title is "FET Learner Induction Video - Tipperary ETB". The video content features a woman with dark, curly hair and hoop earrings, wearing a blue top, speaking. The video player controls at the bottom include a play button, a volume icon, a progress bar showing 0:10 / 4:15, a closed captions icon, a settings gear, the YouTube logo, and the Tipperary ETB logo. A red progress indicator is visible at the start of the video.</p>
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		 <p>The image shows a graphic with the word 'VEED' in a stylized font at the top right. Below it are three interlocking gears in dark blue, light blue, and green. To the right of the gears is a blue pen with a green eraser. At the bottom right is the Tipperary ETB logo. A black box at the bottom contains the text 'projects may be returned to you after the'.</p>
	<p>Redesign the Tipperary ETB Website to include a Learner Information section, with Learner Information Guide and Learner Guide to Assessment Information contained in an easily accessible online electronic format</p>	<p>Tipperary ETB has completed the design and development of its new accessible website and migrated content from the previous platform in Q4, 2024. The review team included: the FET Wellbeing Coordinator, Tipperary ETB Communications Officer, FET Development, Support and Quality. The new design includes a dedicated section for learner information – The FET Student Hub.</p> <p>FET Student Hub: The Student Hub includes all learner support information, e.g., Information Guides, FET Student Council, Library,</p>

Access and Inclusion, Health and wellbeing, Sport and Physical Activities, Career Advice, Assessment Guides, Academic supports, Financial supports etc. The final stage of the FET Student Hub went live in Q2 2025. To enhance staff awareness of end-user accessibility and a Plain English approach to documentation and web layout, several staff attended Nala's Plain English series of webinars, that started Sept 2023 e.g. QA staff, Programme staff, OSD staff. Building a Plain English approach is work in progress.



Commentary and Reflections

Click here to enter text.

Link to Updated Policy & Procedures

[Learner Information Guide](#)

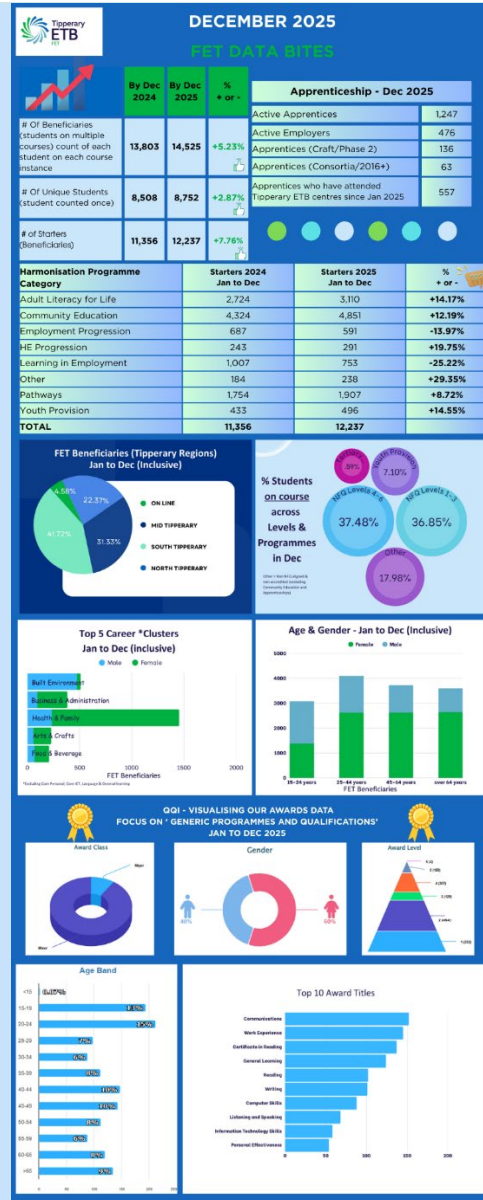
[Learner Guide to Assessment](#)

<https://tipperaryetb.ie/fet/student-hub/>

1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The quantitative data e.g., review team recommends the use of more analysis of both destination data, and qualitative data to monitor and measure Quality Assurance.	To support the implementation of the ABP approach, develop an area-based data information pack to inform course planning with quantitative and qualitative information, e.g., regional & demographic, learner, employment/ industry, skills needs etc. Click here to enter text.	The Strategic Performance Agreement (SPA) targets and Tipperary ETB performance against targets, including measurable and quantitative benchmarking is closely monitored by FET SMT and Programme/Centre Managers and has become a monthly standing Agenda item at FET SMT meetings since 2023. Included here is quantitative data, for example, enrolments, certification outcomes, destination data: progression outcomes, widening participation, early completers, programmes, 'distance travelled' etc. The SOLAS Data Analytics Unit - Tableau server is in use by Tipperary FET College since 2023, with the dashboards monitored monthly, along with QQI Data: https://www.qqi.ie/QQICertificationData and QQI Infographics - Provider Details .

In 2024 Tipperary FET College Information and Data Management introduced a monthly **FET DATA BITES** newsletter, that is communicated on the Staff Hub and directly to Centres and Programmes and analysed at FET SMT and Centre Level:



		<p>The principles of the now implemented Area Based Planning (ABP) initiative include a coordinated evidence-based course planning effort for FET provision across the county. The considerations include analysis of both quantitative and qualitative data, including learner/teacher feedback, previous outcomes, meeting area needs (learner, community, employment), demographic information (population, unemployment, deprivation), CSO data, meeting key target groups (underrepresented, specific needs), addressing skills gaps (locally, regionally and nationally), local knowledge, progression pathways (in, within, from FE to HE/Employment) etc.</p> <p>To add, the new Monitoring and Evaluation for FET Programmes, Related Services and Quality Assurance Framework is another step towards providing a stronger foundation for implementation and oversight of data.</p>
<p>The review team recommends the development of systematic feedback needed to provide a stronger platform for the learner voice.</p>	<p>Participate in the annual AONTAS National FET Learner Forum to engage the Tipperary ETB FET Learner’s voice and review the subsequent report findings</p> <p>Develop a learner feedback</p>	<p>A key development in supporting a structured learner-voice mechanism was the establishment of the FET Student Council in 2022/2023. This was integral to any monitoring process in the systematic capturing of the ‘Learner Voice’ to inform policy and planning and provide a stronger platform for the learner voice. The FET Student Council fulfilled many key objectives in 2024, one to become active both internally and externally to the ETB and to have the voice of the students in Tipperary FET College involved and impactful in the decision-making</p>

	<p>policy and associated procedures, detailing key performance indicators, ensuring a consistent approach to gathering learner feedback across FET, e.g., survey, focus groups, learner, voice forum etc.</p> <p>Establish the Tipperary ETB FET Learner Voice Forum (LVF) to facilitate and provide an open platform for learners to have a voice and input to how we function as an ETB</p> <p>Through the LVF, establish learner focus groups to consult on specific topics, for example, policy and procedure development, new programme development, programme monitoring, learner supports etc.</p>	<p>process. At centre and programme level, gathering of learner feedback is embedded in process and there are multiple mechanisms used.</p> <p>Further work is needed here in the development of procedures and processes to capture, analyse and act on student voice attained from centre to ETB level. The diversity of student cohorts and programme types adds to the complexity of designing a single standardised procedure development. The Monitoring and Evaluation Policy Framework for FET Programmes, Related Services and Quality Assurance (awaiting approval March 2026) will provide an overarching framework guide to inform procedure development.</p>
<p>Commentary and Reflections Click here to enter text.</p>		

Link to Updated Policy & Procedures

<https://www.qqi.ie/QQICertificationData>

[QQI Infographics - Provider Details](#)

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.

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends Tipperary ETB review its staffing and infrastructure to enhance learner support to be more equitable to all learners across all centres.</p>	<p>Conduct a review and gap analysis of current Learner Supports across FET, based on programmes/centres, learner eligibility, geography etc.</p>	<p>Tipperary ETB's FET Active Inclusion Officer conducted a Learner Support Gap Analysis project in Q3/Q4 2022. This project approach was based on the Support Area e.g. reasonable accommodation, counselling, Digital Learning, etc., Programme Categories, e.g., PLC, BTEI, Evening Training, Youthreach etc., Geographical locations, Level of Support and Rating. Further research was also conducted into uptake versus availability of supports and learner numbers in the geographic areas and centres as opposed to programme categories. Equity in provision of supports for all learners can then be considered, based on learner numbers, needs and availability of supports.</p> <p>Examples of outcomes to date:</p> <ul style="list-style-type: none"> Review of all learner support information and collation to one easy-to-access online electronic format: FET Student Hub. The Student Hub includes all learner support information, e.g., Information Guides, FET Student Council, Library, Access and Inclusion, Health and Wellbeing, Sport and Physical Activities,

		<p>Career Advice, Assessment Guides, Academic supports, Financial supports etc.</p> <ul style="list-style-type: none"> • In 2023 and 2024 Service Level Agreements (SLA) were established between Tipperary ETB and Millenium Family Resource Centre (FRC), Silver Arch FRC, Spafield FRC and The Three Drives FRC to provide counselling/psychotherapy supports to Tipperary ETB students to a max of 6 sessions. The Counsellor is IACP qualified, Garda Vetted and receives supervision with support from the FRC. • Mainstreaming of the Fund for Students with Disabilities (FSD) to be made available to all FET learners (see below). • Establishment of the FET Student Council
	<p>To bring Tipperary ETB one step closer to equity in Learner Supports, the Fund for Students with Disabilities (FSD) is to be made available to all FET Learners (currently just PLC Learners)</p>	<p>In 2022 an Inclusion Framework was developed for Tipperary ETB. Since the framework inception specific inclusion goals, alongside existing core service provision, were identified and measured to address through FET. The developments have included the mainstreaming of the Fund for Students with Disabilities (FSD) to be made available to all FET learners.</p> <p>FSD: The fund for students with disabilities operates in addition to legal frameworks (e.g., Equal Status Act, Disability Act) which provide a basic floor of rights for people with disabilities to participate in FET, and the fund works to compliment mainstream resources provided for in all further education and training services. To make it available to all of FET (not just PLC) involved PD for all Programme/Centre staff, and promotion at staff</p>

		meetings, and promotion to Learners. A structure was put in place, including a monthly evaluation panel meeting.
	Develop and implement a Discretionary Learner Fund (DLF) to provide funding to support educationally disadvantaged learners in accessing and participating in FET, to fund and support individual learners or projects that can demonstrate a direct impact on the learner	The Tipperary ETB Discretionary Learner Fund aims to provide funding to support educationally disadvantaged learners in accessing and participating in FET. The fund is available to fund and support individual learners or projects that can demonstrate a direct impact on the learner. The purpose of the Discretionary Learner Fund is to assist FET providers to increase participation, enhance retention, and support successful transfer and progression outcomes for learners. The fund places a strong focus on any project or individual learner intervention that focus on supporting learners who experience educational disadvantage.
	Redesign the Tipperary ETB Website to include Learner Support Information contained in an easily accessible online electronic format	See Section 1.06 Access, Transfer and Progression
	Establish FET service plan in the Development, Support and Quality Department to include a strategic approach to learner support services including a strategy for well-being and active inclusion.	'Active Inclusion' is given expression in our Future FET: Transforming Learning 2020-2024 (SOLAS FET Strategy) which means to integrate the principle of equity of access more fully into the everyday life of our service so that it permeates all programme and services. The core values of FET are lifelong learning, social justice, active citizenship and economic prosperity. The <u>Active Inclusion Strategy</u> 2023-2027 priorities include the Fund for Students with Disabilities (All FET), Universal Design for Learning (UDL) Implementation Plan, Discretionary Learner Fund (DLF), Access

		<p>Transfer & Progression Policy, GET into FET pilot, REACH funding, Dyslexia Screening and Assessment, Public Sector Duty review etc.</p> <p>The <u>Wellbeing Strategy 2023-2027</u>, sets out Tipperary ETB's commitment to promoting more awareness of a culture of Wellbeing in the ETB by putting in place measures and actions that will support staff, students and stakeholders. It requires a whole ETB approach to positively embed Wellbeing into every aspect of the service through curriculum, collaborations, physical/mental health approaches and supports for students, staff and stakeholders. The overarching strategic aims are:</p> <ul style="list-style-type: none"> • Collaboration • Physical and Mental Wellbeing • Curriculum • Staff and Students
<p>The review team recommends ensuring IT support is available at centres to ensure digital and enhanced learning can be equitably accessed across all Tipperary ETB courses and geographical locations.</p>	<p>Develop and implement the Tipperary ETB Universal Design for Learning Implementation Plan for FET</p>	<p>The Tipperary ETB Universal Design for Learning Implementation Plan for FET was launched in 2022. A UDL Task Group was established and the implementation got underway. A UDL Task Group was established and the implementation got underway.</p> <p>In Q4 2024, a total of 165 Further Education and Training (FET) staff attended Universal Design for Learning (UDL) onboarding sessions across various locations in Tipperary, including Nenagh, Templemore, Thurles, Clonmel, and Tipperary town. These sessions aimed to generate interest and enhance foundation UDL skills. Among the attendees, 25 were programme managers or coordinators, and the remaining participants were</p>

		<p>teachers. Each session lasted for three hours and provided a practical overview of how adopting a universal design approach in FET can foster inclusivity in our classrooms.</p> <p>The feedback from our FET staff was overwhelmingly positive. Teachers expressed their appreciation for the insights gained during the sessions. One teacher remarked, "This is a life changer. I have been adapting my materials for individual learners for years. Now I know that this is not necessary, and I will be working differently from now on." Another teacher shared, "I learned more this morning from this session than I did from a year-long TEL course." Additionally, there was a strong desire for continued support, with one participant asking, "What are we doing next on this? I hope we see some follow-through support."</p> <p>Following on from our onboard sessions, specific sessions for Programme Managers and Coordinators were held in 2024, 2025 and Q1 2026. The aim of these meetings was to establish a unified approach at FET centre level, agreeing a consistent UDL approach or implementation of a UDL across teaching staff teams, CPD (e.g. UDL-Beyond the Classroom), embedding UDL at staff meetings on the agenda, and engagement with learners on our UDL practices. Following this process, CPD needs for teachers will be determined.</p> <p>In 2026, sessions were held for Programme Managers and Coordinators, including, follow up meetings to support FET centre/provision. UDL</p>
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		implementation planning were/are being held with Programme Managers on an individual basis to discuss their UDL Implementation Plan.
	Restructure the Technology Equity Scheme (TES) to Programme/Centre level (North, Mid, South regions), locally managed and distributed, with FET level overall administrative support	The Programme and Centre Managers received an allocation of equipment from the Technology Equity Scheme (TES), to manage, distribute and monitor at local level. There is a dedicated resource centrally monitoring as FET Level overall administrative and IT support.
	Develop and implement the Tipperary ETB Blended Learning Procedure	<p>Tipperary ETB has submitted its application for an Extension to Scope of Provision (Blended - Synchronous + Asynchronous) to QQI in December 2025.</p> <p>**New** appointment: Digital Learning Coordinator in the FET Development, Support and Quality Department – October 2025.</p> <p>**New** Blended Learning Policy for Further Education and Training (October 2025) describes Tipperary FET College’s commitment and approach to establish, develop, implement, review and evaluate blended learning programmes. The policy is designed to help achieve statutory compliance and to implement best practices for blended learning programmes around three core contexts:</p> <ul style="list-style-type: none"> • Organisational Context • Programme Context

		<ul style="list-style-type: none"> • Student Experience Context <p>**New** Blended Learning Strategy and Action Plan (2025-2027) The Blended Learning Strategy and Action Plan provides a comprehensive approach and framework to the design, delivery and quality assurance of blended learning programmes in Tipperary FET College. This strategy builds on progress made since 2020 and sets out a plan for the next three years. Success will ensure delivery on the QQI <u>Topic Specific Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes</u>, which outline what Tipperary ETB's responsibilities are for establishing, developing, implementing, evaluating and maintaining quality assured processes for blended learning programmes. Blended learning programmes involve a combination of on-site (face to face) and online study where students are physically separated from their teacher¹(s) and peers.</p>
	Complete the roll out of the organisational wide WIFI infrastructure implementation, with the FET Centre, Archerstown	The Phase 5 development of the Archerstown Training Centre was completed in September 2023. All areas on campus have access to WIFI.
	Develop the new ICT Department structure to support the overall IT Infrastructure of FET and the organisation	**New** appointment: Digital Learning Coordinator in the FET Development, Support and Quality Department – October 2025.

¹ Definition of Teacher: Refers to the person responsible for the delivery of teaching and facilitating learning. Eg teacher, tutor, adult educator, instructor, trainer, learning practitioner, educator.

		<p>Following developments reported in 2023, the current structure of the ICT Department in Tipperary ETB is as follows:</p> <ul style="list-style-type: none"> • Grade VII – IT Manager (Defined job description) • Grade VI (Defined job description) • Grade III (Defined job description) <p>Despite ongoing national Organisational Design efforts, the resourcing of IT Departments within ETBs remains ongoing.</p> <p>Aligned with our 2023-2027 Statement of Strategy, key ICT priorities for 2025 onwards include:</p> <ul style="list-style-type: none"> • Strengthening cybersecurity and business continuity • Implementing nationally agreed policies • Ensuring equitable access to digitally enhanced learning across all Tipperary ETB locations <p>A major focus will be the rollout of an Information Security Management System (ISMS), commenced in 2025.</p>
<p>Commentary and Reflections Click here to enter text.</p>		
<p>Link to Updated Policy & Procedures Blended Learning Policy (for further education and training) October 2025</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.

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETB reviews and prioritise Quality Improvements required over the next 3 years, detailing how and when the ETB will address the actions needed, and who will have responsibility. This process could be supported through the further development of Annual Quality Improvement Plan (QIP) and half-yearly progress reports.</p>	<p>Develop a FET Internal Self- monitoring and Evaluation Policy and associated procedures, including key performance indicators, production of annual quality reports with schedule of actions and strengthened monitoring and review processes.</p> <p>Develop and present Annual Quality Improvement Plan</p>	<p>Tipperary FET College’s draft Monitoring and Evaluation Policy for FET Programmes, Related Services and Quality Assurance is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval. This policy provides a FET-wide framework for monitoring and evaluation:</p> <ul style="list-style-type: none"> • For consistency, clarity and transparency across our monitoring processes. • It ensures that monitoring and evaluation practices help to achieve planned objectives and foster a culture of continuous improvement, accountability, and stakeholder engagement across FET. • It aims to ensure that our educational services remain effective, responsive, and aligned with the needs of our students and stakeholders. <p>This policy integrates with Tipperary ETB strategic objectives,</p>

	<p>progress reports as an agenda item at the monthly FET Senior Management Team Meetings</p>	<p>values and mission, and is implemented through our Quality Framework and Quality Assurance (QA) System, documented in the Quality Policy.</p> <p>Procedures, Tools and Templates will now be developed to support implementation of the various areas for quality assurance identified within the Framework.</p> <p>There continues to be ongoing monitoring and evaluation processes in place, for example:</p> <ul style="list-style-type: none"> • A formal review process of governance arrangements was authorised by the Director of FET in January 2025 to be completed by end of March 2025. The purpose of the review was to: <ul style="list-style-type: none"> ○ Develop a Governance and Management Policy reflective of best practices and Tipperary ETB's learnings and experience of implementation of FET governance in recent years, and ○ Produce a report with recommendations to Tipperary ETB for the enhancement of the effectiveness, transparency and accountability of FET QA governance and management. ○ The review analysed existing QA policies and procedures, internal meeting minutes, notes and other QA reports against core expectations noted in QQI's quality assurance guidelines. Further research included internal surveys to members of some governance units, staff interviews along with
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		<p>a desk review of other providers' documentation to inform best practice.</p> <ul style="list-style-type: none"> • The Strategic Performance Agreement (SPA) targets and Tipperary ETB performance against targets, including measurable and quantitative benchmarking, monitored by FET SMT and Programme/Centre Managers and monthly Agenda item at FET SMT meeting. Tipperary ETBs contribution to the national FET strategy. Included here are enrolments, certification outcomes, progression outcomes, widening participation, early completers, programmes, 'distance travelled' etc. • Programme Improvement Plans with scope of quality assurance Assessment and Certification were implemented in September 2023 for all FET programmes/centres. In November 2024, as part of the QA System Integration project, the scope was extended to include 2nd provider Training Programmes, following a review and update of the Certification Audit process. The term 'Cert Audit' has been replaced with 'Assessment Monitoring Procedure.' The procedure requires a review of monitoring report findings as a part of the centres/providers annual quality review process to identify issues or trends arising and to agree appropriate actions. Monitoring reports are evaluated and reviewed annually by the FET QA Office as part of the quality cycle
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		implementation.
<p>The review team recommends that Tipperary ETB develop a policy and procedures to formalise collection and review of learner feedback on their courses to feed into the quality assurance system and strengthen the learners' voice in some governance groups.</p>	<p>Participate in the annual AONTAS National FET Learner Forum to engage the Tipperary ETB FET Learner's voice and review the subsequent report findings</p> <p>Develop a learner feedback policy and associated procedures, detailing key performance indicators, ensuring a consistent approach to gathering learner feedback across FET, e.g., survey, focus groups, learner, voice forum etc.</p>	<p>Tipperary FET College's draft Monitoring and Evaluation Policy for FET Programmes, Related Services and Quality Assurance is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval. Procedures, Tools and Templates will now be developed to support implementation of the various areas for quality assurance identified within the Framework.</p> <p>The establishment of the FET Student Council in 2022/2023 was integral to any monitoring process in the systematic capturing of the 'Learner Voice' to inform policy and planning and provide a stronger platform for the learner voice. The FET Student Council fulfilled many key objectives in 2024, one to become active both internally and externally to the ETB and to have the voice of the students in Tipperary FET College involved and impactful in the decision-making process. At centre and programme level, gathering of learner feedback is embedded in process and there are multiple mechanisms used.</p>

	<p>Establish the Tipperary ETB FET Learner Voice Forum (LVF) to facilitate and provide an open platform for learners to have a voice and input to how we function as an ETB. Through the LVF, establish learner focus groups to consult on specific topics, for example, policy and procedure development, new programme development, programme monitoring, learner supports etc.</p>	<p>The FET Student Council continue to participate annually in the AONTAS National FET Learner Forum.</p> <p>At centre and programme level, gathering of learner feedback is embedded in process and there are multiple mechanisms used. The development of a FET wide learner feedback procedure is progressing and will put a structure and mechanism to bring this excellent feedback from the centre level to FET level to inform change in policy, planning and decision making. Students now also have the opportunity to provide feedback on their FET journey through the addition of a virtual student suggestion box on the newly designed Student Hub. The establishment of the FET Student Council (2022/2023) has provided a platform for the 'Learner Voice' and continues to grow its contributions through the expansion of its sub committees with focus on specific topics, e.g., Access and Disability, Transport, Supports etc. Recently the Council have been researching models for student achievement awards. They have also been actively involved in the Tipperary ETB web design, the Student Hub design, reviewing and providing feedback on social media presence. Four of the Student Council members take part in the External Wellbeing Advisory Group which includes more than 40 organisations to date.</p>
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<p>Commentary and Reflections Click here to enter text.</p>
<p>Link to Updated Policy & Procedures <i>Tipperary FET College's draft Monitoring and Evaluation Policy Framework for FET Programmes, Related Services and Quality Assurance is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval</i></p>

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETB develops and implements a programme review process to provide for a more robust, coherent and systematic approach to monitoring and review.</p>	<p>Plan and implement the development of a Programme Review Structure within Tipperary ETB, in line with national and sectoral developments In the context of national and sectoral processes in this area, implement a programme monitoring and review process, including a review body, that is systematic, periodic and collaborative for both centre-level</p>	<p>Tipperary FET College's draft Monitoring and Evaluation Policy Framework for FET Programmes, Related Services and Quality Assurance is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval. Procedures, Tools and Templates will now be developed to support implementation of the various areas for quality assurance identified within the Framework.</p> <p>Tipperary ETB is collaborating with other ETBs in the ETBI led Module Review and Update Project. Tipperary ETB redeveloped two modules. In 2024/25, the Module Update Project commenced, i.e., a national sector-wide initiative by all 16 ETBs including direct collaboration between</p>

	<p>and Tipperary ETB-level monitoring and review activity</p>	<p>Tipperary ETB and Kerry ETB. As part of this process, modules were reviewed and updated, to ensure they remained current, effective, and adaptable to the needs of learners and educators alike. The first 28 modules rolled out September 2025. The review process is part of a pilot for developing a sectoral wide process for reviewing and updating programmes. The project will build Tipperary ETB’s capacity for further development and amendment of current provision of programmes.</p> <p>Tipperary ETB’s Director of FET (as member of the ETBI QA Strategy Group and chair of the ETBI QA Network) chaired and facilitated the ETBI Quality Network workshops to investigate the national coordination of programme development, validation and review processes. The workshops included representation from ETBI, QQI, the QA Strategy Group and 16 ETB QA management teams. A pathway is being developed through ETBI for a sectoral approach to programme development and an agreed understanding within the sector of how devolved responsibility may be achieved. Tipperary ETB will be part of these efforts.</p>
<p>The review team recommends that Tipperary ETB develops its capacity to review and develop programmes.</p>	<p>Develop capacity in programme development, programme monitoring and review – sanction approval request from DFHERIS for two Programme Development</p>	<p>The newly formed (2023) Programme Development Office are responsible for the management of programme/curriculum development and validation including revalidation for all FET programmes. Since the formation, the Office has managed the development of programmes. Tipperary ETB was Coordinating Provider (lead ETB) for the development</p>

	<p>roles to join the FET Development & Support Unit</p>	<p>and validation of the Enhancing Productivity with AI Microcredential (Q2 2025) and is also Coordinating Provider (lead ETB) working with 5 other ETBs, HE and NTO in the development and validation of the Certificate in Pathway to Primary Teaching Level 5 (Tertiary Programme) – pending validation Q1 2026.</p> <p>While Tipperary ETB continues in our efforts, capacity will continue to be a challenge, impacting our ability to undertake the full scale comprehensive work required for the 100s of programmes that we own.</p>
<p>The review team recommends that any Curriculum Development body established to look at ETB provision should include, as a priority, the need to review legacy programmes which may now not be relevant or meet current industry or sector requirements.</p>	<p>Plan and implement the development of a Programme Review Structure within Tipperary ETB, in line with national and sectoral developments</p>	<p>See above 3.02 Programme Monitoring & Review</p>
<p>Commentary and Reflections Click here to enter text.</p>		
<p>Link to Updated Policy & Procedures Programme Approval and Management Policy (June 2024) Programme Request and Approval Policy and Procedure (April 2024) Programme Development and Validation Policy and Procedure (Sept. 2024)</p>		

[Internal Review Report on the FET QA Governance and Management System](#) (Published January 2026)

Tipperary FET College's draft Governance and Management of Quality Assurance Policy and Procedure is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETB strengthen its engagement with employers by formalising or systemising the existing engagement activities carried out by its Workforce Development team.</p>	<p>Continue to engage with Employers and External Stakeholders, through the function of the Workforce Development Team, to further enhance and strengthen links.</p>	<p>Strategic Employer Engagement Database (SEED) Customer Relationship Management (CRM) system has been rolled out in Tipperary FET College. It is a valuable asset for Tipperary ETB streamlining our approach to employer engagement, making it easier to manage relationships, track interactions, and coordinate efforts more efficiently across teams.</p> <p>The Workforce Development group (Apprenticeship, Skills To Advance, Enterprise Engagement, Admissions, Guidance, Full and Part Time, Regional Skills, Industry Reps, Employers and External Stakeholders) responds to the needs of industry in County Tipperary, informing Employer Services including Area Based Planning. In 2025, the Workforce Development group evolved into the Tipperary FET College Enterprise Engagement Team. This will be further reviewed and evolved to meet the new FET Strategy 2026-2030 Enterprise Connect objectives.</p>

		<p>Tipperary FET College’s draft Work Integrated Learning Policy for FET Programmes, Related Services and Quality Assurance is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval. This policy outlines responsibilities for ensuring that there are appropriate mechanisms for governance and management of programmes and work-integrated learning in Further Education and Training (FET), and that these requirements are implemented effectively.</p>
	<p>Review membership of Workforce Development Team, considering externality (regional skills forum), employer engagement, new programme development, apprenticeship services, area-based planning and data management</p>	<p>The Enterprise Engagement Team membership is from senior management, senior training advisors, employer engagement, skills for work, admissions, development support & quality, programme development, FET colleges and external industry, regional skills etc.</p>
<p>The review team recommends the implementation of the contracted training framework to further</p>	<p>Implement the new Contracted Training Framework (2022-2026)</p>	<p>In 2026 there will be a national tender process organised by the Director of FET Forum on behalf of the sector and hosted by the Office of Government Procurement) to establish the New Multi Supplier Framework Agreement for Contracted FET Services in Tipperary ETB.</p>

enhance the specific skills training and traineeships in FET.

This will include procedures to cover the governance of contracted providers own QA arrangements. This framework will further enhance the flexibility of Tipperary FET College provision, especially in meeting industry skills gap.

Commentary and Reflections

[Click here to enter text.](#)

Link to Updated Policy & Procedures

Tipperary FET College's draft Work Integrated Learning Policy for FET Programmes, Related Services and Quality Assurance is in final draft following consultation and is due before the FET Quality Council meeting – March 2026 - for approval

4.0 Quality Developments and Enhancements

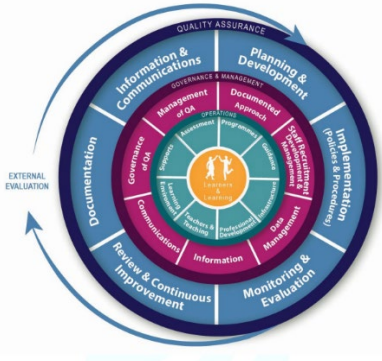
In this section, please provide an update on QA developments and enhancements within the ETB. This could include programme and curriculum developments and initiatives, and enhancements of teaching, learning and assessment.

Guide:

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

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


No.	QA Objectives These should relate to objectives not already discussed in the progress report.	Update on Status Provide brief update on status, whether completed or in progress.	Link to updated/new Policy
1	<p>Internal Review Report on the FET QA Governance and Management System</p> 	Completed	<p>Internal Review Report on the FET QA Governance and Management System (Published January 2026)</p>

<p>2</p>	<p>QUALITY POLICY FOR FURTHER EDUCATION AND TRAINING - <i>“Pursuing excellence through standards, innovation and quality learning experiences for all learners”</i></p> <p>The Quality Policy was completed and published in January 2024. The policy documents Tipperary ETB’s approach to quality assurance in FET and describes the quality assurance framework that supports and promotes a culture of quality and excellence in teaching, learning and related services. The policy is used as an overarching and cornerstone policy that informs the development, implementation and review of all quality assurance policies and procedures.</p>	<p>Completed</p>	<p>Quality Policy (Jan 2024)</p> 
<p>3</p>	<p>Extension to Scope of Provision to include Blended and/or Fully Online Programmes</p> <p>Tipperary ETB has submitted its application for an Extension to Scope of Provision (Blended - Synchronous + Asynchronous) to QQI in December 2025.</p> <p>**New** appointment: Digital Learning Coordinator in the FET Development, Support and Quality Department – October 2025.</p> <p>**New** Blended Learning Policy for Further Education and Training (October 2025) describes Tipperary FET College’s commitment and approach to establish, develop, implement, review and evaluate blended learning programmes. The policy is designed to help achieve statutory compliance and to</p>	<p>In Progress</p>	<p>Blended Learning Policy for Further Education and Training (October 2025)</p> <p>Blended Learning Strategy and Action Plan (2025-2027)</p>

	<p>implement best practices for blended learning programmes around three core contexts:</p> <ul style="list-style-type: none"> • Organisational Context • Programme Context • Student Experience Context <p>**New** Blended Learning Strategy and Action Plan (2025-2027) The Blended Learning Strategy and Action Plan provides a comprehensive approach and framework to the design, delivery and quality assurance of blended learning programmes in Tipperary FET College. This strategy builds on progress made since 2020 and sets out a plan for the next three years. Success will ensure delivery on the QQI Topic Specific Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Learning Programmes, which outline what Tipperary ETB's responsibilities are for establishing, developing, implementing, evaluating and maintaining quality assured processes for blended learning programmes. Blended learning programmes involve a combination of on-site (face to face) and online study where students are physically separated from their teacher²(s) and peers.</p>		
4	Wellbeing Strategy 2023-2027	In Progress	Wellbeing Strategy 2023-2027

² Definition of Teacher: Refers to the person responsible for the delivery of teaching and facilitating learning. Eg teacher, tutor, adult educator, instructor, trainer, learning practitioner, educator.

	<p>The Wellbeing Strategy 2023-2027 was approved at the 25 November 2024 FET SMT meeting and following recommendation, was approved by the Senior Leadership Team, including the Chief Executive in January 2025.</p> <p>The implementation has already started since 2023, but there is still a lot to be done between 2025 and 2027. A “Tipperary ETB FET Wellbeing Working Group” will be established to build an action plan and framework from the strategy and implement and embed the key priorities across FET.</p>		
5	<p>Academic Integrity Policy and Professional Development</p> <p>The Academic Integrity Policy for FET was launched in June 2024. To support the rollout of the new policy, a programme for staff development and awareness was created and rolled out by the FET QA Office. From September to October 11 live staff briefing sessions took place in 6 FET locations across the county and 4 online). Attendance reached was 245 Tipperary FET College Staff, including managers, teachers, tutors, staff from recruitment, guidance and administration. This session continues to be available as a pre-recorded session on the QA SharePoint space.</p>	Completed	https://tipperaryetb.ie/quality-assurance/#efaq-academic-integrity-and-assessment-misconduct

<p>6</p>	<p>Module Update Project</p> <p>Tipperary ETB collaborated with Kerry ETB and the sector in the ETBI led Module Review and Update Project. Tipperary ETB redeveloped two modules. In 2024/25, the Module Update Project commenced, i.e., a national sector-wide initiative by all 16 ETBs including direct collaboration between Tipperary ETB and Kerry ETB. As part of this process, modules were reviewed and updated, to ensure they remained current, effective, and adaptable to the needs of learners and educators alike. The first 28 modules rolled out September 2025. The review process is part of a pilot for developing a sectoral wide process for reviewing and updating programmes. The project will build Tipperary ETB’s capacity for further development and amendment of current provision of programmes.</p>	<p>Completed</p>	<p>Click here to enter text.</p>
<p>7</p>	<p>AIS to LDA Project 2024/25/26</p> <p>A key element of an integrated QA system is Tipperary FET College’s assessment framework and approach, including assessment materials, processes, student’s work and records. One step in aligning the FE&T assessment approach is addressing the Assessment Instrument Specification (AIS) process. As SOLAS no longer centrally manage assessments, the AIS management is now the responsibility of each ETB. The assessment writing, monitoring and reviewing process</p>	<p>In Progress</p>	<p> AIS to LDA Project 20242526 REPORT T</p>

	needs to be addressed, with the preferred route of moving to a locally (learning practitioner) devised assessment writing process. The implementation of this project is a phased approach from November 2024 to September 2026, including consultation, PLD, pilot, mentoring, peer review and monitoring.		
8	<p>Admissions Hub</p> <p>The Further Education and Training (FET) Admissions Hub was established in September 2024, with the Recruitment and Adult Guidance Information Service playing a pivotal role in its operations. The Hub is responsible for recruiting and placing students in Tipperary Education and Training Board (ETB) FET programmes at National Framework of Qualifications (NFQ) Levels 4-6, across both full-time and part-time provisions. Additionally, it oversees advertising, marketing, and information dissemination in alignment with the Tipperary ETB Marketing and Communications strategy, working closely with the broader Tipperary ETB communications plan.</p>	Completed	
9	<p>UDL Implementation Plan</p> <p>During Q4 2024, a total of 165 Further Education and Training (FET) staff attended Universal Design for Learning (UDL) onboarding sessions across various locations in Tipperary. These sessions aimed to generate interest and enhance</p>	In Progress	

foundation UDL skills. Among the attendees, 25 were programme managers or coordinators, and the remaining participants were teachers. Each session lasted for three hours and provided a practical overview of how adopting a universal design approach in FET can foster inclusivity in our classrooms. One teacher remarked, *"This is a life changer. I have been adapting my materials for individual learners for years. Now I know that this is not necessary, and I will be working differently from now on."* Another teacher shared, *"I learned more this morning from this session than I did from a year-long TEL course."*

Next steps will include agreeing a consistent UDL approach across teaching staff teams, embedding UDL at staff meetings, engagement with learners on UDL practices and CPD needs for teachers.

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

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](#).