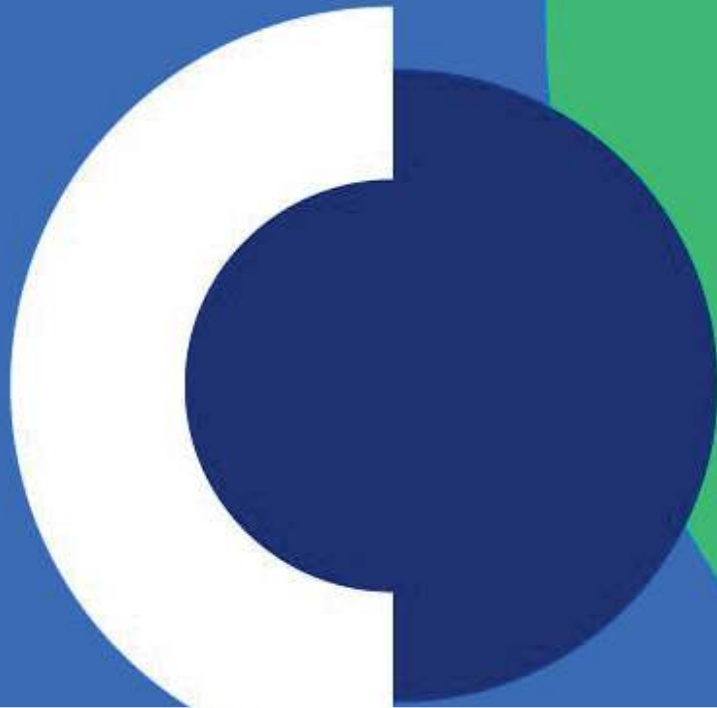


Interim Quality Report

Waterford & Wexford Education and Training Board

Date: February - 2026



PREFACE

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

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

This is the interim quality report for Waterford & Wexford Education and Training Board

It is to be submitted by [27/02/26]

The interim quality report has been approved by The Quality Assurance Steering Group and is submitted by Alan Larkin & Alan O'Gorman

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GUIDELINES ON COMPLETING THE REPORT

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

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

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

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

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

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

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

1.0 Interim Quality Report

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

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

1.01 ETB Mission and Strategy

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

<p>WWETB has completed all actions under this heading associated with the External Review.</p>	<p>Click here to enter text.</p>
<p>Develop and approve a formal strategy for blended learning as part of an application to QQI for the relevant extension to the WWETB scope of provision.</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. A strategy for blended learning/blended delivery has been developed by way of a strategic steering group (Blended Learning Steering Group) comprising of key internal stakeholders and members of the Senior and FET Leadership teams. The Blended Learning Strategy has been ratified and forms part of the WWETB submission to QQI for an extension to scope of provision to include blended delivery.</p>
<p>Commentary and Reflections Remaining External Review actions form part of WWETB’s overall FET Quality Plan. This report will give information on both the status of outstanding actions for the External Review, and additional actions that are recorded with the FET Quality Plan. For each action recorded in this report, a note will be included as to whether the action is associated with the External Review, as above. External Review recommendations/actions will be coloured in grey boxes. N.B.: The report will, in most cases, list the remaining actions associated with the review recommendations in the leftmost column, rather than the ‘Recommendation as recorded in the review report’. The reason for this is that many of the recommendations are very broad or have multiple elements, and there may have been multiple actions planned to endeavour to meet the recommendation, many of which are already completed. In addition to this, for consistency, as the leftmost column will contain WWETB FET Quality Plan actions, review associated actions (as opposed to recommendations) will align better.</p>	

Link to Published Policies and Procedures

Link to Strategy Document - [WWETB Blended Learning Strategy](#)

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)

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

The Review Team recommend that WWETB take a more strategic approach to quality assurance. Based on the size of the organisation and the diversity of provision, the QA overarching function needs to operate at a higher executive level and be integrated within the senior management strategic planning and monitoring process

Action Complete. The WWETB Quality Strategy Statement 2023-2027 outlines the commitment to quality across all functions and provision. The actions expressed in the strategy statement are managed by the WWETB Quality Strategy Group. The meetings are chaired by the Director of OSD (or designate) and the group represents a cross-representational approach to Quality inclusive of the CE and other members of the Senior Management Team, FET, Schools, OSD, Corporate Service, HR, Finance et. al.

This group worked together consistently in 2025 planning for the realisation of the actions committed to within the Strategy. A Quality Service Plan has been implemented to track the status of the associated pieces of work. The recommendation is submitted as complete as the Quality Strategy Group is a new body which will not only take responsibility for current organisational quality actions, but will also inform the quality actions of future strategies.

Draft a Terms of Reference for a prospective Programme Board for the level 5 Special Purpose Award 'Restorative Practice for Professionals'.	Action Complete. This action exists as part of the WWETB FET Quality Plan. Terms of Reference for this programme board has been drafted and subsequently approved by the Programme Board. The terms of reference may be used as a standard going forward for other WWETB led programmes.
Review the effectiveness of the FET Learner Council.	Action in Progress. This action exists as part of the WWETB FET Quality Plan. A plan for the review of the FET Learner Council has been developed by the Quality Team. The review will engage the key stakeholders, including past and present learners, members of the Quality Assurance Steering Group and others. The review activity of the learner council mechanism will happen in the first and second quarter of this year and the final review document will be developed and disseminated to relevant stakeholders by the third quarter.
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to published policies and procedures WWETB-Strategy-Statement-2023-2027.pdf</p>	

1.03 Documentation of QA

Recommendation (as recorded in the review report)

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

WWETB has completed all actions under this heading associated with the External Review.	
Review WWETB Quality Documents for accessibility and revise	Action In progress. This action exists as part of the WWETB FET Quality Plan. The Quality Team are working closely with the WWETB Communications & Marketing Officer to ensure

	<p>that, in the first instance, public documents regarding quality assurance are accessible. This task is largely complete. Ongoing is the review of other quality related templates and documentation to ensure they too are appropriately accessible and comply with the WWETB Digital Accessibility Plan and the Web Accessibility Directive.</p>
<p>Review and redevelop Blended Learning Policy and associated procedures</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. The FET Blended Learning Policy and procedures were reviewed and revised as part of an extensive redevelopment process in line with WWETB's formal Strategy for Blended learning in FET. The development of a new policy and procedures was overseen by a strategic steering group, the FET Blended Learning Steering Group. The new policy and procedures have been disseminated widely and formally presented to a number of stakeholders. The WWETB FET division has begun (January 2026) to implement the new procedures in associated with programme approval programme implementation with regard to blended delivery modes. The new documents and procedures have been formally submitted to QQI as part of a request for extension of provision (December 2025).</p>
<p>Develop additional procedures associated with the certification of the CAS Work Experience Modules.</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. Risks associated with the CAS Work Experience modules were identified by the Quality Team. A protocol document was developed and vetted and approved by the Quality Assurance Steering Group (QASG). The protocol serves to mitigate the risks associated with vocational work experience and ensures that learners are appropriately experienced and qualified when progressing into vocational settings. The action was completed in the second quarter of 2025.</p>
<p>Update Authentication Processes (LDA)- Sampling, IV & EA templates</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. This action was completed in the first quarter of 2025. Greater clarity and efficiency were the objectives that drive this quality enhancement action. The new version of the documents were vetted and</p>

	approved by the QASG. The documents were reviewed with programme coordinators during Results Approval Panel meetings with Programme Coordinators.
QA Briefings: Award Types, Academic Integrity, Applying MIMLOS, End of Course Surveying.	Action Complete. This action exists as part of the WWETB FET Quality Plan. The Quality Team conducts briefing each year which are generally themed. Two large scale briefings were held with Programme Coordinators in the final quarter of 2025 and the first quarter of 2026 to brief local providers and a number of areas. Briefings allow discussion, and collaboration, and shared understanding of elements of change within the sector; new award types, the application of MIMLOs in CAS modules etc. The ability to question and clarify ensures good general awareness and understanding of topics among practitioners and the Quality Team and the sessions are recorded for reference and review at a later time.
Commentary and Reflections All actions arising from the review under this heading have been completed.	
Link to Published Policies and Procedures Click here to enter text.	

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)

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

WWETB has completed all actions under this heading associated with the External Review.	
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<p>Transition from Digital Learning to FET TEL. Expansion of FET TEL/Digital Learning Support and Training</p>	<p>Action In Progress. This action exists as part of the WWETB FET Quality Plan. This action arises from a systematic change in the provision of digital skills support to WWETB practitioner staff. Heretofore, this type support was provided by the Digital Learning Coordinator who reported to the IT Manager. The Digital Learning Coordinator supported both Schools and FET. Following the retirement of the Digital Learning Coordinator, the decision was taken to separate the support for schools and FET. As part of this transition, sanction was received for a Grade VI TEL Coordinator position for FET. The FET TEL Coordinator reports to the Quality Manager. With this new resource in the Quality Team, active planning is underway for the transition to dedicated TEL support for FET. This includes surveying for gap analysis, introduction of TEL themed support videos for practitioners etc. The action is considered in progress.</p>
<p>Recruit TEL Coordinator</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. This action was completed in August 2025.</p>
<p>City & Guilds IQA training for members of Quality Team</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. This action was completed on May 2025. Four additional Quality Team members were trained in Internal Quality Assurance for City & Guilds provision.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)

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

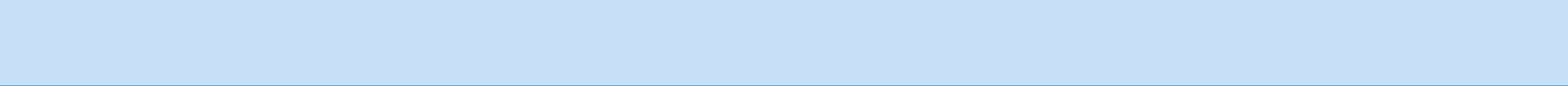
WWETB has completed all actions under this heading associated with the External Review.	
Recruit a Programme Development Officer	Action Complete. This action exists as part of the WWETB FET Quality Plan. The action was completed in May 2025 and a Grade VII Programme Development Officer is in place as part of the FET Quality Team.
Participate in sectoral engagement with QQI regarding devolved responsibility.	Action In Progress. This action exists as part of the WWETB FET Quality Plan. The Quality Team intends to engage with and support the devolved responsibility pilot on behalf of the WWETB FET division. While not directly involved in the Pilot phase, WWETB retains the interest and intent in a devolved responsibility arrangement with QQI.
Review and redevelopment of P-ADVR policy.	Action In Progress. This action exists as part of the WWETB FET Quality Plan. The Programme Development, Validation, Approval and Review Policy was one of the earliest FET policies developed and approved. The policy was scheduled for redevelopment and work has begun. The action is scheduled for completion in the second quarter of 2026.

Review and redevelopment of PAC 03 (Blended Delivery) form in line with new blended learning policy and procedures.	Action In Progress. This action exists as part of the WWETB FET Quality Plan. The action is considered in progress, as while the PAC 03 has been revised in line with new policy and procedures for blended delivery, subsequent changes associated with the redevelopment of the P-ADVR policy may result in further revision to some elements of the PAC 03 form.
AIS redevelopment in line with MUPs.	Action In Progress. This action exists as part of the WWETB FET Quality Plan. AIS for the modules updated as part of the MUP process are scheduled for reciprocal update. A working group (subset of the Quality Network) has been organised and WWETB is a part of this working group. Delivery date is third quarter of 2026.
Submit to QQI for Extended Scope of Provision & submission of associated programmes (Blended)	Action Complete. This action exists as part of the WWETB FET Quality Plan. All related documents formally submitted to QQI in final quarter of 2025.
Utilise WWETB Suitability Framework and PAC03 process to compile list of Programmes/Awards to be submitted to QQI for validation for blended delivery.	Action In Progress. This action exists as part of the WWETB FET Quality Plan. Using the newly developed Blended Delivery Suitability Framework and additional metrics, a list of programmes where blended delivery will be sought will be drafted in preparation for the bespoke QQI re-validation process for providers with extended scope of provision. Second quarter 2026.
Prepare for and engage in QQI Approval process for extended scope of provision.	Action In Progress. This action exists as part of the WWETB FET Quality Plan. Newly developed procedures around application for blended delivery are being piloted as a 'stress test' ahead of QQI panel meetings.
Outdoor Recreation- Minor Award for Validation	Action In Progress. This action exists as part of the WWETB FET Quality Plan. Following an action associated with the OEC Network, this level 3 minor award was developed to address a perceived need and opportunity. WWETB submitted the programme to PAEC in July 2025.

Restorative Practice- Continue rollout of SP award.	Action In Progress. This action exists as part of the WWETB FET Quality Plan. Programme Board Meeting scheduled for April 2026.
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Commentary and Reflections

In relation to the level 3 minor award submitted to QQI for validation, the programme was submitted as a minor award conforming to the new Broad Standards. The intention after validation was to apply for the minor award to be added to the CAS Major award in General Learning as this award is still widely used and seen as valid and functional programme within the sector, with nothing likely to replace it in the short and medium term as other programme at higher levels are prioritised in the sector. This intention was shared at the 2023 dialogue meeting with QQI and it was asserted by QQI representatives that they were amenable to the proposal. Having the minor award added to a current major award makes it instantly usable, valuable (as the award carries currency in the context of a full award at level 3), and it serves as a proof of concept for such a programme/component in the event of a future general major award at level 3. There is precedent too for this sort of arrangement where KCETB developed two Special Purpose awards were added to CAS Major award programmes. Recent screening request from QQI requested that the programme be submitted as a PDAS award. At 5 credits, the programme may be more characteristic of a micro-credential. However, one of the key elements of the proposal was the ability to link the programme to a broader award, as the main thrust of the award is enhanced in such a context. While it is a standalone programme with an outdoor leisure context, the learning outcomes predominantly focus on soft skills, attitudes, self-reflection and mutualism. Further dialogue with regard to this with our QQI colleagues would be welcome.



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.

Track internal and external access, transfer and progression opportunities between and from each	Action In Progress. This action exists as part of the WWETB FET Quality Plan.: <i>Action- External- Work with SOLAS and SETU. - In Progress.</i> This action retains its 'in progress' status. WWETB continues to work with SOLAS and other agencies for the most accurate data relating to progression into Higher Education and Employment. As the
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<p>of their FET provisions.- Work with External Stakeholders, SOLAS, SETU</p>	<p>tracking of student progression to HE is a national systematic process that WWETB cannot change, WWETB raised this as a priority action for review at the regional Dialogue Meetings with DFHERIS in June 2023. WWETB & SETU had investigated a collaborative data analysis project to determine FE-HE progression between WWETB & SETU. This project is being re-examined in the context of Tertiary collaboration now also.</p>
<p>Tertiary programme development.</p>	<p>Action In Progress. This action exists as part of the WWETB FET Quality Plan. WWETB launched a new Tertiary Intellectual Disability Nursing 1+4 degree with Waterford College of Further Education & SETU in September 2026. The 1+2 Bachelor of Business Studies with Dungarvan College & SETU continues into its second year. WWETB & SETU continue active collaboration in Tertiary and programmes in Health Sciences, Engineering, Construction, Business, Green Skills remain under development. The planned new SETU-WWETB Tertiary Campus in Wexford town adds exciting new opportunities in the space. Nationally, there is an Indecon review of the National Tertiary Office and the Tertiary programmes ongoing as this is the end of the initial three year pilot. The outcomes of this review and the new national Tertiary Strategy, will determine future direction.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)

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

<p>WWETB has completed all actions under this heading associated with the External Review.</p>	
<p>Academic Integrity Framework roll-out & development</p>	<p>Action In Progress. This action exists as part of the WWETB FET Quality Plan. The WWETB Academic Integrity Framework was developed and successfully rolled out in 2024. The implementation of the Framework was reviewed by way of the Results Approval Panel meetings. This action is considered as 'in progress' for two main reasons. While the framework has been extensively rolled out in further education provision, it is under review and development for application across training programmes. This work is ongoing and due date for implementation is third quarter of this year. In addition to that, academic integrity in general, is considered a constantly evolving space. As such, the Quality Team and QASG continue to monitor for issues, challenges and opportunities.</p>
<p>Development of Academic Integrity guidance videos.</p>	<p>Action In Progress. This action exists as part of the WWETB FET Quality Plan. Linked to the previous action in the Quality plan, the Quality Team has begun developing a suite of videos, both for practitioners and Learners to support both in their application of, adherence to, the Academic Integrity Framework. Generative AI tools have been utilised in the development of these videos and this has enabled features such as interactivity, text and graphic inclusion, sophisticated avatars etc. This is an ongoing action with no prescribed due date currently.</p>
<p>Academic Integrity Support Briefings & Tools (Turnitin, Guide for Learners etc.)</p>	<p>Action In Progress. This action exists as part of the WWETB FET Quality Plan. Again, in line with the previous actions, the Quality Team continues to provide ongoing support to internal providers in a number of themes. Since the implementation of the Academic Integrity Framework, this includes guides, support and briefings in areas such as Assessment malpractice, Plagiarism Detection tools, practitioner use of AI etc. This is an ongoing action with no prescribed due date currently.</p>

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

Click here to enter text.

1.08 Information and Data Management

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

WWETB has completed all actions under this heading associated with the External Review.	
Learner EOC Survey-rollout of Power BI Dashboard as data compilation/visualisation tool.	Action In Progress. This action exists as part of the WWETB FET Quality Plan. The new WWETB End of Course Learner Survey will provide a wealth of both qualitative and quantitative information from learners. Programme Managers and FET Managers will be/are able to view and interact with this information via Power BI. This platform acts as the data compilation and visualisation tool and is accessed via the PLSS Teams page. The user can only view data that is relevant to them (programme coordinator can only view data relating to their programmes, DFET can view all programmes etc.)

<p>PLSS related- Quality Assurance- Venue Naming Conventions etc.</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. The Quality Team has developed standards of practice for PLSS platform use. The SOPs guide inputters as to all conventions when using the software. One integral element was venue naming conventions. Consistent venue names aid the Quality Team Data share process and annual data reporting. This action was completed in the third quarter of 2025.</p>
<p>Timetabling Project</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. The pilot of the Eventmap Timetabling solution with Wexford College of FET will end in June 2026 and another solution will be investigated.</p>
<p>Develop procedures for confirmation of and retention of proof of ID for WWETB Learners.</p>	<p>Action In Progress This action exists as part of the WWETB FET Quality Plan. A procedure was completed in the final quarter of 2025. The procedure is responsive to the data requirements for various funding streams and ensures ESF & GDPR compliance. This action remains under review however as national guidance and agreement remains a work in progress.</p>
<p>Commentary and Reflections In relation to the second action listed here, the use of Power BI as a data collation tool, while this mechanism is in place, the action is listed as ‘in progress’ as more planning and development has to happen to refine and realise the ultimate objective here. The information on their experiences from WWETB FET learners will be more accessible than ever and accessibility is currently the priority goal. In time that goal will transition more toward ‘usability’. FET Managers will undoubtedly use the information they get from learners as they have in the past through similar more localised mechanisms. Can we continue to develop our mechanisms to be <i>systematic</i> about <i>how</i> we use the information we will get from learners? Further tools may be utilised in conjunction with Power Bi in order to gain clearer insights into learner feedback. It would be feasible to use AI technology to assist in interrogating the body of information to identify trends or gaps, outliers, root causes, impacts, to make predictions or to forecast, to help predict risk, to track learner attitudes, preferences or behaviour etc. Use of AI in this way is an action on the workplan associated with this item.</p>	

[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.

<p>Develop a system for annual consultation of learners, staff and external stakeholders to inform quality improvement.’</p>	<p>Action Complete A mechanism for widespread and comprehensive consultation with the principle stakeholder; FET Learners, has been established, successfully piloted and is at roll-out stage. The EOC (End of Course) Learner Survey is a sophisticated online, accessible and digital survey. The survey is taken anonymously by the learner and both quantitative and qualitative information is collected from the learner under six main themes. Please see Case Study 1.</p>
<p>Ensure accessibility of public QA documents</p>	<p>Action In progress. This action exists as part of the WWETB FET Quality Plan. The Quality Team are working closely with the WWETB Communications & Marketing Officer to ensure that, in the first instance, public documents regarding quality assurance are accessible. This task is largely complete. Ongoing is the review of other quality related templates and documentation to ensure they too are appropriately accessible and comply with the WWETB Digital Accessibility Plan.</p>

Commentary and Reflections
Click here to enter text.

[Link to Published Policies and Procedures](#)
Click here to enter text.

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

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

<p>Review the effectiveness of the WWETB Learner Council-</p>	<p>Action in Progress. A plan for the review of the FET Learner Council has been developed by the Quality Team. The review will engage the key stakeholders, including past and present learners, members of the Quality Assurance Steering Group and others. The review activity of the learner council mechanism will happen in the first and second quarter of this year and the final review document will be developed and disseminated to relevant stakeholders by the third quarter.</p>
<p>Develop Code of Behaviour for remote learning (Blended Delivery application)</p>	<p>Action Complete. This action exists as part of the WWETB FET Quality Plan. The ‘Code of Behaviour’ for remote learning was developed as part of a full suite of procedural documents related to the WWETB FET Blended Learning Policy. The action was completed in the final quarter of 2025.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</p>	

2.02 Assessment of Learners

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

<p>Authentic Assessment Project 2026-2027</p>	<p>Action In progress. This action exists as part of the WWETB FET Quality Plan. Authentic Assessment is the second stage of WWETB's Academic Integrity Framework. It is widely accepted that in this age of generative AI, authentic forms of assessment methodologies help to ensure validity of assessment and optimised integrity in approval assessment results. The project aims to select several commonly run modules, review the assessment section thereof and redevelop maximise the authenticity of the assessment process. A key objective relates to ensuring the 'Learner Voice' at assessment time and that the voice reflects personal learning, accrued skills and knowledge, and learner synthesis of concepts and comprehension. The pilot project will See over a full academic year and a full project report will be available in the third quarter of 2027. See 'Case Study 2'.</p>
<p>AIS redevelopment. Additional guidance to be given to Practitioners and learners in respect of the Academic Integrity Framework.</p>	<p>Action In progress. This action exists as part of the WWETB FET Quality Plan. WWETB AISs have to be reviewed in line with updated module descriptors as previously mentioned in this report. In addition to this, AISs will be reviewed to give much more clarity on permitted use of generative AI. This has already been implemented extensively for locally devised assessment programmes where Module Descriptors and WWETB Assessment Briefs are used. This aspect of redevelopment will happen for modules associated with the MUP process for the first phase and this will be delivered in the 2nd half of 2026.</p>

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

Click here to enter text.

2.03 Supports for Learners

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

<p>'Develop a system for annual consultation of learners to include learner supports.'</p>	<p>Action Complete. This action is linked to an action under 1.09 'Public Information & Communication' A mechanism for widespread and comprehensive consultation with the principle stakeholder; FET Learners, has been established, successfully piloted and is at roll-out stage. The EOC (End of Course) Learner Survey is a sophisticated online, accessible and digital survey. It comprises of six key themes, one of which is 'Supports for Learners. All learners cohorts are consulted on the availability and quality of supports required, or perceived as required by them. The AEO with responsibility for Learner Support has access by way of a Power BI platform, to all responses from all learners with regard to supports, as does the DFET and members of the Quality Team.</p> <p>Please see Case Study 1.</p>
<p>Participate in Reasonable Accommodation for Learners Maturity Model. Review RA in Assessment procedures.</p>	<p>Action In progress. This action exists as part of the WWETB FET Quality Plan. The Reasonable Accommodation for Learners Maturity Model (developed by AHEAD and ETBI in Ireland) is a self-review tool designed for FET providers to assess and improve how they support disabled learners. The Learner Support Team and Quality</p>

	<p>Team are collaborating to lead the initiative within the organisation. A WWETB report and action plan is being developed and will be delivered in the 2nd quarter of 2026.</p>
<p>RPL Arrangements-Sports & Leisure Modules</p>	<p>Action In progress. This action exists as part of the WWETB FET Quality Plan. Many of the QQI Sports and Recreation modules are derived from National NGB awards and so there is much congruity between the corresponding awards. Commonly in the OEC sector, qualification in the NGB awards is seen having achieved the necessary standards for many of the respective skills-based learning outcomes. He Quality Team have conducted a formal mapping process for several QQI awards and their corresponding NGB awards so that a formal RPEL process can now be used. This mapped RPL process which will be piloted this year with the Shielbaggan Outdoor Education Sector will create much more clarity for both practitioners, learners and visiting EAs. Modules involved include: Canoeing, Trail-Cycle Leadership, River-Kayaking, Lowland Leadership and Kayaking.</p>
<p>Commentary and Reflections Click here to enter text.</p>	
<p>Link to Published Policies and Procedures Click here to enter text.</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.

<p>Review effectiveness of Learner Voice Mechanism (See area 10- The Learning Environment- Review related action).</p>	<p>Action in Progress. This action exists as part of the WWETB FET Quality Plan. This action has already been reported on within this document but is important to include here as a mechanism for review an evaluation with our principle stakeholder group.</p>
<p>Ongoing review of procedure for remote delivery (blended) with view to redevelopment.</p>	<p>Action In progress. This action exists as part of the WWETB FET Quality Plan. Newly developed policy and procedures in this area are being implemented with immediate effect. The Quality Team is keen to analyse the positives, negatives, possibilities and risks associated with new procedures prior to the QQI panel review. The preference is to have a 'road-tested' system at the time of the panel interview. WWETB is fortunate to have had reasonably robust blended programme approval procedures in place as part of Covid contingency measures and so there is good grounding for the new, more comprehensive procedures.</p>
<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.

Recruit a Programme Development Officer	Action Complete. The sanction history for this has been documented in previous reports. WWETB recruited for a Programme Development Officer (Grade VII) and filled the position in May 2025.
Review the current WWETB Programme Development, Approval, Review and Validation Policy.	Action in Progress. Formal review of the P-DVAR policy began in October 2025. Due date for this action is early second quarter of 2026.
Roll out the EOC Learner Survey across FET Division	Action in Progress. This action is linked to an action under 1.09 'Public Information & Communication' and is part of the WWETB FET Quality Plan. The EOC Learner survey will enable us to garner programmatic feedback from the learner cohort. For example, learners are asked for their feedback on a number of programme elements such as the pitch and level of the content, the relevance of the content to them and their expectations, the hours and modes of delivery etc. This new survey will give the FET Leadership Team a learner perspective on programme elements that has not been comprehensively and systematically gathered heretofore. The new digitised survey was rolled out in January 2026. Not all programmes have implemented the survey at this point as it is prompted by course end dates.
Redevelopment of Agriculture Programmes/Awards	Action In progress. This action exists as part of the WWETB FET Quality Plan. Both the Agriculture Awards and Programmes are scheduled for review. The Programme Board for the three programmes (5M20454 Agriculture, 6M20486 Agriculture and 6S20487 Farming) have formally stated their intent and interest to take a central stakeholder role in the redevelopment of awards associated with Agriculture. The three delivering ETBs via

	the Programme Board, have submitted for extensions to the current programmes to prioritise award review (and programme redevelopment) over programmatic review.
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.

Engage with New Contracted Training Framework when released.	Action In progress. This action exists as part of the WWETB FET Quality Plan. As part of engagement with a new contracted training framework, amendments and elements of quality enhancement will be communicated to the relevant provider(s).
Extend new Apprenticeship EA process, increase activity in certain trades.	Action In progress. This action exists as part of the WWETB FET Quality Plan. Create arrangement with nationally contracted provider of External Authentication for apprenticeship (Hartley People) to schedule additional EA visits, this has largely been done. Additional visits will be scheduled throughout 2026.
Commentary and Reflections With regard to the scheduling of additional EA visits, WWETB always maintained a very high level of external authentication visits and input for apprenticeship and this has contributed to a robust standard in terms of delivery and assessment. The SOLAS arranged national contract for external authentication meant an increase in authentication activity for some providers in the sector, but for WWETB it constituted quite a roll back. WWETB FET Quality are keen to maintain a rigorous authentication process for apprenticeship and we have made arrangements to schedule	

additional instances of external authentication, particularly for high volume trades such as the Electrical apprenticeship. Both SOLAS and Hartley people are amenable to the arrangement and the cost incurred will of course be assumed by the ETB.

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.	
1	Review and implementation of Version 6 Apprenticeship Curriculum	Awaiting further detail from SOLAS	Click here to enter text.
2	Engage with Plan for the Transfer of Curriculum Development, Assessment and Awarding for Craft Apprenticeship to Providers	Awaiting further detail from SOLAS	Click here to enter text.
3	Mapping of WWETB to SETU programmes.	Underway as a Tertiary Project in collaboration with SETU, KCETB, LOETB	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.

5

Click or tap here to enter text.

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Click here to enter text.

5.0 Additional Themes and Case Studies (optional)

Guide:

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

Guideline for Case Study

QQI recommends that written case studies should:

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

Case Study Title: The Learner End of Course Survey.

Introduction

In response to a recommendation made by the Review Team during the QQI inaugural review process, the FET Quality Team initiated a project to reform the way in which learners are consulted about their experiences near or at the end of their chosen WWETB course. The key action put in place was to develop a 'whole of FET', systematic approach to consulting with our principle stakeholder group that would result in comprehensive, accessible, and usable data and information by which the FET leadership team could review and enhance provision to meet the needs of learners.

Description of issue

At the time of the external review, the WWETB FET division was able to outline and illustrate end of course review practices with learners. The organisation conducted a large scale review with learners as part of the self-evaluation process associated with the review. Learner Focus groups were convened and over 1,000 learners were consulted with by way of a survey all yielding quite the endorsement from learner cohorts with regard to WWETB FET provision. The recommendation from the review team suggested a more systematic approach to consultation with key stakeholder groups such as learners and after carrying out a review of our end of course surveying practices, the recommendation was thought to be very valid and salient. The review was carried out by the Quality Team across FET provision and the findings showed the following:

- While consultation with learners towards the end of the course was, for the most part happening across provision, there was notable variety in the tools used, and so there was variance in comprehensiveness, focus and approach in the practice.
- The survey technique was almost exclusively a paper-based survey approach. While this approach was well established and apparently amenable to those surveyed, it created challenges in the compiling and distillation of the subsequent information.
- The variance in practice continued in terms of who viewed the results of the survey. Any or all of the recipients of the information might include the associated learners, the associated practitioners, the coordinator or assistant manager, the relevant AEO et.al. In many cases, the paper-based approach to surveying seemed to limit the audience size for the survey results, and just the course manager had sight on them.

- Surveys were used mainly for confirmation purposes with regard to the course, for example; confirmation of general learner satisfaction with the course, etc. The ability to uncover trends, anomalies, opportunities etc. appeared limited.

Action

Review

The first action was a review of current practice and the findings associated with this are outlined in the previous section. This review initiated the key objective: **‘To create a standard WWETB FET Learner consultation tool that will allow us to compile and interrogate information given to us by learners across multiple variables.’**

The Quality Team compiled a collection of learner survey tools used across FET provision and began mapping questions to key areas for consultation. Six key areas were identified as follows:

- Course Promotion and Access
- Course Content
- Teaching & Learning
- Support & Inclusiveness
- Assessment
- Completion & Progression

In the development of key questions associated with the above themes, the Quality Team identified six broad categories of learner profiles that would prompt variations in survey questions to optimise question relevance. This six broad categories were identified as:

- Learners on short courses
- Learners on Courses at NFQ levels 1-3
- Learners on Courses at NFQ levels 4-6

- Learners on unaccredited courses
- Learners on Apprenticeship courses
- Learners on Service to Business courses.

When the full question matrix was developed, a digital survey was developed to ensure better accessibility to, and easier administration of data and information accruing. Questions were plain-English checked and optimised for accessibility. The survey was designed to be accessible by phone or by laptop/PC. Results from the survey were to be directed to be compiled in Microsoft Power BI. This would serve as the data repository and data visualisation tool.

Pilot Phases

The survey was piloted with 199 learners across various locations and provisions. Each participating group were engaged as a provisional focus group giving their feedback on all aspects of taking the survey. Participating practitioners and managers also gave feedback in this way and several adaptations and amendments were made throughout the pilot phase. Resulting feedback was very positive from all stakeholders involved. A formal procedural document was drafted and vetted by the Quality Assurance Steering Group.

Roll-out

The FET Leadership Team received a formal briefing on the results of the pilot phase and agreed on moving forward with the implementation of the new survey mechanism. The Quality Team arranged a number of briefings with programme coordination teams as to the implementation of the survey. The roll-out process began in January 2026 and the roll-out continues in sync with course end dates.

Key Learnings & Outcomes/Impacts

Many of the key learnings are outlined in the sections above. Currently, the key learning has stemmed from the review of the superseded procedures and the limitations with that type of process. In addition, the pilot phases produced a number of insights and takeaways:

- Learner appetite for responding to questions about their course experience in this way is consistently varied. Some learners relish the opportunity to share their full experience. Others prefer to efficiently convey their overall experience and prefer not to share more personalised reflection. The survey accommodates both approaches and all in between. Surveys can of course, opt out altogether as is their prerogative.
- An unforeseen learning was that many coordinators felt that learners seemed to engage much more openly and comprehensively with an anonymous online survey compared to a handwritten survey, They attributed this to learners feeling that their input via digital means was more secure and anonymous than a paper-based one.
- It was felt too by some coordinators that more qualitative reflection was forthcoming from learners comparable to former paper-based surveys.
- Many Coordinators felt that the speed of compilation and visualisation of data results was a real positive aspect of the new survey mechanism and the ability to view results over time, or isolation/combining courses, isolating themes etc was of huge benefit.

In terms of outcomes and impact, it is possibly not right to speculate as to what these will materialise to be at this early stage. In fact, the Quality Team made a conscious decision to focus on the mechanism in the first instance and allow that to bed in over a period of time before considering a standardised approach as to how information from learners could or should be systematically reviewed and utilised. It is felt that some of this will happen organically and that instances of good practice may help to inform such a standardised approach at a later time. More important at this stage, is that a more accessible and shareable body of information is available to FET Coordinators, FET Principals and FET Managers and that this information can be used to give additional clarity to programme improvements arising from consultation with the learner cohort. As part of the work plan for this project, interrogation and future use is being considered and there are some further actions which will bring us into a new phase of the project. For example; use of AI is being explored as a tool to assist with the interrogation of data. The intention is to employ an insular system to safeguard the information. The next phase of the project will focus on information use and interrogation.

Case Study Title: Authentic Assessment Project.

Introduction

WWETB has a comprehensive Academic Integrity Framework in place and this has been included as a case study in a previous Annual Report. The Framework has provided a robust framework to support practice and decision-making in relation to ensuring fair approaches to assessment and validity in assessment. Recent cases concerning academic integrity, (in the past two general academic cycles or so), have centred almost exclusively on learner use of Generative AI at assessment time. The WWETB Quality Team has often felt that the most important focus with regard to gen. AI use at assessment time should not be on if or how learners' can use the tool. The focus should be more on *how we assess* and how we adapt assessment in this new paradigm, so that AI can be used in more ethical ways, and assessment is designed in a way that diminishes the applicability of the tool, and invites a more personalised and genuine response from the learner. The WWETB Quality team have created a proposal to review key modules this year and redevelop them to optimise assessment criteria and methodologies for authenticity.

Description of issue

Like most institutions, WWETB have sought to provide guidance to all relevant stakeholders on how Gen AI use should/could feature during programmes, particularly at assessment time. And while the guidance given via the FET Academic integrity Framework is thought to be comprehensive and clear, the WWETB Quality Team sees an issue. The output of what might be generally accepted as 'ethical' use of AI is, in most circumstances, undistinguishable from unethical use (unless a comprehensive catalogue of drafts and prompts are provided by the learner and reviewed by the practitioner) . An example of this would be where a learner submits an assignment and has used an AI tool to improve phrasing and organise the thought into a more cogent sequence. This could be seen as ethical use but how is this distinguishable from a submission that has been written in the main by an AI tool (where the learner might provide a more 'ethical looking' reference of prompts).

The Quality Team of WWETB developed a full framework for a robust approach to academic integrity with particular emphasis on use of Gen AI at assessment time. The framework is comprehensive but ultimately, it relies on some key linchpins:

- Learners will be comprehensively and unequivocally guided as to what is allowed in terms of Gen AI use in teaching, learning and assessment.
- Learners will endeavour to appropriately respond to guidance provided, and use Gen AI ethically.
- Practitioners will use provided tools, and their knowledge of the learner's general output and ability to help detect/determine unethical use of Gen AI.
- Practitioners will implement comprehensive and robust rectification procedures, where AI has been used to the extent that the validity of the learner submission is in question.

With these linchpins in place, Gen AI use will be appropriate, and if not so, detected as such. But there are large open spaces between the linchpins, and in these open spaces there is huge uncertainty. Generative AI use forces us to face questions about the validity of the way we traditionally assess learners. It forces us to consider not just the achievement of learning outcomes, it compels us to consider the autonomy and responsibility assumed by the learner in the achievement of learning outcomes. It also compels us to consider more keenly, the internalisation of learning, how learning has been applied over the course, how it could be applied thereafter.

Action

The WWETB Quality Team has always felt the key to safeguarding validity in assessment lies in authentic approaches to assessment. The Quality Team has drafted a project proposal that would see several minor awards at NFQ levels 4-6 being reviewed and redeveloped (section 11- Assessment) to optimise authentic assessment methodologies. Subject-matter experts will be drafted to, in collaboration with members of the Quality Team, systematically redevelop selected modules. This will result in approaches to changes in approach to current methodologies or changes to the methodologies themselves resulting in a temporary programme Descriptor and AIS template that would be implemented in several settings. The project will run over the coming academic year as per the project proposal and deadlines set-out therein. [FET Authentic Assessment Project](#)

Key Outcomes/Impacts

The project is being implemented with the intention of enhancing the validity of current assessment processes in the context of the widespread adoption of Gen AI technology and its perceived impact on assessment processes at higher levels of learning in FET. The projects seeks to improve:

- The congruity of assessment tasks with a more real-world application of the necessary skills, knowledge and competencies.
- The authenticity of the assessment tasks in terms of the representation of the individual learner's voice, learner's key learnings, and the learner's journey.
- The validity of the assessment process in capturing the individual learner's voice and key learnings. Ensuring that the learner response/submission is not unquantifiably diluted by words, insight, learning that is not their own.
- The ethical use of Gen.AI. It is hoped that by reducing the potential of AI *negatively* impacting on the assessment process, that the positive potential for Gen. AI as a supportive learning tool becomes more apparent and powerful.
- The rate of academic integrity breaches and cases. It is predicted that the adapted approach to assessment will in turn reduce the instances of doubt around the authenticity of some assessment submissions.

Other potential outcomes may include the following:

- The likely move away from assignment style assessment to other forms of more authentic methodologies may also correlate to a more Universal Design for Learning (UDL) approach to assessment.
- More positive engagement with assessment on the part of the learner. Potentially a higher submission rate and less applications for extensions.

It should be noted at this point that there may be challenges experienced by the stakeholders and where these challenges are present, they will form part of the review and findings. For example, some authentic methods of assessment may be experienced as resource heavy or not as efficient as the aforementioned 'assignment' style method.

Key Learnings

The project is currently in the very early stages with the proposal just presented to the Quality Assurance Steering Group (February). The project related actions begin in March. Key learnings will be systematically tracked, shared within the sector where appropriate, and may influence further QA actions in respect of assessment practices.