

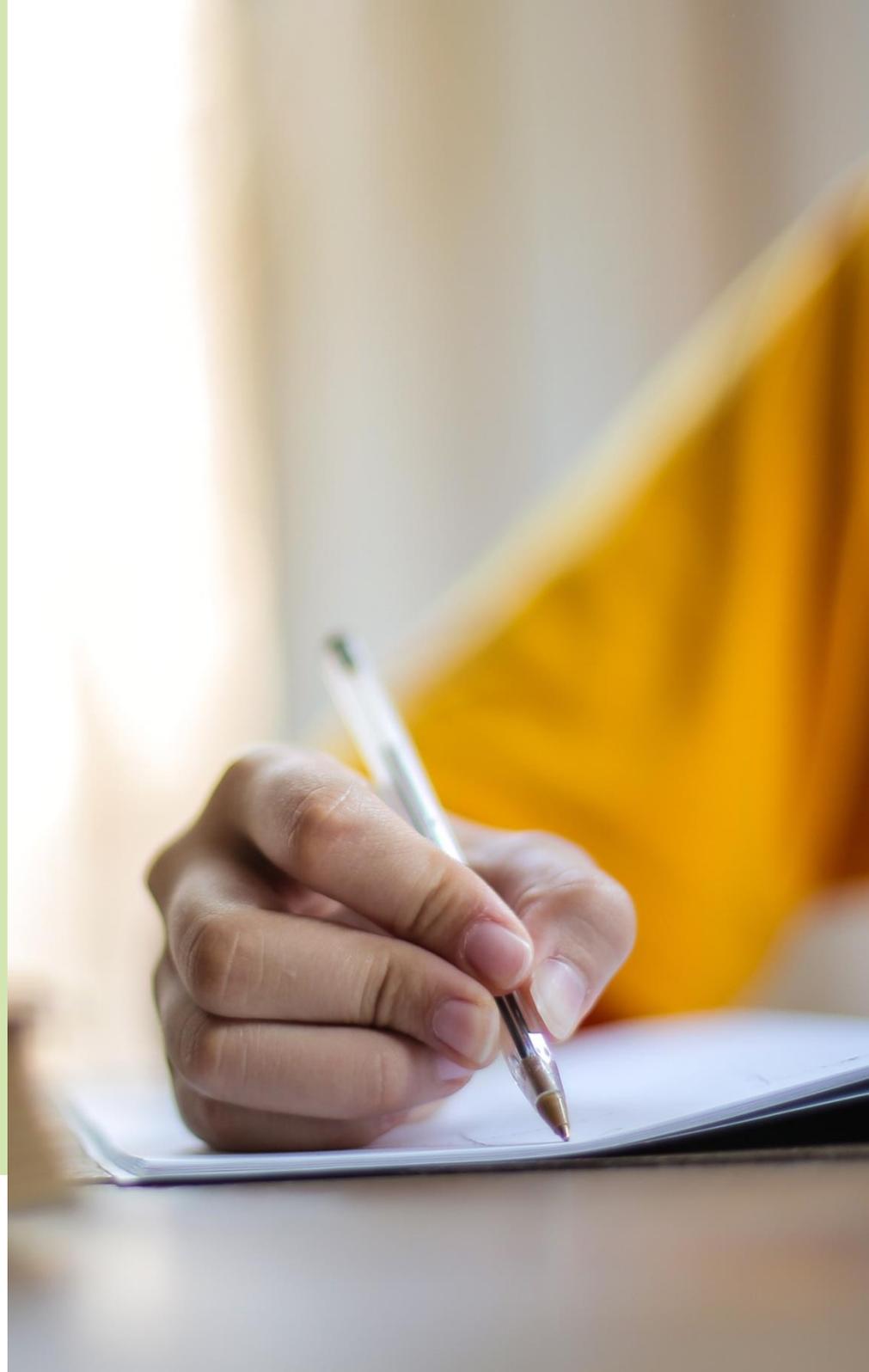
# Interim Quality Report

City of Dublin Education and Training Board

Date: February - 2025



Dearbhú Cáilíochta  
agus Cáilíochtaí Éireann  
Quality and  
Qualifications Ireland



## 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 [City of Dublin Education and Training Board]

It is to be submitted by [28/02/25]

The interim quality report has been approved by [Quality Assurance and Strategic Planning Council ] and is submitted by [Louise Fitzpatrick – Director of CDU and QA Manager]

## CONTENTS

PREFACE .....	2
GUIDELINES ON COMPLETING THE REPORT .....	4
1.0 Interim Quality Report.....	5
2.0 Teaching, Learning & Assessment .....	37
3.0 Self-Evaluation, Monitoring & Review .....	48
4.0 Quality Developments and Enhancements .....	49
5.0 Additional Themes and Case Studies (optional) .....	51
<b>Case Study Title: RPL developments in City of Dublin ETB</b> .....	52
<b>Case Study Title: Learner Engagement</b> .....	53
<b>Case Study Title: Development of an academic integrity policy and related misconduct guidelines</b>	55
6.0 Follow-Up Report Survey.....	57

# 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 2024/25	Update - Note progress/changes made to P&P, timeline.
Set key performance indicators (KPIs) to ensure that City of Dublin ETB's strategic objectives are achieved, and that these be reviewed and revised in a formalised way by City of Dublin ETB	Include key performance indicators on the work and deliverables of the CDU and the QA governance and working groups that align with the organisational strategic plan	Completed
	Link the organisational service plan to the strategic objectives, report on these quarterly and publish the service plan on the City of Dublin ETB website	Completed
b. Work with staff and all stakeholders to inform and communicate the ideals of the City of Dublin ETB and its agenda	Develop and implement a rebranding strategy for City of Dublin ETB <ul style="list-style-type: none"> <li>• Implement campus model (where delivery centres become campus areas – 60+ FET delivery centres/34 QQI certification centres incorporated into 4 campus areas )</li> <li>• Develop new City of Dublin ETB logo and related logos for FET campus</li> </ul>	Progressing Embedding the change across the FET <ul style="list-style-type: none"> <li>• Four campus areas established, FET centres renamed and quarterly leadership meetings taking place in each campus area– Completed</li> </ul>

	<ul style="list-style-type: none"> <li>• Create and implement marketing campaign based on City of Dublin ETB FET campus and faculty areas rather than only specific centres</li> </ul>	<ul style="list-style-type: none"> <li>• CDETB rebranded as City of Dublin ETB, new logo developed – <b>Completed</b>. New related logos developed for each FET centre / service - <b>Completed</b></li> <li>• <b>Completed</b> and implemented summer/Autumn 2024 – with a single link on all merchandise to search for courses in City of Dublin ETB - <a href="#">here</a></li> </ul>
d. Consider mechanisms to include wider external expertise in strategic planning.	Appoint external consultancy firms to support the strategic development of City of Dublin ETB	<ul style="list-style-type: none"> <li>• Consultants appointed to advise on the structures of FET leadership, management and support services <b>Progressing</b></li> <li>• Consultations appointed to support the development of the City of Dublin ETB digital strategy. This will include required IT systems and training for all City of Dublin ETB services and the FET Digital learning strategy. <b>Progressing</b></li> </ul>

### Commentary and Reflections

The focus of the recommendations to under these headings related to providing structures and mechanisms to support City of Dublin ETB FET provision to move from 60+ FET centres with their own policies, procedures, cultures and approaches, to a single City of Dublin ETB FET service with the learner at the centre.

Recommendations here related to providing a documented and demonstrable link between our mission, strategy, service plans and our quality enhancement plans by linking and tracking the implementation of our strategy through the use of KPIs and structured tracking of deliverables. Ensuring our strategy and related plans are fit for purpose by bringing in external supports, and creating mechanisms for staff, learners and other stakeholders to shape plans and communicate our mission and strategy through the development of mechanisms to capture stakeholder voices and ensure these inform policies and practices. They also asked us to find more effective ways to communicate our mission and our offering to learners.

Significant work has been done in this area over the last 3 years with the mechanisms established during the review process enhanced and considerable work undertaken to create links between the strategy of the organisation and the work of its staff on the ground.

However, there is still work to be done in this area to articulate, demonstrate, track and communicated these links and demonstrate the impact of the enhancement work undertaken. In 2025 City of Dublin ETB is undertaking the development of a Digital strategy with will include a digital learning strategy and implementation plan. In 2025 / 26 the organisation will also create its strategic plan with the FET strategy deriving from the DEFERIS, SOLAS and QQI strategies. These processes will help further the attainment of the recommendations in this area.

#### **Link to Published Policies and Procedures**

City of Dublin ETB service plan, linked to strategy and including KPIs [Service-Plan-2024-ISSUE-BOARD\\_ENG.pdf](#)

FET Campus Model [City of Dublin FET College - City of Dublin Education and Training Board](#)

## 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.
Consider how to widen participation of all stakeholder representatives in the governance and quality structures of the City of Dublin ETB	Develop and implement a structured approach to developing learner voice and leadership.	<p><b>Progressing</b></p> <p>In 2024, training was provided to Student Council representatives and learner representatives on boards of management.</p> <p>A framework for learner leadership and engagement is being developed in 2025.</p>
Click here to enter text.		Click here to enter text.
<p><b>Commentary and Reflections</b></p> <p>Click here to enter text.</p> <p>To date, work has focussed on strengthening student representative structures at local level by empowering learners through training and networking to undertake their roles with confidence. However, one area which will be addressed as part of the development of a learner leadership framework is the representation of learners on governance groups.</p>		
<p><b>Link to published policies and procedures</b></p> <p>Click here to enter text.</p>		

### 1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>City of Dublin ETB build on established mechanisms created for the inaugural review process to continue to bring together staff to discuss important issues pertinent to quality assurance</p>	<p>Continue to host monthly QA forums and consultation meetings for centre quality teams (2<sup>nd</sup> Tuesday of the month)</p>	<p>Completed</p> <p>Held 8 QA forums for <a href="#">centre and service sphere quality teams</a> in 2024 with the following agendas and consultation topics</p> <p><b>9-January-2024</b></p> <ul style="list-style-type: none"> <li>• End of year processes and reviews</li> <li>• ELC review and processes for inputting into this</li> <li>• Update from the academic integrity working group</li> <li>• QQI consultation process - in development</li> </ul> <p><b>12-March-2024</b></p> <ul style="list-style-type: none"> <li>• Where to find City of Dublin ETB QA policies, procedures and supporting documentation</li> <li>• Linked in learning – available for all staff with an additional 2,000 licences purchased for learners – how to access it, how it can be used to support course delivery</li> <li>• Turnit in – integration into 365 and Moodle, limitations of the technology – support hub – where to find it</li> <li>• New EA handbook and payment documentation</li> <li>• Ending of COVID 19 flexibilities</li> <li>• Consultation on - Options and Equitable Assessments (appropriate UDL options for the validated assessment techniques)</li> </ul>

		<p><b>9-April-2024</b></p> <ul style="list-style-type: none"> <li>• Academic Integrity policy – consultation (30 mins)</li> <li>• Updated Quality maintenance and enhancement guidelines</li> <li>• RAPS procedures</li> <li>• EA briefings and procedures</li> <li>• QBS – recommendations from QQI on entering ‘unsuccessful learners’</li> <li>• Submission dates for centre Quality Improvement Plans</li> </ul> <p><b>May 2024</b></p> <ul style="list-style-type: none"> <li>• Discussion on working groups for 2024 /2025 QAE prioritisation</li> <li>• Working group membership – nominees and specialisms</li> <li>• update on CAS modules – details of national consultation process</li> <li>• ETBI support of EAs 6th- 31st May</li> <li>• Updates from the Quality Assurance &amp; Strategic planning council</li> </ul> <p><b>10-Sep-24</b></p> <ul style="list-style-type: none"> <li>○ QA updates</li> <li>▪ Centre/service sphere quality improvement plans –</li> <li>▪ introduction of annual QA reporting to QQI</li> <li>▪ <a href="#">QQI Consultations</a> on <a href="#">New assessment guidelines for providers</a> and guidelines for external authenticators</li> <li>○ New Academic integrity policy and resources</li> </ul>
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		<ul style="list-style-type: none"> <li>○ Consultation on procedures for addressing academic misconduct in all service spheres</li> </ul> <p><b>08-Oct-24</b></p> <ul style="list-style-type: none"> <li>○ QA updates</li> <li>○ Consultation on key items to consider in the development of the repeat's procedures</li> </ul> <p><b>12-Nov-24</b></p> <ul style="list-style-type: none"> <li>○ QA updates</li> <li>○ Consultation on how centres are currently integrating Teaching, learning and assessment to inform the development of guidelines for this area</li> <li>○ Case studies on academic misconduct to inform the implementation of new misconduct procedures</li> </ul> <p><b>10-Dec 2024</b></p> <ul style="list-style-type: none"> <li>○ QA updates</li> <li>○ Updating of the CAS awards</li> <li>○ Launch of CDU SharePoint site (where to find it, what is on it)</li> </ul> <ul style="list-style-type: none"> <li>● Consultation on what QA teams want to see on CDU SharePoint site</li> </ul>
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		<ul style="list-style-type: none"> <li>• What do the QA Teams Need in the Quality Assurance page, RPL, programme development, PLD and Digital Learning pages</li> <li>• Consultation on training that could be provided to centres by the Digital Learning Team</li> </ul>
	<p>Continue to host annual leadership meeting on QA priorities for the City of Dublin ETB – to support the move from 4 QA agreements with QQI and policies accompanied by guidelines to 1 QA agreement with QQI with policies accompanied by procedures</p>	<p><b>Completed</b></p> <p>In person full day meeting held on 4<sup>th</sup> September 2024 focused on updating and consulting with 90+ FET leaders</p> <p><b>Agenda and consultations</b></p> <p><b>Programme Management and Development</b></p> <ul style="list-style-type: none"> <li>• Updating of the CAS awards / deactivation of unused CAS programmes</li> <li>• 2016 Apprenticeships - Consortium Led</li> <li>• Process of developing a new award</li> <li>• Differential validation &amp; other new programme development requests</li> </ul> <p><b>Guest speaker</b></p> <ul style="list-style-type: none"> <li>○ Tertiary degrees – Tanya Jones (National Tertiary Office)</li> <li>○ Gareth Lee (City of Dublin ETB Tertiary Officer)</li> </ul> <p><b>Consultations</b></p> <p><b>Quality Assurance and Enhancement</b></p> <ul style="list-style-type: none"> <li>• CDU SharePoint site</li> </ul>

		<ul style="list-style-type: none"> <li>• Introduction of the new 'Academic integrity policy'</li> <li>○ Use of AI in teaching, learning and assessment</li> </ul> <p><b>Quality Enhancement consultation</b></p> <ul style="list-style-type: none"> <li>• Implementation of the UD charter</li> <li>• Consistency group <ul style="list-style-type: none"> <li>• Standardised admissions policy</li> </ul> </li> <li>• Updated repeats procedures for courses for progression</li> <li>• Standardised policies and procedures for the IV of QQI accredited courses</li> <li>• Guidelines for the integration of Teaching, Learning and Assessment (TLA)</li> <li>• Recognition and accreditation of Prior Learning (RPL) both academic and experiential</li> </ul>
	<p>Continue to establish QA working groups under the QA governance groups to develop QA policies and procedures for use across FET</p>	<p>Five working groups established under the Quality Assurance Development Group (QADG) QA governance group for 2023/24 academic year with all deliverables due in 2024. Membership of these groups were based on nominees for centre and service sphere quality team and wider centre staff, head office or FET support staff and the groups were supported by CDU staff from the various FET development teams.</p> <p>Summary of the working groups and their deliverables</p>

		<p><b>Working Group - Recognition of Prior Learning (RPL) both academic and experiential</b></p> <ul style="list-style-type: none"> <li>• Definition and clarification of RPEL and RPAL for City of Dublin ETB</li> <li>• Proposed operational model (CANVAS)</li> <li>• RPL policy and procedures (2024/25)</li> </ul> <p>Completed and staff member appointed to CDU to develop RPL procedures and provide support to centres</p> <p><b>Working Group - QBS consistency</b></p> <ul style="list-style-type: none"> <li>• Policy on QBS learner submissions</li> <li>• Recommendation on payment for corrections</li> </ul> <p>Completed – Memo issued to centres on City of Dublin ETB approach to uploading learners to QBS</p> <p><b>Working Group - Academic Integrity</b></p> <ul style="list-style-type: none"> <li>• Update academic integrity policy</li> <li>• Develop/signpost tools, resources and training to support academic integrity</li> <li>• Communication and training/resource plan to ensure all centres are using Harvard referencing style</li> </ul> <p>Completed - with resources hosted on CDU Moodle site and QA SharePoint site to support learners and educators some material also added to CDU website to maximise access</p> <p><b>Working Group – E-Portfolios</b></p>
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		<ul style="list-style-type: none"> <li>• Review of E-portfolios available and/or in use across the ETB</li> <li>• Create a sample of portfolio/s options – benefits, uses, how it links with IV and EA</li> <li>• Produce CANVAS to support implementation of E-portfolios across the scheme</li> </ul> <p>Completed: Digital learning team are now providing training to staff on the use of digital portfolios and the related Microsoft 365 and supported CDU apps</p> <p><b>Other Key Deliverable - UDL guidance materials</b></p> <ul style="list-style-type: none"> <li>• Clarifications on difference between reasonable accommodations and UDL</li> <li>• Guidance on Options and Equitable Assessments (appropriate UDL options for the awards validated assessment techniques)</li> </ul> <p>Completed: guidance produced and stored on CDU Moodle site</p>

### Commentary and Reflections

The widespread allocation of Microsoft 365 to staff and learners and the upskilling of all staff in the use of MS teams for meeting and as a VLN has had a significant impact on City of Dublin ETB and its ability to bring staff and stakeholders together to discuss key issues in the enhancement of teaching, learning and assessment and Quality Assurance and Enhancement (QAE). In the past it was almost impossible to bring staff together outside of their centres to discuss issues, attend training or to work with others to develop enhance policy and practice.

Online meetings and shared documents are revolutionising our ability to enhance and align our policies and practices across centres and provision. In 2023/24 City of Dublin ETB has allocated staff 12 staff specifically to Quality Enhancement including professional learning and development, upskilling

of staff on the integration of technology into teaching learning and assessment, programme development, management and validation and Quality enhancement. This has facilitated the move from quality guidelines to quality procedures and agreed templates for many of our QA functions.

In 2023/24 over 300 FET staff have been involved in the development of new policies or procedures either on a specific working group, in a pilot or test phase or as part of a consultation process on the development of a policy or procedure. This figure does not include centre-based consultations or discussions on the development of these policies, processes or procedures which is facilitated at centre level and captured centrally through the use of padlets or MS forms.

In a review carried in May 2024 out with members of the QADG working groups staff were very positive about the experience of being involved in working groups saying it had enhanced their practice, acted as a positive motivational force in supporting them in their delivery and facilitated them to get a greater understanding of the work of the City of Dublin ETB.

City of Dublin ETB will continue to support the operation of cross centre and function working groups to enhance TLA and QAE policies and practices in 2025/26 with 6 working groups established.

**Link to Published Policies and Procedures**

<http://cdetbcdu.ie/wp-content/uploads/2024/02/Quality-Maintenance-Enhancement-and-Assurance-ReviewsDoc14FEB2024-doc.pdf>

<http://cdetbcdu.ie/wp-content/uploads/2024/08/City-of-Dublin-ETB-Academic-Integrity-Policy-2024.pdf>

[consultation feedback QADG working groups](#)

## 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>City of Dublin ETB to explore addressing its challenges with staff recruitment with others in the sector. The review team encourages City of Dublin ETB to work with other ETBs to develop a solution that could possibly be applied nationally</p>	<p>City of Dublin ETB is part of the ETB HR network who are looking at recruitment and staff skills shortages. This issue will be raised and addressed as part of that national network</p>	<p><b>Progressing:</b> The diversity of staff contracts is part of this challenge around staff recruitment. DFHERIS is currently reviewing this and will make a recommendation on next steps. We will continue to work on the national network.</p>
<p>City of Dublin ETB to implement mechanisms to ensure the induction programme for new staff is consistently applied and provided to all staff across the organisation in a timely manner</p>	<p>Centres supported to develop and update their induction programmes –guidelines produced and supported by video content</p> <p>Establish peer mentoring programme for Deputy Principals and ALO/CEF/Guidance staff to provide mentoring support as part of induction processes</p> <p>Provide mentoring training for deputy principals and ALO/CEF/Guidance staff</p>	<p><b>Progressing:</b> Some centres and service spheres have a regular turnover of staff (AES tutors for example) and others very little. The City of Dublin ETB onboard and centralised staff induction is contributing to more consistent induction processes of all staff as is the availability of topic specific SharePoint, intranet and Moodle sites (Core HR, CDU, QA, PLD, Digital learning hub, staff hub).</p> <p><b>Completed:</b> peer mentoring training has been provided to deputy principals in colleges of Further Education and CEF/ALO/Guidance staff in Adult Education services, 35 staff completing the mentoring training and 12 staff undertaking additional training to become peer mentors for newly appointed deputy principles, ALO, CEF or guidance staff.</p> <p><b>Progressing.</b></p> <p>As part of its leadership development plan City of Dublin ETB is introducing a staff coaching and mentoring services. A working group has been established to develop, and quality assure this</p>

		service with membership drawn from the deputy principals and ALO/CEF/Guidance staff mentoring programme.
Explore mechanisms to enable allocation of time to all teaching practitioners to complete compulsory continuing professional development (CPD) in learning supports.	Introduce new national tutor contracts in adult education	<b>Achieved</b> A new national tutor contracts for adult education has been agreed and was fully introduced to City of Dublin ETB in early 2025. This will mean that AES tutoring staff now have access to PLD as part of their tutoring contract and addresses the issues raised by part time tutoring staff with the review panel
<p><b>Commentary and Reflections</b></p> <p>Recommendations from the review panel focused on the diversity of state regulated staff contracts in the different FET provision and the challenges that posed for induction, onboarding and the ongoing development of staff. The panel encouraged City of Dublin ETB to work nationally to address these challenges and to come up with locally supported solutions to ensure staff received the appropriate</p>		
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>		

## 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>Strengthen City of Dublin ETB's systems for programme development, approval and submission for validation and do this, where possible, in cooperation with other ETBs and other key stakeholders like QQI and SOLAS in order to create collaboration in the development of a solution that can be used sector wide.</p>	<p>Engage with ETB sector, SOLAS and QQI to co-create programme development and validation processes including templates and sharing agreements.</p>	<p><b>Progressing:</b> QA manager on ETBI working group to design process for updating CAS Programmes for the ETB sector. The working groups is taking an action research approach to updating QQI validated programmes with a view to developing templates, processes, CPD and governance procedures for the sustainable validation of programmes.</p> <p>City of Dublin ETB is partnering with Kildare Wicklow ETB to update the Communications level 3, 4, 5 and 6 module descriptors.</p>
	<p>Develop partnerships with HE to co-create and co-offer programmes leading to degrees (2&amp;2) beginning with youth work – NUI Maynooth, digital media NCAD and PTEC – NCI (National College of Ireland)</p>	<p><b>Achieved:</b> <a href="#">Higher Certificate in Digital and Business</a> leading to BA (hons) in Digital or Business Skills (delivered in NCI) was validated for delivery by QQI at the September 2024 PAEC and is being delivered at Cathal Brugha Street campus.</p> <p><b>Achieved:</b> <a href="#">Tertiary Degree (IADG) BA (Hons) immersive media</a> production offered in Ballyfermot College of Further Education in September 2023.</p> <p><b>Progressing:</b> A number of Tertiary Degree are currently in development with third level institutions. The validation processes for these are being discussed with the following delivery models proposed. - 1+4, 1+3, 2+2, 3+1</p>

		<b>Not progressing:</b> Youth work 2+2 apprenticeship with Maynooth University stopped due to issues with employment of apprentices in voluntary sector
City of Dublin ETB develop instruments to ensure that all programmes, in particular the training programme for electricians and other apprenticeships, are up to date to current industry and health and safety needs and regulations and that City of Dublin ETB establish processes to ensure that programme design and delivery are research-informed, industry-informed, and learner-informed (data-informed).	<p>Carry out a risk assessment of delivering as a second provider under the QA of other organisations esp. as the number of private providers offering consortium apprenticeships is expanding. Propose risk mitigation measures. Q3 2023</p> <p>Update course and programme review documentation and introduced tracking templates and processes for validated programmes</p>	<p><b>Achieved:</b> There has been a lot of development in the area of both apprenticeship and Tertiary degrees since the review was carried out. The PMDG will monitor these developments for the organisation and make recommendations as required</p> <p><b>Achieved:</b> Course and programme review documents updated and implemented.</p> <p><b>Achieved:</b></p> <ul style="list-style-type: none"> <li>• Procedures and templates for use by programme boards to gather and analyse data developed and approved for use by the QASPC.</li> <li>• Training provided to the chairs of the national programme boards</li> <li>• Member of the PMDG or the Programme Development Team attended all programme board meetings</li> </ul>
	Where City of Dublin ETB is a second or collaborating provider on programmes delivered across multiple sites, develop and implement a process of co-ordinating feedback to the programme	<b>Achieved:</b> for ELC programme - part time coordinator appointed, and community of practice established to support this. Same EAs used across a number of centres to support consistency, coordinator gathers feedback and data for national programme board

	board (EA reports, learner feedback etc.)	<b>Progressing:</b> in the area of apprenticeships this requires structuring and resourcing ( see apprenticeship management below)
City of Dublin ETB establish a robust governance of programmes in and across centres with programme approval panels, programme boards to ensure ownership of programmes and the ability to iterate depending on research, industry needs, and learner needs.	Secure devolved responsibility for programme development from QQI. Begin discussions on the process Begin application process Complete the process - devolved responsibility	<b>Progressing:</b> Request submitted to QQI for devolved responsibility and awaiting feedback from QQI on the application process for this.  City of Dublin ETB carried out the revalidation of Dance level 6 CAS award as a pilot under devolved responsibility.
	Establish and resource structures in City of Dublin ETB for developing and managing the delivery of new apprenticeship programmes.	<b>Progressing:</b> working group established under the Strategic Planning Development Group (SPDG) to review structure and resourcing of employer engagement.  <b>Apprenticeship management</b> <b>Progressing:</b> Appropriate structure for developing, overseeing and delivering 2016 apprenticeships required including the appropriate resourcing of this work. Additional staff required in this area particularly the role of national apprenticeship manager. – request for permission to recruit this post with SOLAS and the department.
City of Dublin ETB explore opportunities for internationalisation via movement of staff and students and also to develop joint programme offerings.	Use secured City of Dublin ETB Erasmus-plus accreditation with Leargas to provide international opportunities for staff and learners. K1 applications Develop and submit K1 applications to •Secure funding for staff mobilities	<b>Achieved</b> – K1 mobilities in City of Dublin ETB 2024. Staff chosen from across centres and campus to improve communications and collaboration between FET centres 2X staff mobilities from multiple centres  1 preparatory visit to Montpellier for staff mobility 9 FET management staff to Montpellier,

Secure funding for student work-based learning	<p>8 staff to Tampere on digital technology</p> <p>3 to Istanbul on prison Education</p> <p>9 staff from Youthreach to Toulouse to look at second chance education facilities.</p> <p>8 staff to Tilburg, Netherlands on learner voice</p>
Secure funding for invited experts	<p>23 student Work-based Learning Mobilities:</p> <p>4 accompanying teachers</p> <p>9 Cathal Brugha FET Campus to Menton, France,</p> <p>6 Plunkett's CFE to Besacon, France,</p> <p>7 Liberties CFE to Brescia , Italy</p>
Host K1 mobilities to support innovation and best practice in centres	<p><b>Achieved:</b> 2 Invited experts – Bit Academy &amp; VET College in the Netherlands to help inform the development of the DABS tertiary degree programme and to look at the use of an IT professional work-place experience for students</p> <p><b>Achieved:</b> City of Dublin ETB head office accreditation hosted the following groups in 2024.</p> <ul style="list-style-type: none"> <li>• Italian *2</li> <li>• French *4</li> </ul> <p>Netherlands (20) on Mental Health topics</p> <ul style="list-style-type: none"> <li>• Teachers job shadowing (4)</li> <li>• Serbian delegation</li> <li>• FICATH French-Irish Culinary Arts Tourism and Hospitality</li> <li>• MOU with Occitane/Toulouse Region</li> </ul>

		<ul style="list-style-type: none"> <li>• Korean Embassy</li> <li>• ETBI hub</li> </ul> <p>In addition to the above staff and learner mobilities a number of FET colleges have their own <u>Erasmus-plus accreditation</u> and provided staff and learner mobilities in 2024 these include Inchicore, Íde, Ballsbridge, Rathmines, Dhúlaigh and Ballyfermot</p>
	<p>Integrate the international desk with the wider FET development team to ensure greater alignment between international projects and FET development priorities around QA, learner support, PLD and TEL</p>	<p><b>Achieved</b></p> <p>Regular meetings to share developments and emerging challenges with a particular emphasis on continuous professional development of staff.</p>
	<p>Apply and participate in a number of K2&amp;K3 partnerships</p>	<p><b>Achieved:</b> funding for the follow partnerships and completed all deliverables in 2024</p> <ul style="list-style-type: none"> <li>• <b>Completed</b> - DiTRAVET Staff/Management MOOCs on CDU Moodle site, Student MOOCs available to download for each college site.</li> <li>• <b>Completed</b> - Future Skills Training VET – Austrian partner and Ballyfermot Training Centre.</li> <li>• <b>Completed</b> - Secured Social Intrapreneurship funding – Polish and Spanish partners with Prisons Education and Youthreach</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Completed</b> - STREAM large 3-year project (KA3) – Rathmines CFE &amp; Ballsbridge CFE</li> <li>• <b>Progressing</b> - Achieved funding for a new project called LIAM : Language Integration for Adult Migrants.</li> </ul> <p>Exploring the following for 24/25</p> <ul style="list-style-type: none"> <li>• GenAI4VET for VET teachers (H2Learning – Lead partner)</li> <li>• Career Path to Employability (Ballymun Jobs club)</li> </ul>
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### Commentary and Reflections

The review team made four recommendations around Programme Development, Approval & Submission with City of Dublin ETB identifying 19 actions to achieve these. In 2024 City of Dublin ETB added 13 more actions in 2024/25. 24 of these have been completed or embedded into normal practice and seven are progressing.

The development of the Youth Work apprenticeship is no longer taking place as employers were not in a position to guarantee employment over the duration of the programme (due to their current funding mechanisms) City of Dublin ETB note that apprenticeships aimed at state funded employees in community and voluntary sector workers are difficult to do as annual funding to third parties prohibit the recruitment of apprentices (annual funding restrictions). The learning from this is being applied to the development of other similar apprenticeships including the social and affordable housing apprenticeship.

Over the last three years there has been significant local and sectoral development in programme development and management with even more to come with the review of CAS award, and the expansion of consortium led apprenticeships and Tertiary degrees. City of Dublin ETB have invested significant resources into ensuring that we can continue to innovate our courses while also enhancing and maintaining the quality of the programme and the consistency of the learner experience across our centres.

However, programme validation and the maintenance of academic quality assurance systems is, and continues to be, resource intensive and at times highly technical. Enhancing the use of technology, working in collaboration with sectoral partners and streamlining processes will be essential if the ETB sector is to rise to the challenges it faces in this area.

City of Dublin ETB also consider that devolved responsibility for programme development is a key component in maintaining the responsiveness of the sector to stakeholder needs. The updating of our CIA progress and the governance applied to new course development is

**Link to Published Policies and Procedures**

Click here to enter text.

## 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>Develop a system to track the students' journeys both within City of Dublin ETB and after that and that the ETB consider doing this in cooperation with other ETBs and other key stakeholders such as QQI and SOLAS to create synergy in the development and a solution that can be used at more than one ETB</p>	<p>Work with SOLAS and the ETB sector to secure solution to map learner journeys post FET – progression routes and impact</p>	<p><b>Progressing:</b> Continuing to discuss this on a sectoral basis. However, SOLAS has access to learner data and can track learners into and through FET provision. They produce a number of reports that inform city of Dublin ETBs provision  <a href="https://www.solas.ie/research-lp/fet-statistics/">https://www.solas.ie/research-lp/fet-statistics/</a></p>
<p>Expand resources and use of multimedia tools to enhance the career guidance programmes and assist the service to develop their programmes to prospective learners, enabling the service to reach a wider cohort of learners, and facilitate learners in understanding the variety of programmes on offer to them through FET</p>	<p>Establish a working group to propose a model for the development of a city-wide approach to planning and marketing of FET provision, working towards consolidation and integration and a multilocation multi school of learning model including potential areas of thematic provision</p>	<p><b>Completed</b>            Working group reported to Snr leadership team, many of the recommendations taken on board and are being implemented, in 2024/January 2025 the following were implemented.</p> <ul style="list-style-type: none"> <li>• 4 FET campus established - <b>completed</b></li> <li>• FET centres renamed - <b>completed</b></li> <li>• Centre logos developed - <b>completed</b></li> <li>• Courses advertised centrally by communications team in head office using a campus and subject area approach rather than centre by centre approach – <b>progressing</b>, beginning with higher options /world skills event and autumn recruitment – <b>Achieved</b></li> </ul> <p>These actions will be further implemented over the next two years, with sign replacement.</p>
	<p>Establish steering group under the SPDG to develop a vision, strategy</p>	<p>Steering group established <b>Completed</b></p>

	<p>and implementation plan for Guidance in FET provision. This will include exploring ways of communicating options to potential learners</p>	<p>City of Dublin ETB priorities agreed in line with National sectoral priorities <b>completed</b></p> <p>Consultation process undertaken with Guidance staff across FET <b>completed</b></p> <p>A training needs analysis for guidance staff is being undertaken– <b>progressing</b></p> <p>Establish guidance page on Psychological Service SharePoint site - <b>progressing</b></p>
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### Commentary and Reflections

The review team gave four commendations and two recommendations in Access, Transfer and Progression. The two actions primarily focused on communication to learners on the breath of provision in FET and the pathways for them into and through FET and onwards to employment or further study and on the tracking of learners into and through FET and onwards to higher education, lifelong learning or employment.

Since the review, more access and progression options and pathways have become available to learners, while this provides great opportunities it also creates even more confusion for stakeholders. Ensuring the delivery of quality education and training at levels 1 – 6 that enables the learner to progress remains a key focus for City of Dublin ETB demonstrated in our ongoing commitment to embedding UD principles and practices across our work including communicating access, transfer and progression pathways to learners.

### Link to Published Policies and Procedures

Click here to enter text.

## 1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>City of Dublin ETB to consider developing internal and external benchmarks to further develop the work on integrity and approval of learner results</p>	<p>Establish a list of enhancements in QA of assessment, list deliverables, key performance indicators and timelines for when each of these will be presented to the various governance structures</p>	<p><b>Progressing - ongoing</b></p> <p>A number of working groups established under the QADG to enhance the quality of provision in City of Dublin ETB (see section 1.3 QA documentation) five QA working groups established for 24/25 with clear ToR, deliverables and timelines.</p> <p>Deliverables in the area of integrity and approval of learner results include</p> <p>Introduction of new academic integrity policy March 2024 – <b>Achieved</b></p> <p>Introduction of new academic misconduct procedures March 2025, - <b>Achieved</b> this is supported by</p> <ul style="list-style-type: none"> <li>• training and resources for learners and staff on appropriate academic referencing including the referencing of generative AI</li> <li>• ethical use of AI in Teaching, Learning and Assessment</li> <li>• training and resources for staff in centres acting as academic misconduct officers, these staff are supporting both within their own centres and by the CDU QAE link people</li> <li>• creation of a video and support documentation for staff uploading ELC and other PDAS awards to QBS - <b>Achieved</b></li> </ul>

		<ul style="list-style-type: none"> <li>Updated IV template for use across all service spheres – <b>Progressing</b> due for implementation in April 2025 in time for summer assessments</li> </ul>
Provide both quantitative and qualitative data arising from learner assessment, and the learner experience of the process of integrity and approval of learner results	Ongoing work	<p>Data team established in City of Dublin ETB to provide meaningful data for centres using PLSS and benchmarking data received from QQI</p> <p>City of Dublin ETB review document updated to include guidance on the use of data at exam boards, RAPS and programme boards</p>
City of Dublin ETB to establish further mechanisms to address the challenges outlined in the SER, to ensure consistency of assessments for the same programme across centres and services	Ongoing work	<p><b>Ongoing work – in 2024</b></p> <p>Same EAs used across all centres for ELC with themes shared across centres through the COP. – <b>Achieved</b></p> <p>Early appointment of EA main-streamed for Adult Education, Education Services to Prisons, Colleges of Further Education - <b>Achieved</b></p> <p>Combined EA report from across the FET with results shared with all centres and findings shaping the work of the FET development unit. - <b>Achieved</b></p>
	Create procedures handbook for AES and Youthreach	<p><b>Progressing</b></p> <p>Youthreach created QA co-ordinator handbook and training and staff.</p> <p>QA working group established in AES</p>

<p>Establish further mechanisms to demonstrate parity of opportunity for all learners in all centres and services across City of Dublin ETB.</p>	<p>Update AS used in training centres and by second providers</p>	<p><b>Progressing</b></p> <p>Process for updating AS used in training centre and by second providers is agreed with mechanisms in place for the TC to update these including templates, payment mechanisms, consultation processes, appointment of SME and EA to review updated assessments. <b>Completed</b></p> <p>This is being carried out as an action research pilot starting with modules for 20 assessments. The aim of this process is to identify what resources, skills and processes are required for the sustainable updating of assessments.</p> <p>Project team and working group appointed – <b>Completed</b></p> <p>Modules and programmes selected for updating assessments –</p> <p><b>Completed</b></p> <p>Training developed and scheduled for SME – March 2025</p> <p><b>Completed</b></p> <p>Briefing and consultation held with stakeholders – <b>Completed</b></p> <p>Community of Practice supported by QA experts established to support SMEs in the development of updated assessments –</p> <p><b>Progressing</b></p> <p>Updating of 20 assessments for implementation between September and December 25 – <b>Progressing</b></p> <p>City of Dublin ETB will take the learning from this process and apply it to the ongoing sustainable updating of assessments.</p>
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### **Commentary and Reflections**

The review team made two recommendations for the Integrity and Approval of Learner Results these primarily related to the challenges of CAS programmes with different electives being offered across FET centres and the updating of FAS legacy assessment used in training centres and with community providers.

The updating of legacy assessments is a national issue but is of particular concern to City of Dublin ETB for learners with community providers at the lower levels of the NFQ. To support the sustainable updating and maintenance of these awards an action research pilot starting with updating the assessments for 20 is being undertaken. The aim of this process is to identify what resources, skills and processes are required for the sustainable updating of ASs.

### **Link to Published Policies and Procedures**

Click here to enter text.

## 1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>City of Dublin ETB update the information and data management system and consider doing this in cooperation with other ETBs and other key stakeholders such as QQI and SOLAS to create synergy in the development and a solution that can be used at more than one ETB.</p>	<p>Utilise Tableau to optimise interpretation of data. (Building up skills and asks)</p>	<p><b>Progressing</b></p> <p>Monthly Tableau reports circulated to managers. These track progress against the SOLAS strategic performance agreement. Data and strategy team recruited in Q1 2024 and are working with FET centres, snr management and external stakeholders to identify and produced appropriate data sets to support decision making and inform practice</p>
<p>The review team recommends that City of Dublin ETB consider digitalising paper versions of the learner evaluations so that the results are directly accessible and immediate.</p>	<p>Review current methods of data collection and identify potential tools to digitise process</p>	<p><b>Completed / fully implemented</b></p> <p>The Learner Support and Engagement Service (LSES) carries out a FET wide learner survey and consultation. They utilise Microsoft 365 forms to produce live reports for each centre.</p> <p>This is an online survey with survey results accessible to the head of centre and with different mechanisms for dissemination. The LSES then produces consolidated reports on agreed themes by service sphere, level or provision type based on annual requirements. These reports are contributing to centre and FET wide reviews, enhancement priorities and the policy development.</p> <p>The responses to the annual learner survey are growing annually with <b>2,795 learners participating in 2023/24</b> and over <b>3,296 learners completing the 2024/2025 survey</b>.</p>

	<p>Create mechanism for disseminating the data coming from the learner surveys and focus groups across the scheme</p>	<p><b>Progressing</b></p> <p>The LSES is continuing to find ways of communicating the findings from surveys and focus groups across the organisation. This includes presentation to leadership groups, thematic presentations, reports and newsletter articles.</p> <p>A FET Learner Conference was held in March 2024 to close the feedback loop with 60 learner representatives from student councils in each centre. The second conference is planned for March 2025 with an organising committee of learners.</p> <p>Each centre was provided with a PowerPoint template deck to highlight key findings for their centres and to display it on their digital screens around their centre and for use in social media etc.</p> <p>A Learner SharePoint site is under construction and will be completed and launched in 2025. This will provide a further mechanism for ongoing engagement with FET learners</p>
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**Commentary and Reflections**

The dissemination of real time useful data to aid both decision making and practice was the focus of the review teams two recommendations to City of Dublin ETB in the area of information and data management. We identified four actions to achieve these. Two are completed and two are progressing. As the data management system for the ETB sector (PLSS) is managed by SOLAS we are not in a position to fully respond to the recommendation to update the data management system, but we will continue to support its development.

Since the review City of Dublin ETB has committed and secured resources to establish a learner support and engagement service (LESE) and a strategy, planning and data team. Both teams have already started to have a positive impact in their respective areas which are contributing to support evidence informed decision-making across FET.

**Link to Published Policies and Procedures**

Click here to enter text.

## 1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that City of Dublin ETB develop communication, marketing and branding strategy and promotional material reflecting the diversity of City of Dublin ETB learners: a. to ensure current and prospective learners are made aware of programmes; b. to strengthen the identity of City of Dublin ETB in terms of visibility to a wider public.</p> <p>to identify and promote examples of good practice across all its FET sectors to communicate wider awareness of its quality assurance relevant to a variety of Learners, industry, and the wider community in Dublin and at national level.</p>	<p>Identify examples of good practice in teaching, learning, TEL and PLD initiatives and create and disseminate related promotional materials</p>	<p><b>Completed but ongoing work</b></p> <p>Hub and Spoke Communication team established with the City of Dublin ETB communication team meeting regularly with designated communication staff from each centre. This hub and spoke communication team meet regularly and use centrally designed templates and images when advertising courses or communicating stories and case studies of good practice.</p> <p>The move to the Campus Model supported by centralised promotion material is enhancing the communication to the public</p> <p>The Learner Support and Engagement Service publishes a regular newsletter which is disseminated to all staff. The newsletter is a mechanism for highlighting good practices, programme offerings and initiatives. A concerted effort has been made to capture the voices of a wider range of stakeholders, including learners, graduates, external organisations (e.g. Down Syndrome Ireland, AsIAm, Pavee Point, etc)</p> <p>Since 2023, 12 issues have been published.</p> <p>In 2025, the newsletter archive will be made available on our website for the public.</p>

	Update the QA section of the City of Dublin ETB and CDU websites to make them more accessible	<b>Progressing</b> In 2023 City of Dublin ETB updated its main website. This now contains a link to the QA section of the CDU website. Staff in the CDU took training in 'Plain English' the lessons from this training has been applied to the website and each policy, procedure and section will be reviewed and updated over the next 3 years with a focus on accessibility.
City of Dublin ETB develop a policy whereby sample assessments are made available to all students, which are relevant and accessible in a timely manner across all centres	<p>Policy scheduled as part of the work of the QADG in 2024/2025. Sample AS developed as part of updating process (see above)</p> <p>Provide guidance to staff on the development and communication of assessments to learners including marking strategies and marking rubrics</p>	<p><b>Progressing</b> A range of sample assessments have been made available across courses and stored on the CDU website. These are now available to all staff and can be given to students to help them understand what is expected.</p> <p>As part of the national programme update process pilot across the 16 ETBs, 29 high certification modules have been reviewed and sample assessments that provide UDL opportunities and detailed marking rubric have been created. These will be made available to staff and learners to support good practice in the area of assessment.</p>
The review team recommends that City of Dublin ETB develop processes across all centres and services to standardise course descriptors.	Establish working group to help develop process for the allocation of courses across centres	<b>Completed</b> CIA process updated and implemented in for the 2025/2026 intake. Here is the <a href="#">link</a> to updated CIA processes
	Revalidate all programmes for use across all FET provision (programme by programme basis)	<b>Progressing</b> City of Dublin ETB are approaching this on a sectoral basis. This includes the QA manager sitting on the MUP working group,

chairing the working group focused on templates, procedures and consultations and leading on the updating of communication modules.

### **Commentary and Reflections**

The review team identified two recommendations for Public Information and Communication, with the City of Dublin ETB prioritising nine actions to achieve these. Many of the actions in this are related to earlier recommendations and actions about branding and marketing of FET and should be viewed in the context of ongoing developments in branding and marketing of FET combined with the strategic focus of the 'one service model'.

Recommendations in this area also include the revalidation of City of Dublin ETB's programmes. City of Dublin ETB remains committed to this and see devolved responsibility for programme validation and a sectoral approach to programme development and validation as key to achieving this.

Development of a policy relating to giving sample assessments to learners is scheduled for the work of the QADG in 2025/26. Significant work has also been undertaken in upskilling staff in developing and communicating assessments to learners. This includes embedding ULD approaches into TLA, training for staff on the use of assessment rubrics and the early appointment of EAs to review assessments prior to giving these to learners.

### **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)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Ensure that the physical learning environment continues to be a priority for City of Dublin ETB strategy, related to wheelchair access and other special needs required for learners</p>	<p>City of Dublin ETB will continue to promote universal design across all FET sites in its programme design and in sample assessment and updated TC AS.</p>	<p><b>Progressing – ongoing developments</b></p> <p>City of Dublin ETB Estates strategy includes an audit of universal access and performance against disability and universal design requirement of our existing Estate Audits of the estate are ongoing and all new developments will ensure compliance. City of Dublin ETB is aware of a Statutory Instrument, to be published in the near future, setting out a Code of Practice on Accessible Public Buildings, aimed at assisting Public Bodies to fulfil their obligations under Section 25 of the Disability Act 2005</p> <p>UDL and transversal skill development integrated into the development or revalidation of all QQI awards. Ongoing access to and promotion of UDL Badges and courses including the Framework Masters in Equality, Diversity and Inclusion in FET a 3-year programme developed in partnership with TCD specifically to address the upskilling needs of our learners.</p>

		<p>As part of our Autism-Friendly FET College project with AsIAm, sensory and environmental audits were conducted in four of our FET centres in 2024 led by AsIAm and in conjunction with autistic learners in each centre. Six more are planned for 2025. These audits resulted in a report highlighting existing good practices and setting out recommendations for each centre. A follow-up workshop was held in December 2024 focussing on sensory accessibility which included a talk by AsIAm and case studies from two of our sites, highlighting some of the key learning and practical examples of actions taken to address the audit recommendations.</p> <p>This was attended by 38 senior leaders across all strands of FET provision.</p>
	<p>City of Dublin ETB will continue to apply for funding to maintain and update the learning environment</p>	<p><b>Progressing</b></p> <p>The ETB is currently at various stages of engagement with the SOLAS FET Capital team for upgraded capital works projects under the SIUF (Strategic Infrastructure Upgrade Fund) in sites in Inchicore and Ballyfermot and are engaged in the College of the Future process for development of the full site of the former College of Catering on Cathal Brugha St. We are also key tenants in the OPW led urban regeneration project in the former Magdalene Laundry site on Sean McDermott St. with plans currently in place for a purpose-built FET Centre in the heart of the north inner city.</p>
<p>Conduct a survey of all City of Dublin ETB buildings and centres to assess disability access and where possible</p>	<p>Review the current building stock Create buildings masterplan (accessibility will be a key area of this</p>	<p><b>Progressing</b></p> <p>City of Dublin ETB has developed a FET Estates strategy that puts the learner at the centre of long-term planning and</p>

<p>making funding applications to funding bodies to make improvements</p>	<p>plan) Apply for funding to address the findings of the building survey and masterplan</p>	<p>development. Thorough campus area master planning exercises we have identified key opportunities to consolidate provision in several locations to facilitate the replacement and upgrading of FET buildings to create a fit for purpose estate over the next twenty years.</p> <p>City of Dublin ETB have published a <a href="#">Climate Action Roadmap</a> to set targets for the reduction of emissions and will be rolling out the new Green devolved grant to upgrade the existing FET estate.</p>
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### Commentary and Reflections

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One of the key challenges for the City of Dublin ETB is the number of buildings it owns and needs to maintain. Rent and property prices in the City are extremely high but rent usually includes maintenance and upkeep of the property. City of Dublin ETB is spared high rent by having its own properties but unfortunately the funding model for the ETB sector is strongly controlled with very limited funding and tight regulation of capital funding making it very difficult to develop and maintain the building stock.

To help address this the City of Dublin ETB has developed a FET Estates strategy that puts the learner at the centre of long-term planning and development. Through campus area master planning exercises, we have identified key opportunities to consolidate provision in several locations to facilitate the replacement and upgrading of FET buildings to create a fit for purpose estate over the next twenty years.

To ensure the buildings are at an appropriate standards while the campus area masterplan is being implemented and resourced City of Dublin ETB will continue to engage with the SOLAS FET Capital team for upgraded capital works projects under the SIUF (Strategic Infrastructure Upgrade Fund) in sites in Inchicore and Ballyfermot and are engaged in the College of the Future process for development of the full site of the former College of Catering on Cathal Brugha St.

We are also key tenants in the OPW led urban regeneration project in the former Magdalene Laundry site on Sean McDermott St. with plans currently in place for a purpose-built FET Centre in the heart of the north inner city.

### Link to Published Policies and Procedures

<https://www.cityofdublinetb.ie/media/Climate-Action-Roadmap-2.pdf>

## 2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>That legacy assessments across City of Dublin ETB are evaluated to ensure that they meet quality assurance standards, are up to date, have comprehensive resource and address the needs of current programmes provided to learners.</p>	<p>Provide training in assessment writing to TC and second provider staff involved in the development of AS</p>	<p><b>Progressing</b></p> <p>As part of the updating of AS for use in Training Centres and Community Providers staff involved in the updating of assessments have / are undertaking the following training</p> <ul style="list-style-type: none"> <li>• <a href="#">FESS training on locally devised assessments</a></li> <li>• CDU provided training for assessment writers – March 2025</li> <li>• CDU training for EAs reviewing Ass</li> <li>• Community of Practice / Writing Clinic – weekly online meeting to support assessment writers</li> </ul>
<p>The review team recommends that City of Dublin ETB build on cross-centre Communities of Practice (CoPs) and learn from those which exist and are functioning well. The ETB is encouraged to engage in an overt action to formalise these with a key focus on gaps in professional learning.</p>	<p>Continually review operation of CoPs annually. Arising from the October 2022 review of COPS the following will take place in 2023/24 • Streamline CoPs. • Ensure consistency across CoPs. • Share examples of CoPs operating well. • Formalise times for CoPs to allow opportunities for centres to plan and staff to engage.)</p>	<p><b>Progressing</b></p> <p>Review to take place in Q.2 to restructure CoPs for 2024/2025 to respond to low uptake of staff attending scheduled meetings. COPs and PLNs are reviewed on an ongoing basis, and we find the COPs are of more interest to staff during times of change, when we are introducing a new technique, at certain times of the year (start and end) and to support specific tasks. We will continue to monitor these and resource them as needed.</p>
<p>Develop a plan and timeline to implement the reforms in relation to industry engagement and work placements, as outlined in the SER (p.148), including formalising processes for delivery, monitoring of learner feedback and assessment of work experience,</p>	<p>Develop a proposal on the expansion of the employer engagement unit into a central apprenticeship, traineeship and employer engagement unit which will act as a focal point for all employer engagements across City of</p>	<p><b>Progressing</b></p> <p>Employer Engagement Unit has expanded by an additional 3 staff members. A proposal to expand the Employer Engagement Unit into a central hub was submitted to the Strategic Performance</p>

	<p>Dublin ETB and integrate existing engagements across the city.</p>	<p>Development Group and subsequently recommended for approval to the FET Quality Assurance &amp; Strategic Planning Council.</p> <p>Currently relationships with employers are primarily at the centre level with each centre engaging with numerous employers for placements, to provide bespoke courses to their staff or as part of wider community engagement. City of Dublin ETB are in the process of utilising a CRM system to create a centralised database of employers that we work with, in order to enhance our ability to respond to their needs.</p>
	<p>Update Work experience module at level 5 for implementation from September 2024</p>	<p><b>Progressing</b></p> <p>An updated version of Work Experience level 4, 5 and 6 will be implemented from September 2025. This has emerged from a national programme updating process involving all 16 ETBs</p>
<p>Processes are implemented to assess the student apprentice prior to starting their apprenticeship programme and, where necessary supplementary classes in maths are made available if required, to ensure that the apprentice can follow the curriculum as they progress through the apprenticeship phases.</p>	<p>Provide learning support in the training centres (in partnership with AES) – while they are on the phase 2 training in the centre</p>	<p><b>Progressing</b></p> <p>As part of the campus approach to FET delivery each campus is exploring how to improve the quality of provision in the campus area including the delivery of complementary provision.</p> <p>We are also worked with ETBI to create a range of support materials in the area of <a href="#">Maths for Trades</a></p>

### Commentary and Reflections

The review team made 4 recommendations related to assessment of Learners. City of Dublin ETB prioritised 11 actions in response to the recommendations, these focused on assessment of work experience modules in CAS awards, the updating of legacy assessment instruments in training centre provision, the use of COP's, and maths and learning supports for apprentices. Six of these are actions are completed and five progressing. The quality assurance of assessments is a very important area of QA for the City of Dublin ETB with robust process and procedures in

place in most areas. City of Dublin ETB will continue to focus on the 'progressing' areas in 2025 /2026 with a view to enhancing provision and outcomes for learners.

**Link to Published Policies and Procedures**

Click here to enter text.

## 2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Fully assess and address the learning needs of all learners in a comprehensive way across City of Dublin ETB and develop a visible and easily accessible policy to support equality, inclusion, and diversity, made available to all staff and students in all centres	Continuously review data on learning needs of learners on entry to FET	<p><b>Progressing</b></p> <p>Forms have been updated to capture learner needs at entry into FET. Educators also engage with learners to encourage them to declare support needs. <a href="https://www.cityofdublINETB.ie/support-services/">https://www.cityofdublINETB.ie/support-services/</a></p> <p>Learner survey data will be used in 2025 to inform improvements to the identification of and addressing of learners' support needs. An online student hub is in development and will be rolled out in Q2 2025 as a means of making supports and policies transparent to learners.</p>
	Create branding material that demonstrates diversity and actively sends messages of inclusion	<p><b>Progressing</b></p> <p>Branding material developed to better demonstrate learner cohorts (<a href="#">see centre websites and branding material</a>)</p>
	Build on the work of the City of Dublin ETB IHREC Public Sector Duty Working Group to develop a policy and action plan on Equality, Diversity, and Inclusion	<p><b>Progressing</b></p> <p>Cross service sphere working group established</p>
	Develop an EDI audit tool to support centres in implementing policy	<p><b>Progressing</b></p> <p>A working group has been established to implement the ALTITUDE UD Charter</p>
	Establish mental health first aid teams in the Youthreach centres and begin training of staff in mental health first aid	<p><b>Completed (ongoing)</b></p> <p>There are fully trained Mental Health First Aiders in each of our eight Youthreach centres. Approximately 25% of all Youthreach staff have received training in this.</p>

		This training which is not just confined to Youthreach is being rolled out across all centres and is run approximately 5 times per year.
Implement initial introduction courses and online videos at the beginning of the academic year to support learners in their use of Moodle and other online virtual learning environment (VLE) supports	Continue to build on the existing online induction courses and resources available to learners and ensure equity of access for all learners regardless of programme type. (i.e., expand the use of TEL tools to learners in all service spheres)	<p><b>Progressing</b></p> <p>A Digital Learning Hub has been established to support the use of Digital tools in the classroom. The Digital learning team is combined with the PLD team to provide a hub and spoke approach to enhancing the use of technology across FET with online and in centre targeted courses taking place.</p> <p>An online Student Hub is in development. with access to resources related to disability supports, academic learning supports as well as broader supports in the area of wellbeing, extra-curricular etc. This will be rolled out to learners on a phased basis from spring 2025.</p> <p>CDU Moodle</p>
Further funding opportunities be explored to enable the City of Dublin ETB to make additional computers or other hardware technology available to learners, either in house or at the disposal of their personal use during the academic year	Introduce a consistent user interface experience across all CFE regardless of VLE utilised	<p><b>Progressing</b></p> <p>The city of Dublin ETB now maintains two VLE Moodle and Microsoft 365. Digital learning teams across centres meet regularly to improve the consistency of the learner experience. Ways to further improve this will be explored as part of the organisations digital strategy which is due to be published in Q3 2025.</p>
	REACH and student laptop loan scheme to be reviewed. Explore mechanisms for managing, updating, and reissuing IT equipment Explore funding streams for maintaining and updating the software on the laptops to keep them	<p><b>Progressing</b></p> <p>Laptop loan scheme: The laptop loan scheme has been reviewed. This is seen by both centres and learners as an important support required by learners in undertaking courses (full awards level 4-6). City of Dublin ETB will be working in partnership with the ETB sector</p>

	current If appropriate secure funding to renew the laptops (they are all bought at the same time and will need replacing in the next 2 years)	to maintain this support to learners and ensure access for learners to both hardware and software.
The current infrastructure to support students through ESOL/language support to be further strengthened and developed to allow for a wider influx of students and an increased teaching staff with the relevant skills to promote the language support needs of students where English is not their first language.	Review current language support available to students in FET Develop a consistent approach to language support across FET	<p><b>Progressing</b></p> <p>LSE Service working with centres to assist the identification of language support needs of FET applicants to inform local and centralised provision of support</p> <p>Learner survey in 2024/25 was updated to include questions to capture multilingual learners' confidence in learning through English and their access to supports. Survey findings will be published in Q2 2025 and will provide an evidence base for the provision and structuring of supports.</p>
	Identification of and training in TEL tools and accessibility options to support language development	<p><b>Progressing</b></p> <p>This is an ongoing priority area for city of Dublin ETB and considerable work has been completed in this area over the last two years. This includes the establishment of the Digital learning SharePoint site for staff combined with digital badges in TEL, the ahead UDL course, support in assessment development and the <a href="#">Framework Masters course developed with TCD</a></p>
	PLD to liaise with Learner Support Team to support staff development in these areas.	<p><b>Progressing</b></p> <p>Following training provided to staff in Youthreach on linguistically and culturally responsive methodologies, a 2-day training programme was delivered to practitioners working in PLC contexts in October 2024. More is planned for 2025.</p>

Disability Support Services are made available and integrated across all colleges and centres within City of Dublin ETB, to ensure parity of inclusion for all learners with special needs across all centres, and that all buildings are quality-assured so that they reach the highest standards to ensure that ease of access for learners with particular needs is enabled.	Advocate through ETBI for the expansion of the Fund for Students with Disabilities across all FET programmes	<b>Progressing</b> There is growing demand at a national level to address the limitations of the current funding requirements for the SOLAS Fund for Students with Disabilities, something which has also been recognised by DFHERIS. Scoping exercise required to determine needs across different service spheres to ensure targeted PLD opportunities are offered.
	Create formal communication links between learner support team, City of Dublin ETB psychological services and the NLN (National Learning Network) Disability support service	<b>Completed</b> A structured monthly meeting takes place between the LSE Service, Psychological Service and NLN to enhance communications and operations.
	Implement and continue to review the rollout of the Disability Support Service across all FE colleges	<b>Progressing</b> Disability Support Service has been extended across all colleges in 2023-24 with additional functions and services for learners (e.g. Assistant Psychologists) Survey data from 2024 will inform annual review of this rollout

### Commentary and Reflections

Significant work has been undertaken in relation to Supports for Learners.

The identification of learners' support needs remains an ongoing challenge and requires a multipronged approach. For example, approximately half of learners who participated in the 2024/25 survey who disclosed that they had a disability or additional support needs reported that they had not disclosed this to their centres. Reports from learners suggest that stigma, fear of not being offered a place upon disclosing a disability were contributory factors. Proactive measures are being taken to address these (e.g. including voices of learners who have accessed supports in promotional materials, on websites, at Open Days etc) The workshops and psycho-educational supports provided in our colleges by the NLN is another example of pro-active measures which are available to all learners in our colleges.

The signposting of supports and the staff providing those supports have improved significantly since the sensory and environmental audits were undertaken. For example, in one centre, the use of pull up banners and both digital and physical posters with the names, photos, contact details and office hours of key support staff strategically placed around buildings has led to a noticeable increase in self-referrals from learners who had not disclosed a disability or support need.

In recent years, learners are increasingly reporting higher levels of mental health challenges. The rollout of the Mental Health First Aid programme across all centres (not only Youthreach) continues each term and supports staff to develop tools to assist a young person who may be experiencing a mental health problem or mental health crisis until appropriate professional help is received or the crisis resolves, using a practical, evidence-based action plan to assist a young person who may be experiencing a mental health problem or mental health crisis until appropriate professional help is received or the crisis resolves, using a practical, evidence-based action plan.

The 2024/25 FET learner survey was updated to include more questions to understand the experience of learners with disabilities and/or support needs. The findings will be available in Q1 2025 and will drive further work in this area.

### **Link to Published Policies and Procedures**

[Click here to enter text.](#)

# 3.0 Self-Evaluation, Monitoring & Review

## 3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The development of the new management information systems is accelerated, and the current timeline revised, and that the City of Dublin ETB ensures staff are trained on its effective use	Work with SOLAS and other ETBs to explore how the national management information system (PLSS) can be better utilised	<p><b>Progressing /ongoing</b></p> <p>Data team appointed in 2024, together with the QA team they are reviewing current PLSS practices in City of Dublin ETB on how to best utilise the system. City of Dublin ETB participate in the PLSS national working group and are actively engaged in identifying how the system can best meet our needs.</p>
Click here to enter text.		Click here to enter text.
<p><b>Commentary and Reflections</b></p>		
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>		

## 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	Development of digital learning strategy as part of an organisation wide digital strategy	Consultants appointed	Click here to enter text.
2	3 apprenticeship programmes in development Roofing and Cladding apprenticeship Dental nursing apprenticeship Social housing apprenticeship	All 3 apprenticeships are in the curriculum writing phase and are planned for submission to QQI in 2025	Click here to enter text.
3	City of Dublin ETB will apply to extend our scope of provision for blended and online programmes	Project team appointed, gap analysis at advanced stage and	Click here to enter text.

		application in development. Aiming for submission in June 2025	
4	RPL pilot for CAS modules at level 4.5 & 6 as part of full awards	Proposal and documentation going to council in February for roll out in September 2025	Click here to enter text.
5	Click or tap here to enter text.	Click here to enter text.	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: RPL developments in City of Dublin ETB

### Introduction

Following 2022 QQI 'Inaugural Review' in October 2023: City of Dublin ETB FET Quality Assurance Development Group (QADG) established Recognition of Prior Learning (RPL) Working Group.

### Description of issue

QQI's City of Dublin ETB Inaugural Review identified 'Recognition of Prior Learning' as a priority, highlighting need to develop informed, comprehensive, and inclusive RPL procedures, templates and tools to support learners, staff for use across range of City of Dublin ETB FET provision.

Answering: Labour market demands, increased attention to 'learner pathways' and 'Flexible Learning' drives. Demand people upgrade skills, or need skills recognised.

City of Dublin ETB FET have increasingly engaged 'Recognition of Prior Learning', acknowledging urgency to support learners and staff in an increasingly complex landscape, when quality of delivery and of outcomes imperative.

### Action

- 2023-2024 City of Dublin ETB FET-wide RPL Working Group established under the QADG QA governance group
- Nov. '23 - April '24: 6 meetings, 4 online 2 in-person – facilitate knowledge & understanding of RPL (International, National, Regional, & local application of policy & practice). Presentations: QQI and Donegal ETB.
- Developed proposal and implementation plan for an RPL approach in City of Dublin ETB.

### Key Outcomes/Impacts

- City of Dublin ETB QADG approved proposal in line with recommendations **to** established 'Hub and Spoke' **RPL** process model. That CDU 'Hub' host to (central role) of RPL Coordinator with 'spoke' processes across centres where staff would have appointed RPL roles in their centres.

- August '24: RPL Coordinator appointed to work as part of the Quality Assurance and Enhancement team to coordinate and expand the availability of RPL opportunities in the four FET campus areas of the city
- September '24, new QADG RPL working Group established to create a standardised **application process**, procedures and templates for accrediting prior learning for QQI 4, 6, 6 CAS awards.

#### Key Learnings

- Knowledge/ engagement with RPL varied across FET service
- The establishment of a cross FET RPL working group brought many perspectives to the working group and enhanced the knowledge of RPL across centres and different types of provision
- Appointment of RPL coordinator (Hub) supports a consistent approach across the ETB and allows for the development of resources to support centres in the quality assurance of RPL opportunities for learners this includes the development of a RPL staff SharePoint site that includes resources, templates, toolkits, online support materials
- Need to facilitate consistency and transparency in RPL across City of Dublin ETB FET.

### Case Study Title: Learner Engagement

#### Introduction

Following the inaugural review in 2022, City of Dublin ETB established the Learner Support and Engagement Service.

#### Description of issue

The review had found that while learner voice initiatives and activities were evident across the board, there was a need to develop more coherent and consistent systems of capturing both qualitative and quantitative data in a centralised way.

#### Action

- Annual FET Learner Survey designed, piloted and disseminated across all FET provision in ETB

- Reward programme for Student Councils introduced to incentivise promotion of survey at local level
- ETB's first FET Learner Conference held in March 2024 to disseminate survey findings directly to learner representatives, attended by 60 learner representatives, with 9 learners as speakers (panellists, lightning talks etc)
- Scoping review of the Student Councils in colleges undertaken in 2023-24
- ETB's first Learner Leadership Week held in November 2024. Highlights included an online introduction to learner leadership and meet and greet opportunity for new class reps and Student Council members, an orienteering team-building event for Student Council members from 12 colleges, Workshop on neurodiversity and allyship for Youthreach learners (in conjunction with AslAm)
- Sensory and environmental audits of FET centres led by AslAm and in conjunction with autistic learners undertaken following survey findings from neurodivergent learners
- Workshop for staff held to cascade the learning from the initial sensory audits with concrete suggestions for centre management teams to implement.
- 

### Key Outcomes/Impacts

- Year on-year increase in learner engagement with survey- up from 2,795 in 2023-24 to 3,265 in 2024/25.
- Greater co-ordination of learner voice mechanisms across centres
- Mechanisms for feeding learner voice into enhancement priorities in centres and across the ETB
- Self-reported increase in confidence among learners in leadership roles as a result of training provided (e.g. Board of Management reps, Student Council members)
- Increased opportunities for cross-centre collaboration and communication for learners
- Increased participation of learner representatives in regional and national consultative fora through SOLAS, AONTAS, DFHERIS and DES
- Improvements to physical and sensory environments in centres
- Greater visibility of learners in activities

### Key Learnings

- Student Council structures have evolved organically over the past 20 years, resulting in differences across colleges
- Learners in leadership roles need guidance, support and training
- Learner representatives and leaders are very keen to be involved in cross-centre activity, including training and events

- Partnership with learners at both local and ETB-level results in greater engagement

## Case Study Title: Development of an academic integrity policy and related misconduct guidelines

### Introduction

City of Dublin ETB scope of provision spans from level 1 – 6 on the NFQ with our youngest FET learners in our Youthreach and Community Training Workshops (aged 15) and our oldest members in our adult education provision (90+). This FET provision includes 12 colleges of FET delivering full awards at levels 5 and 6 on the NFQ.

### Description of issue

Learners use full level 5 and 6 awards to advance to higher education or enter the workforce. In these high-stakes environments, maintaining academic integrity in teaching, learning, and assessment is challenging, especially with the rise of generative AI. Other forms of academic misconduct, like "essay mills" targeting learners, have made it necessary to implement an organisation-wide policy. This policy needs to ensure a consistent understanding and approach to academic integrity. The policy and procedures created for use across Further Education and Training (FET) needed to be applicable to all levels, from 1 to 6.

### Action

To address this challenge, City of Dublin ETB appointed a cross FET working group in 2023-2024 to write an overarching academic integrity policy and related misconduct procedures. The working group reported to the QADG governance group. To The group reviewed the academic integrity policies and procedures from across the ETB's provision, from across higher education institutions nationally and internationally and from ETBs nationally. This included the [EU Guidelines on the Ethical Use of Artificial Intelligence and Data in Teaching and Learning](#), documentation produced by the Australian [Tertiary Education Quality and Standards Agency](#) and the [National Academic Integrity Network](#).

The academic integrity policy was approved by the QASPC and implemented for the 2024/2025 academic year. The group then went on to produce a fair and transparent academic misconduct procedures for use across all FET provision. This involved updating City of Dublin ETBs Malpractice Guidelines using NAIN's Framework for Academic Misconduct Investigation and Case Management tools. It required three consultation meetings with the Quality teams from across all centres and service spheres on the role of the academic integrity advisor, introducing courageous conversations and the suitability of the proposed matrix and rubric for sanctions. The final documents were then reviewed by Billy Kelly, Chair of the National Academic Integrity Network (NAIN).

The introduction of both the policy and procedures was, and will continue to be, supported with resources for learners and educators and training and ongoing support for staff in the academic integrity advisor role.

### **Key Outcomes/Impacts**

The working group developed an [academic integrity policy](#) and misconduct procedures for use across the City of Dublin ETB. The working group members have gained expertise in the area, and a consistency of approach to academic integrity and generative AI is being fostered across our organisation via our Quality Teams and supporting material.

### **Key Learnings**

view academic integrity as part of a wider systems approach. Better to focus on prevention than punishment in the area of academic integrity this includes

- Creating a wider culture of integrity within colleges promotes good practice and reduces malpractice
- Integrate generative AI into teaching, learning and assessment
- Address over assessment of learners to reduce undue pressure that can promote misconduct
- Provide good guidance and tools to staff and learners to support appropriate referencing

## 6.0 Follow-Up Report Survey

(This section will not be published)

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