

# QQI Review Report 2022

Inaugural Review of

City of Dublin Education and Training Board



QQI REVIEW

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# Foreword

Quality and Qualifications Ireland (QQI) is responsible for the external quality assurance of further and higher education and training in Ireland. One of QQI's most important statutory functions is to ensure that the quality assurance procedures that providers have in place have been implemented and are effective. To this end, QQI conducts external reviews of providers of further and higher education and training on a cyclical basis. QQI is currently conducting the inaugural review of quality assurance in education and training boards. Cyclical review is an element of the broader quality framework for ETBs composed of statutory quality assurance guidelines; quality assurance approval; annual quality reporting; dialogue meetings; the National Framework of Qualifications; validation of programmes; and, most crucially, the quality assurance system established by each ETB. The inaugural review of quality assurance in education and training boards runs from 2020-2023. During this period, QQI will organise and oversee independent reviews of each of the sixteen education and training boards. On conclusion of the sixteen reviews, a sectoral report will also be produced identifying system-level observations and findings.

The inaugural review evaluates the implementation and effectiveness of the quality assurance procedures of each ETB with a particular focus on the arrangements for the governance and management of quality; teaching, learning and assessment; and self-evaluation, monitoring and review. These are considered in the context of the expectations set out in the relevant QQI statutory quality assurance guidelines and adherence to other relevant QQI policies and procedures.

The review methodology is based on the internationally accepted and recognised approach to review:

- a self-evaluation conducted by the provider, resulting in the production of a self-evaluation report;
- an external assessment and site visit by a team of reviewers;
- the publication of a review report including findings and recommendations; and
- a follow-up procedure to review actions taken.

This inaugural review of City of Dublin Education and Training Board was conducted by an independent review team in line with the Terms of Reference at Appendix A. This is the report of the findings of the review team.

# The Review Team

Each inaugural review is carried out by a team of independent experts and peers. The 2022 inaugural review of the City of Dublin Education and Training Board was conducted by a team of six reviewers selected by QQI. The review team attended briefing and training sessions with QQI online on 1 and 6 April 2022 and the planning visit also took place online on 26 April 2022. The main review visit was conducted online by the full team between 23 and 27 May 2022.

## Chair

Ann Hardy was recently appointed as CEO of TEC Partnership. She had been Principal at Scarborough TEC for the previous five years and during that period of time had relocated the College to a new site, rebranded the organisation and overseen a rapid improvement in achievement rates for learners. Scarborough TEC is one of a number of colleges which make up the TEC Partnership, one of the foremost education providers in England. She has previously worked in a number of colleges in both Scotland and England; most recently she was assistant principal at Rotherham Colleges of Arts and Technology where her portfolio focussed on apprenticeship, adult education and higher education. She is currently chair of the Yorkshire, North Yorkshire and Humber Institute of Technology. Throughout her career Ann has ensured that the organisations she works for put learners with special educational needs and disabilities at the heart of their offer and she is currently the further education representative on North Yorkshire County Council's High Needs Group.

## Coordinating Reviewer

Trudy Corrigan is a researcher and lecturer in Dublin City University. Trudy is a staff member of the School of Policy and Practice, Institute of Education, Dublin City University (DCU). She is a founder of the DCU Intergenerational Learning Programme (DCUILP) and one of the co-founders of the DCU Age Friendly University Initiative (DCU AFU). Her research interests are in adult education and lifelong learning. This includes developing Intergenerational Learning as a high-quality pedagogical practice in higher education. Trudy's experience has previously been in Adult Education and in promoting professional development both at third level and in colleges of further education. Her other research interests are in developing communities of learning both on campus and online. These are communities which are inclusive of engaging older and younger people in the arts, the sciences and in the inclusion of intercultural and cross-generational populations in further education and higher education. Trudy is a member of the Further Education and Training Research Centre (FETRC) DCU. She was one of the co-founders of the first programme which was founded between the FET and higher education sectors. This programme promoted innovative transition pathways from FET into higher education.

## Learner Representative

Valerie Meehan has a background in nursing, particularly supporting young adults with autism and adults with a dementia diagnosis. She has a passion for promoting excellent practice and continuous learning. Her QQI experience began in September 2020 in the Abbeyleix FETC in Co. Laois. She completed an IT course in order to improve her skills. She also gained the Train the Trainer L6 qualification which she will use to deliver training in caring for people with dementia.

## Peer Expert

Fiona Chambers is the Head of the School of Education at University College Cork. She is also a Senior Lecturer in PE and Sport Pedagogy. She is a Design Thinking Coach (licensed by the Hasso Plattner Institute/school in Potsdam, Germany) and a Design Sprint Coach. Since 2020, she has been the Programme Co-Director of the HEA-funded Postgraduate Diploma in Innovation through Design Thinking. In June 2022, she was elected as the President of AIESEP [Association Internationale des Écoles Supérieures d'Éducation Physique -International Association for Physical Education in Higher Education] for a four-year term. In her work, she is considered an educational visionary and an academic leader who uses a human-centred, problem-solving mindset (design thinking) to innovate and radically reimagine teaching, research and civic engagement. She is viewed as a social innovator and a social entrepreneur across the trisector, and particularly in sport and physical activity. In 2020, she founded the Global Design Challenge for Sport and Physical Activity – an innovation engine that uses design thinking to crowdsource ideas for incubation and impact (<https://www.ucc.ie/en/civic/initiatives/globaldesignchallenge2022/>). This is now a flagship programme of the UNIC Citylabs<sup>1</sup>. In 2021, she was awarded the Ireland Canada University Fund (ICUF) McGee Beacon Fellowship to build design thinking capability in higher education in Canada generally and in the area of sport and physical activity.

## Peer Expert

Kim Faurschou, Cand. Merc. MBA is a Director of Faco International Sciencepark, an independent private consulting company based in Odense, Denmark. Kim has worked at University of Southern Denmark for many years in the area of strategy and competence development. Since the late 1990s he has been involved in quality assurance and various developments in vocational and adult education and training. Kim was one of the experts supporting the development of the current European Quality Framework EQAVET and has contributed to this process for around 20 years. He has worked as a researcher, process consultant, and evaluator and especially as a “Critical Friend” for the European Commission, ENQAVET, EQAVET, CEDEFOP, the European Training Foundation,

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<sup>1</sup> <https://www.unic.eu/en/city-labs>

ViSKA project, Nordic Council of Ministers and a number of projects, ministries and organisations in Denmark, Sweden, Austria, Lithuania, Romania, Slovakia, UK, Mexico, Cyprus, Ireland, Norway, and Malta. Kim is an experienced evaluator with many years of professional experience in the area of QA in education and training, quality in VET and social inclusion. He has been one of EQAVET experts since the network was established and contributed background papers, peer reviews, analysis, reports to the network and has been master of ceremony of many of the network's annual meetings. Kim is still an EQAVET expert in the current work programme

## **Industry Representative**

Louise Nolan is the co-founder and managing director of The Production People. Established in 2004, The Production People is the largest specialised staffing and crewing agency for the creative industries in Ireland. Their unique database provides specialists in broadcasting, audio-visual and media production so they can be centrally resourced and employed. The company's motto is "It is all about the people". Louise began her media career in production with the national broadcaster, RTÉ, and this gave her a deep industry knowledge, building a large and diverse network in Ireland. Her expert knowledge and connections play a central part in understanding the key areas in media production, and how experienced people can add value in different areas, as well as in forecasting new or evolving trends within the industry. Louise is a former vice president of the Employment and Recruitment Federation (2016- 2019) and is currently a member of the ERF Skillnet Steering Group.





Section

1



Introduction and Context

# Section 1: Introduction and Context

City of Dublin ETB (CDETb) was established under statute and is a multi-service and multi-centre further education and training (FET) provider whose geographical remit is Dublin City. It is therefore the largest ETB in Ireland.

CDETb is unique in the ETB sector in that it delivers NFQ Level 8 degree awards as well as programmes leading to QQI awards. FET educational programmes delivered by CDETb can be broadly summarised as follows:

- Further education and training programmes that can be general, vocational, or mixed.
- Programmes leading to awards across several levels on the EQF (levels 1-6 on the European Qualifications Framework (EQF), or levels 1-8 on Ireland's National Framework of Qualifications (NFQ))
- Programmes that target groups including young people who have recently completed secondary education, adult learners, early school leavers, the employed, the unemployed, asylum seekers and learners with special needs
- Post-Leaving certificate (PLC) programmes aimed primarily at those completing upper secondary education, but which are also open to older learners. Programmes can be general in nature but include vocational education and training (VET) programmes such as motor technology.
- Second chance learning opportunities within the further education and training sector

The diversity of FET is reflected in CDETb, which meets the needs of learners within Dublin City through seven distinct services areas. Five of these are involved in direct delivery to learners:

- Colleges of Further Education
- Training Centres - Finglas Ballyfermot
- The Adult Education Service
- Educational Service to Prisons
- Youthreach.

The other two are the corporate-level service areas:

- Corporate Service Area – HR, finance, procurement, building and maintenance services, data analytics, the International Desk
- FET Services Area – The Curriculum Development Unit (takes in the operational aspect of the centralised QA function through the FET Development Unit), the Employer Engagement Unit, the Technology Enhanced Learning (TEL) Coordinator and Professional Learning and Development Coordinator and team and CDETb's Psychological Service.



The latter services tend to work with both corporate and centre level services, primarily in FET.

CDETБ differs from other education and training providers in the breadth of its services, the dispersed nature of its centres, and the diversity of its learners and their needs. To cater for the diverse needs which arise within large regions, especially with the population density of Dublin City, a collaborative approach with other providers, as well as regional and community organisations, is required and provided under CDETБ's founding legislation. As a result, CDETБ is firmly knitted into Dublin City through these collaborative arrangements and networks, which it utilises to extend reach and impact to meet the needs of learners in Dublin City.

The review was undertaken as CDETБ came out of two years of restrictions caused by Covid-19. As highlighted to the review team in meetings with staff and learners, some were experiencing challenges with fatigue and mental health issues linked to the pandemic. However, they all wholeheartedly participated in the review process which was carried out virtually using MS Teams.

CDETБ had appointed a new CE who had recently taken up his role and who confirmed to the review team his plans for further development of the management team to take the ETБ forward.

While CDETБ's centres have a long history, CDETБ as a corporate entity is 8 years old. CDETБ has been impacted in recent years by several significant changes within the FET sector, and within CDETБ as an organisation itself. These changes include:

- The enhanced role for QQI as the external quality assurance agency (2012)
- The dissolution of FÁS and the new role for SOLAS as the national planning and funding body for FET (2014)
- The merging of the former CDVEC legacy providers and the former FÁS training centres within Dublin City under the organisational umbrella of CDETБ (2013)
- The enhanced corporate QA responsibilities taken on by CDETБ along with other ETБs in 2014, under a bilateral agreement with QQI, which is now reflected in updated legislation under the Qualifications and Quality Assurance Act (Amendment) Act (2019)
- The new statutory quality assurance guidelines, particularly in the area of corporate governance and institutional self-evaluation – 2016 (Core)/2017 (ETБs)/2018(Blended)
- New QQI Programme Validation Policy and Criteria – (2017, implemented 2018)
- The development of a more performance-related funding model between SOLAS and the ETБs facilitated by strategic performance agreements and data gathering and reporting systems. This includes ongoing changes in how funding is requested, allocated and reported on (2015-ongoing).

In 2018, CDETБ completed the re-engagement process with QQI. This resulted in an Executive Self-evaluation Report and a Quality Improvement Plan (QIP). Progress reports following from the QIP were completed in 2019 and 2020. CDETБ progressed from using 22 sets of quality assurance procedures to four, reflecting five services areas as follows:

- Colleges of Further Education
- Training Centres
- Adult Education Service
- Educational Service to Prisons
- Youthreach.

The quality assurance policies and procedures of CDETБ were approved by QQI and published by CDETБ on their website.

Section

2

Self-evaluation Methodology



# Section 2: Self-evaluation

## Methodology

A major undertaking for the Inaugural Review Steering Committee (IRSC), in preparation for the self-evaluation report (SER), was ensuring a full representation of voices from across FET, including training centres, prison services, community service providers, Youthreach and other services to ensure that the experience and perspective of each staff and learner representative was gathered, collated and analysed. The self-evaluation steering group used questionnaires, focus groups and discussions to gather information relevant to each of the key quality assurance indicators and themes requested for this quality review.

Due to the size, diversity, and complexity of CDET B provision, the approach taken by the IRSC was to continue to embed a culture of reflection and continuous improvement in CDET B by supporting every centre, support service and service area to carry out their own evaluation using three standardised templates. The templates were informed by a review of documentation and aligned with the objective areas. These local self-evaluations were supported by a member of the Research and Analytics Unit, research guidebooks and the centrally managed stakeholder engagement process. This included surveys and consultation events with learners, staff, community providers and employers.

These provided data at a centre/service area level, as well as aggregated data from across the organisation. This cascade approach to self-evaluation was used to ensure every learner, staff member, centre and service area within CDET B's FET provision had an opportunity to contribute to the inaugural review process and to influence QIPs in the centres/service areas with which they are connected. This involved providing a series of opportunities for staff and learners to contribute to CDET B's self-evaluation process between April and December 2021.

### **Structure of the Inaugural Review Steering Committee (IRSC)**

The review team noted from CDET B's SER that the IRSC was established as a sub-committee of CDET B's Quality Assurance and Strategic Planning Council (QASPC) to oversee the review process. Although it was in the terms of reference of CDET B's Quality Assurance Development Group to oversee an institutional review, it was agreed by CDET B's Senior Management Team (SMT) that a new committee would be established for this purpose to create more critical distance for the review. The new committee would include corporate services, external stakeholders, teaching representatives and at least one CDET B graduate representative.

The IRSC was supported by CDET B's Research Team, made up of members of the FET support services. The research team was in turn supported by a Research Ethics and Methodology working group comprising representatives from different service areas.

## **Strategic Objectives evaluated as part of the Self-evaluation Methodology**

CDETb's strategic objectives are supported by a Quality Improvement Plan (QIP) which arose from the Executive Self-evaluation conducted in 2017- 20. Progress reports from the QIP were completed in 2019 and 2022. A key aim of CDETb's QIP is to develop self-evaluation and reflective practice within the organisation at all levels, including the use of metrics to measure success within CDETb, and to increase learner, staff and stakeholder voice in these processes. CDETb's SER highlights that the results from these evaluations were brought to the attention of the relevant governance structures. This information was used to formulate appropriate responses and inform prioritisation while also ensuring any decisions made are in furtherance of CDETb's mission, strategic objectives and external obligations.

## **Evaluation of the Self-evaluation Report (SER)**

After completion of the self-evaluation report (SER), each area of quality assurance as stated by the guidelines and terms of references published by QQI was identified by CDETb. Key themes which emerged were also highlighted.

The review team considers it valuable to have a comprehensive self-evaluation report (SER) which includes videos and additional materials. The SER provided the review team with an in-depth understanding of the self-evaluation process conducted by CDETb as well as its self-reflection and analysis of key strategies, policies, procedures and objectives relevant to promoting inclusion, building skills and facilitating pathways.

The review team sought to identify the reliability and validity of the self-evaluation process by establishing the extent to which the SER was inclusive of CDETb's key stakeholders. Inclusion is deemed an important part of a rigorous self-evaluation process. In addition, taking heed of different perspectives is considered important for future advances to support quality assurance policies and procedures for CDETb.

The review team sought to identify if learners, staff members and other stakeholders and clients such as industry leaders, employers and awarding bodies were fully represented in the SER across all programmes and at all levels of programmes provided by CDETb.

While a vast amount of information was gathered from a wide cohort, it was also acknowledged that there were key issues which needed to be investigated by the review team.

In the SER, there is a clear understanding of learner voice where learners had been successful on programmes. In addition, there is evidence of high levels of satisfaction with staff who, in turn, were highly satisfied with quality assurance currently experienced across programmes and structures within CDETb. During the main review visit, the review team sought to investigate if the diversity of learner and staff voice was fully represented in the SER. This was to ensure validity and reliability relevant to quality assurance for governance now and in the future.

The review team sought to evaluate the extent to which both quantitative and qualitative data including indicators, bench markers and targets had been used in the overall analysis of the self-evaluation report. This was to strengthen future self-evaluation reports for CDET B related to quality assurance.

The internal review steering committee ensured there was active engagement in the process at all times during the review process. In particular, the review team appreciate the thorough response to requests for additional information. This task was undertaken with high quality efficiency and speed. In addition, when the review team requested to meet with a diverse group of learners, staff and sub-groups during the main review visit and requested amendments to the meeting schedule, this was done with efficiency and speed. These requests were to ensure that sub-groups, staff, learners from diverse backgrounds and from a variety of programme levels were included in the main review process. CDET B always demonstrated a high level of openness and responsiveness to the review team's requests.





Section

3

Quality Assurance &  
Enhancement

# Section 3: Quality Assurance & Enhancement

## Objective 1: Governance and Management of Quality

### ETB Mission & Strategy

CDETb stated their mission in their SER as being:

“To provide professional high-quality education and training services for people in Dublin city that contribute to both the personal development of the individual as well as the overall social, economic and cultural development of the city” (SER, p 35).

The strategy statement for 2021-25 includes the following aims as part of their vision for CDETb further education and training (FET):

- Leading on the development and delivery of education provision in Dublin city
- Actively providing inclusive, professional, high-quality education and training in Dublin city
- Responding to the developing and emerging need for education provision in Dublin city
- Delivering programmes that provide suitable qualifications for and progression routes into, more advanced courses, training programmes and employment<sup>2</sup>.

The review team agreed that CDETb’s mission is inclusive and holistic in that it embraces both the professional and personal development of learners and is responsive to the needs of industry. The review team finds that CDETb’s mission is supported by their Statement of Strategy (2021-2025) which covers a four-year period and was created in consultation with key stakeholders including CDETb’s Board, senior leadership, centre management, teaching staff, learners and external stakeholders. The review team established that while the mission statement was understood as key to governance, staff, and learners involved in the SER, it was not well known to all staff and learners with whom the review team met during the main review visit, particularly those not involved in creating the Statement of Strategy. The review team noted that there were some excellent individual examples of the strategy at work, with learners confirming they had received professional high-quality education and training services and undertaken personal development during their time with CDETb.

The review team agrees that while CDETb has a recognisable mission, vision, values and goals, this needs to be communicated and understood across the organisation in a consistent way. During the main review visit the review team did not get the impression that CDETb’s staff and management had a consistent understanding of their stated mission. Such strategic positioning should give direction to

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<sup>2</sup> CDETb Statement of Strategy (2021-25), p 30

CDETБ. The review team is of the opinion that it would be beneficial to seek wider external input and expertise into the strategic planning and the quality assurance of the strategic planning process.

During the main review visit the team heard that there were some significant staffing challenges, such as recruitment of administrative staff, for CDETБ in their aspiration to lead on the development and delivery of education. However, CDETБ's Chief Executive confirmed to the review team a desire to address these challenges. Further challenges around staffing and resources were cited to the review team as currently making it very difficult for CDETБ to deliver on its strategic ambition to be inclusive.

CDETБ's strategy should consider inclusion of all stakeholders including senior management, learners, employers and teaching and other staff. The review team considers it useful to have more representation of stakeholders in decision-making bodies. Stakeholders need comprehensive and regular communication on the ETБ's mission and agenda. This can be addressed through developing an internal communications plan that aspires to inform across the organisation. A clear communication strategy should also be developed to reinforce the mission, vision, values and goals of CDETБ to external stakeholders. In addition, the strategy's development, implementation, and evaluation must be data driven. The extent or the diversity of key performance indicators (KPI's), which had been used to develop CDETБ's strategy development, evaluation and implementation, was not clear to the review team. The review team is of the view that having access to qualitative and quantitative data is important for all decision making.

## **Commendation**

- The review team commends CDETБ for providing a mission and strategy which addresses professional high-quality education and training services for people in Dublin City and which is relevant to the personal development of a diversity of learners at all levels within this education provision.

## **Recommendation**

- The review team recommends that CDET B use key performance indicators (KPIs) to ensure that their strategic objectives are achieved, and that CDET B review and revise these in a formalised way. CDET B should work with its staff and stakeholders to inform and communicate its ideals and agenda in addition to circulating its mission and strategy more widely to teaching and other staff and learners. CDET B should also consider mechanisms to include wider external expertise in strategic planning.

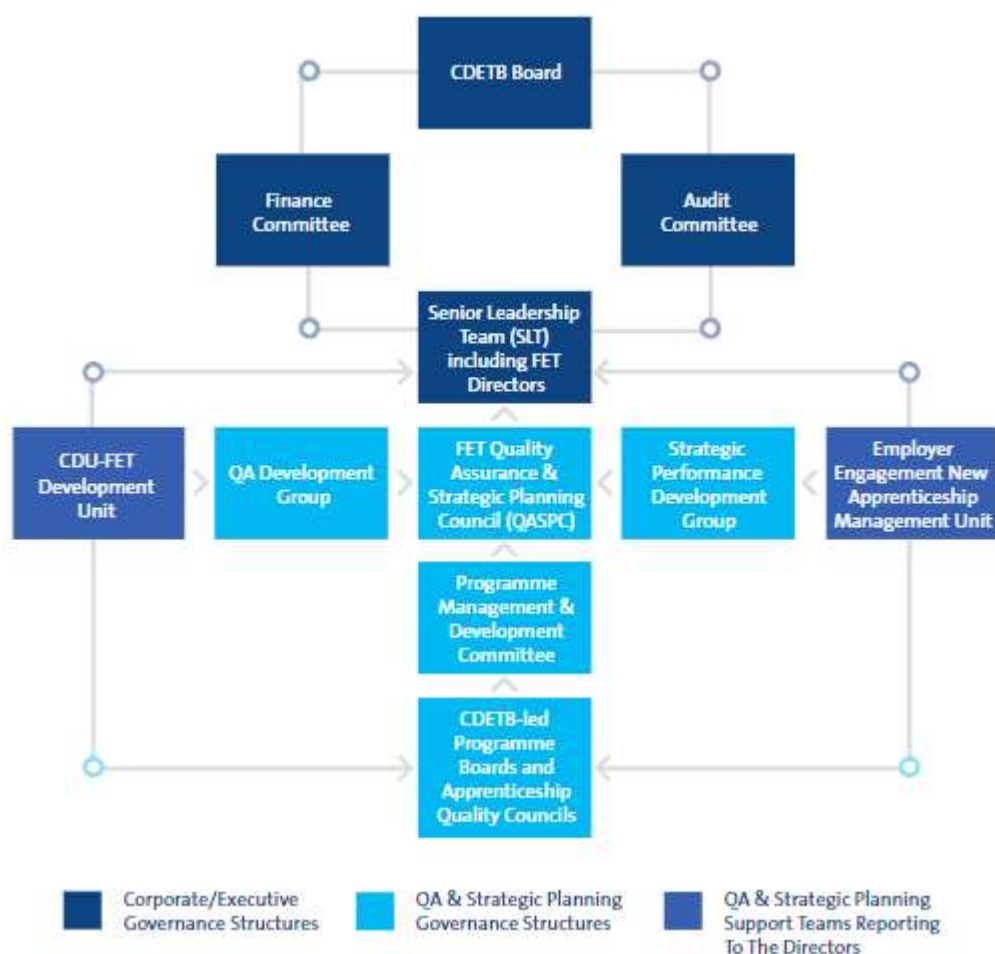
## **Structures and Terms of Reference for the Governance and Management of Quality Assurance**

The diagram below highlights CDET B's organisational and reporting structures for the governance and management of quality assurance. The structures cover the five key areas of service provision:

- Colleges of further education
- Training centres
- Adult Education Service
- Educational Service to Prisons
- Youthreach.

These are supported by a range of corporate services and structures focused on quality and academic standards.

Figure 1 - CDET B Organisational and Reporting Structures



City of Dublin ETB Self-evaluation Report (SER), p. 51

The review team considers that the terms of reference for each of the groups are clearly defined and during the main review visit the team heard evidence that there is strong commitment from group members to work cohesively to improve the quality of education and training at CDET B. The review team found that the various committees had wholeheartedly embraced the review process and were using it as a key tool to take CDET B forward. The review team felt, as highlighted in the SER, that there was an opportunity to increase diversity in the various governance and quality structures. Increased staff and learner involvement offers the potential to gain a wider understanding of how the current quality processes are working on the ground.

Governance and quality structures have made significant steps forward during the SER process, which was highlighted to the review team during the main review visit through various meetings with staff. New processes appear to be less bureaucratic and more focused on improvement strategies. However, the review team heard that some of this had yet to feed through to frontline staff where many felt that quality management was cumbersome.



Furthermore, the review team heard that the challenge of dealing with subsidiarity and centre autonomy was also being addressed. There is an attempt to ensure that quality assurance responsibilities are assigned at the most appropriate level within the organisation. Having met with staff members, the review team felt that there is an auditing quality assurance culture in place rather than a developmental quality improvement focus. For example, during the review team meeting, a significant proportion of staff commented that they were required to spend extensive time on completion of paperwork, but less time was available to them to avail of continuing professional development (CPD). During the main review visit, meetings with management and staff involved in the governance and oversight of quality highlighted that this approach was being addressed with a stronger focus on quality improvement. For example, there was now a focus on allocating time for staff to be released from teaching commitments to avail of CPD when possible.

### **Commendation**

- The review team commends the commitment and passion shown by the staff in their governance and quality structures to work together effectively and drive forward improvement across CDETB.

### **Recommendation**

- The review team recommends that CDETB consider how to widen participation of all stakeholder representatives in the governance and quality structures of CDETB.

## **Documentation of Quality Assurance**

The SER highlighted a number of legacy procedures that are still in place from when providers were consolidated to become CDETB. These are being replaced over time and the replacements are being produced collaboratively through the governance structures. During meetings with staff and learners, the review team ascertained that there were procedures operating locally with some systems operating more effectively than others. An example of this is in the Adult Education Service, which has a clear strategy to develop their activities with a strong focus on quality improvement, thus



ensuring the provision of a strong service to learners. During the main review visit, learners and staff confirmed that the Adult Education Service has a strong programme of bi-annual reviews that drives improvement and provided a good example of effectively gathering and using feedback.

A number of staff interviewed by the review team expressed some confusion with regards to corporate level and local level quality procedures and raised concerns over the complexity of some of the procedures. However, it became clear to the review team, through meeting with management and some staff, that these concerns will be addressed. This was particularly evident from meeting with the Chief Executive and senior management during the MRV, who confirmed that they are developing strategies whereby these issues will be addressed in the near future.

There is clear evidence that although there are challenges with the documentation of quality assurance, the review process has provided a vehicle to bring about change and improvement. During the main review visit, staff involved in the review process confirmed to the review team that the SER served as a single repository for quality assurance documentation. In addition, the process brought together staff to discuss these important issues related to quality assurance. They expressed a clear desire to continue this process into the future. The single repository used for documentation for the SER should continue to be a valuable resource to drive quality assurance for CDETB.

## **Recommendation**

- The review team recommends that the documentation of quality assurance together with the use of the SER process conducted for this review should be used to build on, and that CDETB should establish mechanisms to continue to bring staff together to discuss important issues pertinent to quality assurance.

## **Staff recruitment, management and development**

During the main review visit, the review team quickly came to understand that staff recruitment was highly regulated and a challenge for CDETB. In several meetings held by the review team, staffing was raised as a concern. The review team heard that the staffing ratio of 95% teaching staff and 5% support staff is causing great difficulties across the organisation.

The review team recognised that this challenge was driven by government priorities but felt it needed to be raised as part of the review due to the impact it was having on CDETB's ability to drive forward some of its quality improvement strategies. For example, the review team was made aware at their meeting that although funding has been made available for the recruitment of administrative staff, the processes to follow through on recruitment were sometimes very difficult. Frequently this involved a series of processes that made it difficult to access government funding for this purpose. This

challenge was also evident in relation to CDETБ's staff recruitment policy for teaching in the greater Dublin area. In this respect this might be an issue for CDETБ more than other ETБs.

The review team were able to ascertain from staff that there is a well-developed central induction process which covers:

- Roles and responsibilities
- Codes of conduct
- Quality assurance and pedagogical standards
- Accessing professional learning and development (PLD), resources and support.

There are also localised elements to the induction process. During the main review visit, staff confirmed to the review team that they find inconsistencies in staff members' engagement with the induction process. This was sometimes driven by the need to get staff quickly into position.

In addition, a significant number of staff found that their work was hampered by the lack of efficient technological support to free up their time to attend either the induction programme or other continuing professional development (CPD) courses available to them. Staff also conveyed to the review team that it would be helpful to have time available to meet with other staff from across CDETБ to discuss best practice in terms of pedagogies and design of assessments for learners. One suggestion by staff was to organise a yearly conference where staff could meet and share best practice together.

Both staff and learners indicated that well-being is an important issue for staff. This was in light of the many responsibilities of staff especially during the pandemic. Concerns conveyed to the review team were firstly, whether there were sufficient supports in place to support the well-being of staff, and secondly, whether staff were able to access the relevant supports available to them or if they were restricted because of their teaching commitments. The review team heard that ETБ management needs to give a higher profile to staff well-being support. There are some services in place, such as the Careline, but their function is not fully understood, perhaps, by all staff.

The review team noted that staff were appreciative of the diversity of courses available through CDETБ including the induction programme for new staff and also the availability of CPD courses to promote continuing professional development. However, staff communicated to the team that while these courses were available, frequently they were unable to attend due to other commitments with teaching and administrative responsibilities. Nonetheless, staff spoke about the possibilities of pursuing relevant professional training outside of CDETБ, for example in NUI Galway and other HE institutes. Staff welcomed the opportunity to attend these courses and to gain qualifications, but some staff also proposed the possibility of further funding from CDETБ for areas of provision which would greatly assist them to further progress in their career paths.

The review team is of the view that regular cross-sectoral meetings should be held whereby CDET B staff could discuss good practice and the efficient management of issues such as design of course materials, quality assurance of assessments and other issues relevant to creating a learning environment which is transformational for both staff and learners.

The organisation of an annual conference for staff from various sectors was suggested to the review team by CDET B staff as an effective means of sharing good practice. This was also suggested as a forum to demonstrate to staff that they are valued and have a role to play in shaping decisions made at management level related to curriculum design, quality assurance and assessment.

### **Commendation**

- The review team commends CDET B's staff and considers them to be its greatest asset. Staff are passionate, caring and expert in their fields. Many are highly connected and respected in the sector because they are known to produce highly skilled learners for graduation and employment.

### **Recommendations**

- The review team recommends that CDET B explore their staff recruitment challenges with other ETBs and to develop a solution that could be applied nationally.
- The review team recommends that CDET B implement mechanisms to ensure the induction programme for new staff is consistently applied and provided to all staff in the organisation in a timely manner and that CDET B explore mechanisms to provide time to all teaching practitioners to complete compulsory continuing professional development (CPD).

## Programme Development, Approval and Submission for Validation

The development and modification of CDET B programmes is overseen by the Programme Management and Development Committee (PMDC) as a subcommittee of the QASPC. CDET B owns a significant bank of programmes which represents an organisational resource asset.

CDET B has 216 programmes validated and accredited by QQI. However, some of these programmes were previously validated to CDVEC and some to FÁS, all of which are now owned by CDET B. In addition to the programmes transferred to CDET B, FÁS transferred the statutory trade apprenticeship programmes to SOLAS. These craft apprenticeship programmes are owned and managed by SOLAS, as the coordinating provider, with CDET B delivering these programmes as a second provider.

CDET B programmes which can be delivered in colleges of further education, the Adult Education Service (AES), Educational Service to Prisons (ESP) and Youthreach are stored on the CDU Moodle site to which CDET B staff have access. These programmes were mostly developed between 2009 and 2015 and led to QQI major awards.

As outlined in the SER, CDET B's Programme Modification/Development and Course Delivery (PMDC and FET Consultation Working Group) is regulated and dependent on external quality assurance stakeholders such as QQI and SOLAS. CDET B has a statutory responsibility to coordinate delivery of courses in Dublin City. This is to ensure programmes are modified, updated, and developed under centrally managed processes as part of agreements with QQI. This also serves to fulfil CDET B's mission and strategic objectives to deliver high-quality education informed by best practice and led by innovative practice in a changing economy and society. During the main review visit, staff spoke to the review team of the 'can do' approach of senior management to the possibility of new programmes which address new market needs. Employers confirmed to the review team that management shows a willingness to design courses that address market and industry needs, particularly where a gap has been identified.

Programme modification and development was also evaluated as part of CDET B's self-evaluation process. The SER highlights the following:

This objective to improve and promote FET also encourages access to FET through improving parity of esteem for FET compared with higher education (HE) and addressing other barriers to inclusion e.g., information to learners about their learning options in FET.

The quality and relevance of FET programmes, particularly in terms of addressing the skills and competencies currently required by industry, can affect the progression and placement prospects of learners. The review team heard that CDET B's QA Steering Committee and the FET Steering Committee functioned well, the former ensuring oversight of all aspects of QA with the latter having review and oversight of new and existing programme provision.

The programme management development committee (PMDC) also plays an important role in the implementation of the QQI Validation Policy and the approval of new programmes. The role and function of each of these committees forms a central part of the QA governance structure within CDET B and each operates at a cross sectoral/corporate level.

CDET B, through its Programme Modification/Development and Course Delivery (PMDC and FET Consultation Working Group), has a statutory responsibility to coordinate delivery of courses in Dublin City and to ensure programmes are modified, updated, and developed under centrally managed processes as part of agreements with QQI.

Centres apply to deliver new courses and the FET Consultation Working Group is consulted before decisions are made by the Senior Management Team (SMT) with responsibility for FET. CDET B's programmes are managed under the Programme Management and Development Committee (PMDC), which handles applications to modify existing programmes and to develop new programmes. Centres apply for modifications to be made and to develop new programmes/programme modules. This process manages the oversight of the delivery of programmes within CDET B and aims to ensure their overall quality. CDET B's Provider Profile includes the terms of reference for the PMDC.

*Figure 2 - Programme Management and Development Committee (PMDC)*

### **Programme Management and Development Committee (PMDC)**

The role of the Programme Management and Development Committee (PMDC) is to provide the necessary corporate governance and oversight for modifications to existing CDET B programmes and programme modules and the development of new CDET B programmes, programme modules and awards. The PMDC does not have a role in relation to apprenticeships and traineeships which operate according to Apprenticeship Quality Council terms of reference. The key responsibilities of the PMDC are to:

- Make recommendations to the QASPC for the development and support of new programmes which are consistent with the mission and strategic plan of CDET B and the CDET B-SOLAS Strategic Performance Agreement, and which are informed by the relevant CDET B QA and planning Subgroups
- Review and approve programme documentation prior to its submission to the awarding body for validation
- Approve programme and organisational review documentation prior to its submission to the awarding body
- Make recommendations for staff development where it is necessary or desirable for the improved delivery or development of programmes

During the main review visit, staff confirmed to the review team that competitive practices had previously been in place but confirmed that CDET B is addressing this and moving towards more collaboration between colleges.

During the main review visit, the review team were made aware by staff and learners that CDET B delivers programmes with excellent industry partners who value CDET B as a provider of new entrants to professions. The review team was also informed by staff of some issues related to ownership of programmes within CDET B. This appeared to be related to legacy issues, but also to apprenticeship programmes at a national level, with ETBs and SOLAS.

Challenges to programme modification were also outlined by staff during the main review visit, who highlighted that in some instances they inherited modules that were out of date and unwieldy, and that they were embarrassed to teach them. The programme modification process precluded staff from updating or improving these modules (e.g., childcare modules and outdated materials). This was particularly evident in discussions with community providers.

Other programmes, for example craft electrical apprenticeships, used textbooks where key sections are outdated. The review team considers this matter in need of immediate attention by CDET B. Potential employers require learners with skills and competences that are relevant to current industry needs. Both trainers and learners highlighted that programme modification procedures related to the craft electrical apprenticeship courses at SOLAS level and validation processes at QQI level take too long to effect necessary changes and in some cases are insufficient to follow industry regulations, demand and practice.

The review team is of the opinion that this area is critical, as the quality of CDET B programmes and related services will impact on the quality of the offering to learners as well as the outcomes for learning, including the progression to industry, further education and higher education as stated in CDET B's mission and statement of strategy. Learners and staff conveyed to the review team that while the curriculum and learning outcomes are both essential parts of programmes of education and training quality, the mode in which a programme is delivered, including access and related services such as learner support, also impacts on quality.

The review team heard from staff of their ongoing plans to develop partnerships with colleges at international level. This is to share synergies of good practice pertinent to programme development and partnerships with staff and learners in Europe and beyond.



## **Commendations**

- The review team commends CDETБ on having programmes with excellent industry partners who value CDETБ as a provider of new entrants to professions.
- The review team commends CDETБ's management who received compliments from stakeholders for their positive and 'can do' approach when requests for new courses and new course materials and assessments are made to them. Management was noted for recognising these new programmes as having innovative potential to meet the new emerging needs of the labour market.
- The review team commends the work of CDETБ in developing their internationalisation programme to support the movement of staff and learners to develop good practice relevant to partnerships and programmes.

## **Recommendations**

- The review team recommends that CDETБ strengthen their 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 collaborate on a solution that can be used sector wide.
- The review team recommends that CDETБ collaborate or liaise with SOLAS on the required updating of the national craft apprenticeship programmes owned by SOLAS.
- The review team recommends CDETБ establish a robust governance of programmes 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.
- The review team recommends that CDETБ explore opportunities for internationalisation via movement of staff and learners and also to develop joint programme offerings.

## Access, Transfer and Progression

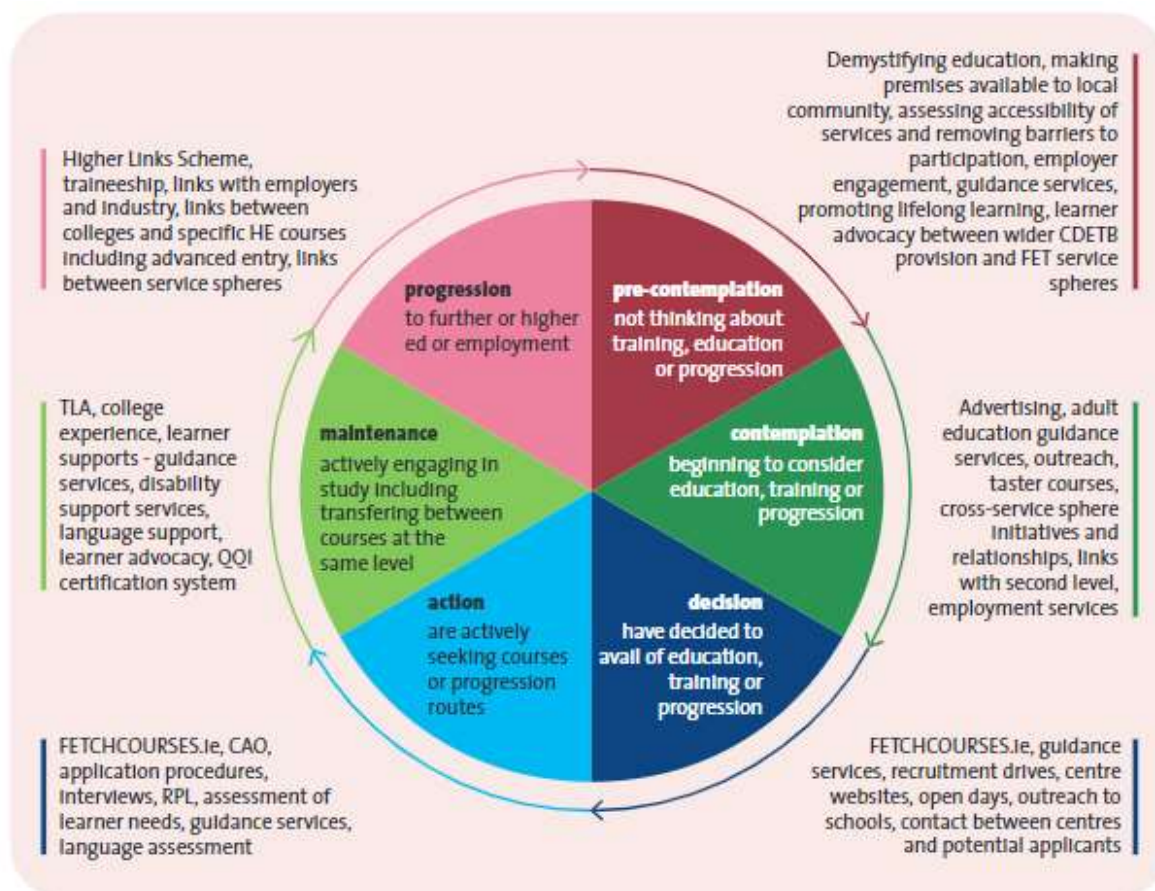
How CDETB addresses the recruitment, admission, transfer and progression of its learners is a key aspect of quality assurance. The review team is of the opinion that one of CDETB's key strengths is its objective to meet learner needs, regardless of educational background or previous qualification. The diversity of courses delivered ranges from Levels 1-8. Provision of courses at a variety of levels meets a two-fold objective for CDETB. This is:

1. Meeting the needs of a diversity of learners
2. Meeting the highest quality assurance standards in access, transfer and progression of learners.

The SER highlighted that the CAO now provides information on FET courses delivered by ETBs, including CDETB.

CDETB's SER illustrates the ETB's goal to reach a diversity of learners with a diversity of access, transfer and progression routes.

Figure 3 - Access, transfer and progression in CDETB based on the Wheel of Change



City of Dublin ETB Self-evaluation Report (SER), p. 115

The SER highlighted through the use of case studies, good examples of practice and good examples of programmes with multiple access for learners. This was highlighted to the review team through the experience of learners on the Youthreach programme, community provider services and the FET courses available in a diversity of centres and colleges within CDETB. During the main review visit and in the SER, there were highlighted examples of good relationships between individual centres and progression partners/industry leaders associated with these centres or FET. This was evident from the quality and presentation of courses such as the Auctioneering, Estate Agency and & Valuation programme provided by CDETB. The review team notes from the SER that learners who leave programmes are not accounted for. The review team considers this to be an important cohort of learners who should be identified and tracked to better understand why they left. In addition, it is important to trace learners who might benefit from engagement in alternative programmes provided by CDETB but may not know that these are available to them. Current GDPR regulations means that it is not possible for PLSS to track learners who have left their programme, and this means that some rich data is not collected. The review team believe that this information is important to ensure that

learners are catered for and also to ensure quality assurance where learners have dropped out of courses.

The work of the guidance counsellors was noted by the review team to include providing appropriate career advice and information on programme choice to prospective and current learners. However, some guidance counsellors commented to the review team that they were also limited in the time and resources available to them to actively pursue learners who had left programmes. It was communicated to the review team by staff that greater use of social media could further create awareness among prospective learners.

The review team was made aware by staff during the main review team meeting that CDET B has a strong tradition of culture and practice within ATP. This legacy and experience is extremely beneficial in view of existing and new challenges facing learners. For example, at the review team meeting, challenges and barriers facing new refugees or ongoing issues associated with learners facing homelessness or drug addiction in specific geographic locations in CDET B was communicated by CDET B staff who work in these areas. While these issues can present many challenges to both staff and learners, it was also noted by the review team that the dedication of staff has also led to successful progression for learners either to other programmes or employment.

## **Commendations**

- The review team commends CDETБ on its ambition to meet the needs of learners in their locality. This is particularly praiseworthy given the large geographical reach and the socio-economic challenges across the geographic region of CDETБ.
- The work of guidance counsellors in CDETБ is to be commended for creating awareness of the diversity of courses available to learners. The review team commends the work of staff who are directly involved in community programmes designed to support learners facing very difficult circumstances such as drug addiction or homelessness. It was noted by the review team that despite the challenges, learners have been successful in progressing either to other courses or employment.

## **Recommendation**

- The review team recommends that CDETБ develop a system to track the learner journey while in CDETБ and afterwards and that the ETБ consider doing this in cooperation with other ETБs and other key stakeholders such as QQI and SOLAS in order to create the necessary synergy to develop a solution that can be used at more than one ETБ.

## **Progression to Higher Education**

In the SER, CDETБ acknowledged the need to develop more pathways into higher education (HE) for learners transitioning from relevant CDETБ programmes. Learners transitioning to higher education, when traditionally or culturally this process is unfamiliar to them, need to be supported and have relevant advice available to them. In addition, many learners need support with filling out the CAO application form, navigating relevant study techniques and breaking down perceived barriers and challenges in accessing higher education after their CDETБ courses. During the main review visit, employers conveyed to the review team that they feel the ETБ is key to providing the progression pathways from FE to HE and industry. This ensures employers have access to staff with the necessary skills. It was also conveyed to the review team by staff and learners that work-based learning programmes are strong and continually developing to meet employer needs. Apprenticeship delivery is strong with direct line of sight to employer skills requirements. The review team heard from career guidance staff that their role is to ensure that learners have access to relevant information on pathways to higher education courses and work-based learning programmes.

## **Commendations**

- The review team commends CDETБ and acknowledges the work it is doing at present, chiefly through its career guidance services, to provide relevant information on progression to higher education and support for learners who wish to progress to higher education.
- The review team commends CDETБ for its work-based learning programmes, which are strong and developing continually to meet employer needs.

## **Recommendation**

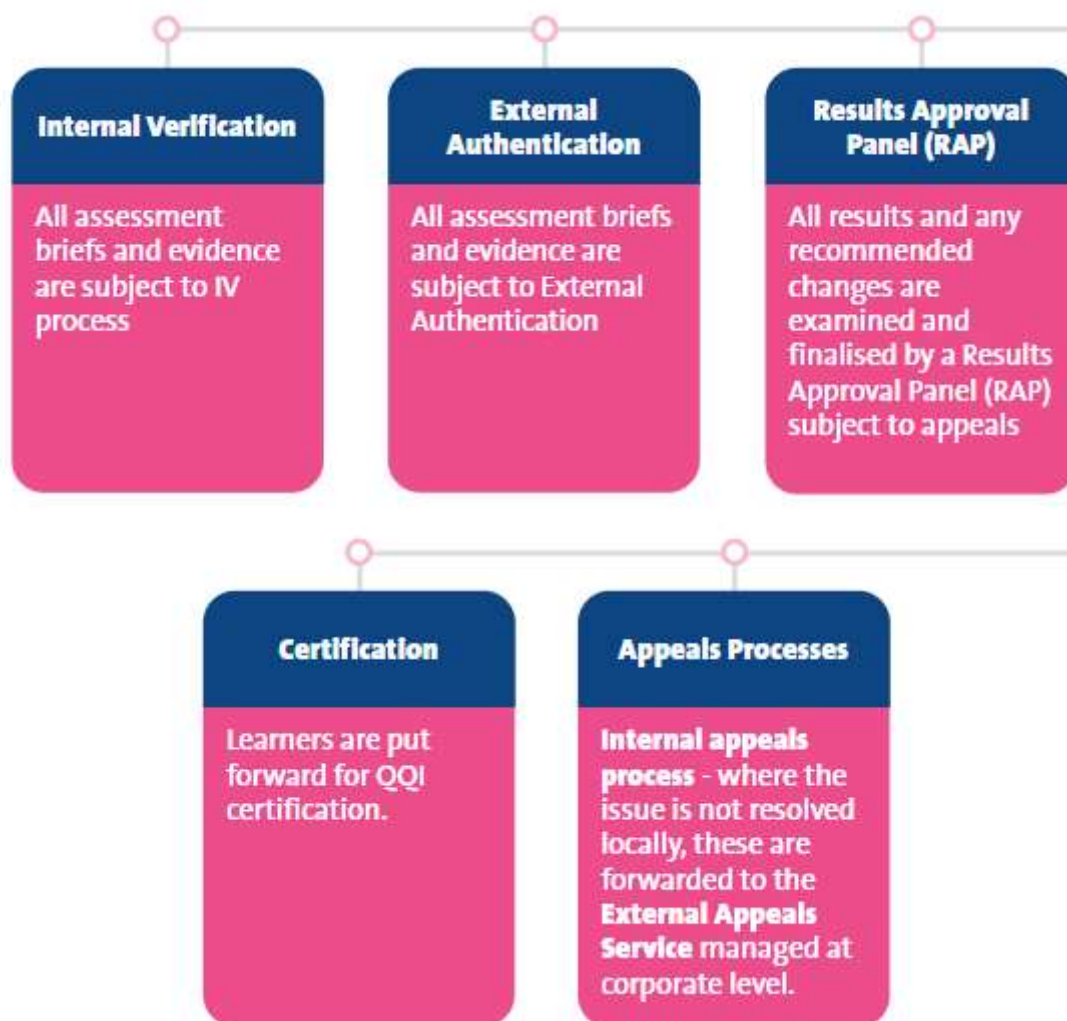
- The review team recommends that CDETБ expand resources and the use of multi-media tools to enhance career guidance programmes and assist the service to develop their programmes to prospective learners, enabling the service to reach a wider cohort of learners, and facilitate learners in understanding the variety of programmes on offer to them through HE.



## Integrity and Approval of Learner Results

QQI quality awards are achieved in CDETB through the process outlined below:

Figure 4 - Procedure to ensure the integrity of learner results for QQI Awards



City of Dublin ETB Self-evaluation Report (SER), p. 119

Legacy issues have been resolved and a more streamlined approach taken since 2016. Internal verification (IV) is carried out at centre level while QQI accreditation is supported through external authentication (EA). QQI defines external authentication as a process that aims ‘to provide independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards,’ (SER, p. 20). This is highlighted by the fact that the Results Approval Panel (RAP) is a centre-level process, whereas in Youthreach and ESP service-level RAPs are the norm. CDETB personnel from CDETB/FET Support Services and/or FET Directors attend RAP meetings at least once annually. The integrity and approval of learner results are highly regulated. Following

conversations with staff, the review team is satisfied that CDETБ sufficiently follow the rules and regulations.

The transition from paper-based to online internal verification (IV) and external authentication (EA) is noted by the review team as a process that is more efficient for all staff, especially teaching staff. This was highlighted in the SER and also during the review team meeting.

The move by CDETБ to improve legacy issues and to adapt a more streamlined approach is to be welcomed for greater efficiency of quality assurance focused on the quality of integrity and approval of learner results.

The more efficient use of technology in general is welcomed by the review team, focused on the integrity and approval of learner results as highlighted in the SER. There were also additional recommendations made to the review team during their meeting with teaching staff, in particular the need to reduce the arduous paperwork tasks for staff associated with assessments and assessment results for learners.

### **Commendation**

- The review team commends the transition from paper-based to online internal verification (IV) and external authentication (EA). The process is more efficient for all staff, especially teaching staff.

### **Recommendations**

- The review team recommends that CDETБ consider developing internal and external benchmarks to further develop the work on integrity and approval of learner results. It further recommends that CDETБ provide both quantitative and qualitative data arising from learner assessment, and the learner experience of the process of integrity and approval of learner results.
- The review team recommends that CDETБ establish further mechanisms to address the challenges outlined in the SER, in particular to ensure consistency of assessments for the same programme across centres and services to demonstrate parity of opportunity for all learners in all centres and services in CDETБ.

## Information and Data Management

During the main review visit, the review team heard that CDETБ uses a range of data management systems to store and manage data and perform administrative and operational functions. Many of these are legacy systems and CDETБ is now in the process of streamlining its data management. This development depends on the existence of standardised systems for collecting and storing information at a national level, and on sector-wide initiatives to harmonise and consolidate systems into a uniform structure.

The review team was informed by staff and management that information and data management will be updated and streamlined, such as using an IT system such as SharePoint where key data can be shared among staff. In the case of staff and learners, platforms such as Moodle will continue to be used to ensure an effective learning environment which will enhance both teaching and learning and in addition provide a hybrid approach suitable for learners.

The review team was of the opinion from information obtained from staff and learners during the main review visit that information and data could be managed and used more effectively. For example, staff were still using paper-based forms, which added considerably to their workload. The teaching staff conveyed to the review team that this work could be streamlined to allow more time for teaching, with efficient IT support services for staff and a user-friendly IT model for teaching and learning. This means that data is not being mined at present to inform decisions across CDETБ.

### Commendation

- The review team commends the ETB's ongoing review and analysis of how existing IT and data management systems could be improved in order to benefit learners, staff and centres. Linking management systems across centres would greatly enhance synergies and cooperation.

### Recommendations

- The review team recommends that CDETБ update the information and data management system and consider doing this in cooperation with other ETBs and key stakeholders such as QQI and SOLAS in order to create the necessary synergy to develop a solution that can be used at more than one ETB.

- The review team recommends that CDETБ, while accepting that paper forms are suitable for certain levels of learners, extends the use of digital evaluations so that results are directly accessible and immediate.

## **Public Information and Communication**

CDETБ is covered by the provisions of the Freedom of Information Act 2014. The review team finds that information pertaining to CDETБ is open and accessible and widely available to the wider public.

## **Marketing and Branding the CDETБ Learning Environment**

During the main review visit meetings with learners and staff, the following key points were communicated to the review team:

- Many learners choose CDETБ because they live in the area and identify with a centre as opposed to the ETБ in general.
- Many learners are not aware of the wide range of opportunities available to them in CDETБ.
- Many learners base their decisions on advice from friends and family.
- Career guidance teachers in schools appear not to be aware of the range of courses and programmes available in CDETБ.

The SER highlights that public information and communication is an important strategy for CDETБ. However, during the main review visit, the review team formed the impression that CDETБ's identity comes from its individual centres, service providers and programmes. There is no sense of a unified CDETБ brand. Learners often identified with their own particular FET college or centre, rather than with the wider CDETБ.

The review team noted during the main review visit that the narrative presented by learners was that CDETБ provides a very supportive learning environment. However, the review team finds that this impression is not always captured in the promotional material provided by CDETБ. In addition, the SER did not use marketing tools to promote the level of learner support for courses and programmes on offer throughout CDETБ. Marketing was described to the review team by staff and learners as an important way to attract prospective learners to the courses available in CDETБ. It was also suggested by learners that marketing could clarify for learners the diversity of programmes on offer through CDETБ. Learners informed the review team that promoting CDETБ programmes through social media is an effective way to reach learners where they receive their main information. During the main review visit, learners talked about finding courses by accident or being referred by

friends/relatives who have accessed other CDET B programmes. Marketing and branding were identified in learner, staff and employer sessions as needing improvement.

Both teaching staff and learners communicated that a number of course descriptors had not been standardised across programmes on offer by CDET B. This sometimes makes it difficult for prospective learners to understand the aims and objectives of course programmes. The review team heard that in some instances it was the reason why some learners left courses.

The review team is of the opinion that the inclusion of a culturally responsive approach within marketing materials for CDET B would capture the visual narrative and experience of learners from a variety of cultures and countries who are taking programmes. This should convey the diversity of learners of all nationalities, cultures and backgrounds who seek to be part of CDET B programmes in the greater Dublin area.

CDET B has built up strong relationships with industry experts, and this has led to good practical course design. Using the voice of industry experts could also be beneficial in marketing and branding quality assurance of the learning environment for CDET B.

## **Recommendations**

- The review team recommends that CDET B develop a communication, marketing and branding strategy and promotional material reflecting the diversity of CDET B learners:
  - a. to ensure current and prospective learners are made aware of programmes
  - b. to strengthen the identity of CDET B in terms of visibility to a wider public
  - c. to identify and promote examples of good practice in all its FET sectors
  - d. to promote wider awareness of its quality assurance process relevant to a variety of learners, industry and the wider community in Dublin and nationally.
  
- The review team recommends that CDET B develop processes in all centres and services to standardise programme descriptors ensuring consistent information for learners.

## Objective 2: Teaching, Learning & Assessment

### The Learning Environment

CDETb's self-evaluation report (SER) comprehensively outlines the extensive size and range of the ETB's service. The largest ETB in the country, it covers 60 centres and delivers a variety of diverse programmes. The main review visit was conducted virtually due to ongoing Covid-19 restrictions. As such, the review team were unable to visit any of CDETb's centres. Despite this, using virtual methodology, the review team did obtain a comprehensive understanding of the learning environment in terms of the learner-centred approach and the physical learning environment. This was communicated to the review team through the experiences of staff and learners.

The review team found evidence in the SER and throughout the main review visit that CDETb is committed to the provision of a high-quality learning experience for learners conducted in a high-quality learning environment. In particular, the SER highlights how CDETb is committed to learning that is transformational.

During the main review visit, it was highlighted by staff and learners that although two of its training centres are purpose built, the infrastructure and architecture in other colleges and centres dates back to a time when disability and accessibility was not a consideration. Many centres have to "work around" the lack of lifts and ramps by moving classes to ground-floor rooms for learners with mobility issues.

The inconsistency of quality in the physical learning environment was made known to the review team by teaching staff and learners during the main review visit, especially the lack of access for learners with additional needs, for example wheelchair users or learners with visual needs. At present, the learning environment in a significant number of the FET colleges does not provide wheelchair access for staff and learners.

The review team also witnessed the level of support provided for learners at these centres by staff and in particular by teaching staff, tutors and mentors. Learners commented on staff 'going over and beyond' to ensure that they experienced a high-quality learning experience. While communities of practice (CoPs) were highlighted in the SER, the concept was not raised by learners or many staff during the main review visit. The review team believe that further work is required for CoPs to be understood and experienced by staff as a strategy by CDETb.



## Commendation

- The review team commends CDETБ staff for teaching in an environment that is considered in some instances to be not suitable for learners with special needs such as wheelchair users. Learners frequently conveyed that their high satisfaction was attributed to staff engagement and the duty of care provided by staff at an individual level for many learners.

## Recommendations

- The review team recommends that CDETБ ensure that the physical learning environment continues to be a priority for CDETБ strategy, in particular related to wheelchair users and other learners with special needs, and that the ETБ conduct a survey of all its buildings and centres to assess disability access and where possible apply to funding bodies for resources to make improvements.
- The review team recommends that CDETБ build on cross-centre communities of practice (CoPs) and learn from those which exist and are functioning well. The ETБ is encouraged to formalise these overtly with a focus on gaps in professional learning.

## Supports for Learners

### Teaching Staff as a key driver in the Learning Environment:

The exceptional role performed by teaching staff to create and support a high-quality learning environment was highlighted by learners throughout the review process. This was particularly demonstrated by staff spending extra time with learners outside of their dedicated hours to support those with additional needs, through additional hours spent mentoring apprentices with extra maths classes or assisting learners with language development. It was also evident in the additional time provided to learners during Covid-19 when additional teaching supports were provided online. This included providing additional support classes online and allowing assignments to be uploaded electronically. Staff and learners conveyed to the review team that most of this upskilling took place with efficiency and speed through the TEL programmes on offer through CDETБ. The review team was of the opinion that CDETБ should support the development of 'a learner experience' portfolio led by management and similar to learner eLearning portfolios provided in higher education colleges. This

would assist in developing learner identity as part of the wider CDET B and create a sense of belonging for learners in a hybrid learning context.

The review team, through numerous meetings with staff and learners, heard that this level of support was consistent across all aspects of CDET B provision. Additionally, online support was provided by other staff teams such as library staff, counselling, administrative and career guidance staff.

During the main review visit, the review team also noted the positive relationships with community providers which enables transformational education to take place and proactively supports learners to take their next steps. The provision is also responsive to local demand and has an impact on life skills across various age groups. The review team were unable to discern, through their meetings, how the needs of the local ageing population are catered for in CDET B's portfolio of programmes.

The review team noted that the Adult Education Service (AES), Youthreach, and in particular the colleges of further education, all have effective support systems for adults with additional needs and are clearly learner-led and responsive to their needs. It was also reported by staff during the main review visit that the level of paperwork associated with this provision and required from staff can frequently be cumbersome and time consuming. While many staff throughout the review visit, and as highlighted within the SER, demonstrated their dedication to the provision of support for learners, the time available for this task was sometimes curtailed by the level of paperwork required of teaching staff and tutors.

CDET B provides an exceptional learner support service given the limitations experienced due to lack of administrative staff to support the high levels of paperwork currently required in many of the programmes on offer. This is a key strength for CDET B in recruiting a diverse range of learners across Dublin who select career pathways necessary for the current labour market. This high level of support was also evident in pathways for progression to higher education.

The Education Service to Prisons (ESP) has created a positive learning environment to support people both during their time in prison and post-release when they are seeking employment. The review team found that the dedication of staff within the prison service was remarkable. This was a key driver in ensuring that learners in the ESP were effective at gaining employment.

The review team found that the dedication of staff across the training centres to be exceptional. This was particularly noted in terms of staff going over and beyond during Covid-19 by adapting courses online and in the extra duty of care that was required for learners while studying at home. In part, this caused learners to identify with their own particular FET college or centre rather than as CDET B learners.

The review team noted that CDET B responded to the pandemic quickly and efficiently by moving classes online, providing learners with laptops and allowing learner assignments to be uploaded electronically. This placed a considerable onus on management and staff to upskill in technology

enhanced learning (TEL). Both learners and staff brought this to the attention of the review team and clearly appreciated the support they had received from CDETБ.

### **Commendations**

- The review team commends the exceptional extra support for learners demonstrated by teaching staff, leading to high levels of satisfaction and achievement. This was triangulated across a range of meetings with learners speaking of teachers “who go over and above”. In one instance, learners spoke to the review team of achieving the ‘dream.’
- The review team commends CDETБ for their collaboration with community providers and the Youthreach service which were identified as essential to facilitate learners who might not otherwise be part of any formal or informal education programmes.

### **Support for Learners**

The SER highlighted that the National Learning Network (NLN) is currently operating the Learner Disability Support Service in eight of CDETБ’s colleges and that the ETБ hopes to develop this service in more colleges. These operate in some centres as ‘drop-in centres’ and during the main review visit, learners spoke of their usefulness. The NLN also carries out assessments with both full- and part-time learners and try to support learners with note takers, personal assistants (PAs) and transport. The SER also recommends that these services be implemented in more colleges and services throughout CDETБ. While CDETБ have developed a policy to support learners with special needs, the review team heard during the main review visit that these supports need to be ‘rolled out’ more widely to include all colleges and centres. It was suggested by staff and learners that the use of a quiet room and other sensory supports would benefit learners who have these particular needs. In addition, it was stated by staff during the review team visit that it is essential for learning ability assessments to take place during the first weeks when learners begin their courses. The review team was not sure if all staff were aware of CDETБ’s policies for equality, diversity and inclusion.

The review team was of the view that extra-curricular activities for learners is an important part of the learner experience. This was conveyed to them by learners during the main review visit. When questions about the engagement of learners in developing extra-curricular activities were asked by the review team, the learners replied that greater emphasis on the benefits to learners would help to promote these important activities. Learners also expressed an interest in meeting with other learners across other FET sectors through extra-curricular activities.

## **Commendations**

- The review team commends CDETБ for engaging with the National Learning Network (NLN) in addressing the special educational needs of its learners.
- The review team commends CDETБ for developing extra-curricular activities to enhance the learner experience.

## **Recommendation**

- The review team recommends that CDETБ fully assess and address the learning needs of all learners in a comprehensive way across CDETБ and develop a visible and easily accessible policy to support equality, inclusion and diversity, and to make it available to the staff and learners in all centres.

## **Learners with additional needs**

The review team acknowledges that one of the strengths of CDETБ is its government-backed policies and access to funding to provide inclusive, professional, high-quality training and youth services in Dublin city. These policies include a quality assurance system that is learner-led and takes a learner-centred approach to the design and development of programmes, driven by market needs. In addition, CDETБ is frequently a first point of contact for prospective learners who have had negative experiences of formal schooling and who may have dropped out of the system. During the main review visit, the review team heard from both staff and learners that CDETБ achieves many of their objectives successfully through the passion, care and interest of teaching and other support staff.

The review team was informed that Adult Education Support (AES) classes are small and allow for an individual assessment screening system to identify learners who need support. If a learner has mental health issues outside the remit of particular staff, they can be directed to the appropriate service. When a learner with a disability cannot attend due to issues related to their disability, they will be supported and not lose their place due to absence. This is achieved mainly through creating awareness of the issues for learners which can then lead to engagement with additional support staff in CDETБ.

Despite the current support systems in place for learners with additional needs, the review team is concerned about the lack of focus on equality, diversity and inclusion (EDI) at CDETБ. This lack was

communicated to the team by learners during the main review visit. There was inconsistent support for learners with disabilities and in some cases, basic access to facilities within the organisation was at times unavailable to learners with particular needs. Learning support was seen as being very effective by some learners, however staff indicated to the review team that basic requirements for disabled learners are not being met. This has an impact on the organisation's ability to drive social inclusion. The SER also highlights that disability support services are not available in all colleges across CDETB.

### **Commendations**

- The review team commends the Adult Education Service (AES). Feedback during the main review visit was exceptional, confirming that learners find the AES life changing.
- The review team commends the care and support provided by staff to assist learners with additional needs.

### **Recommendation**

- The review team recommends that the Disability Support Services be made available and integrated into all of CDETB's colleges and centres, to ensure parity of inclusion for all learners with special needs, and that all buildings be quality assured so that they reach the highest standards to ensure ease of access for learners with particular needs.

### **Technology Enhanced Learning (TEL)**

During the main review visit, staff and learners commented on how effective CDETB were in addressing the needs of learners, especially during Covid-19. This included quickly adapting to online delivery. Support was provided through the distribution by CDETB of both software and hardware devices. A variety of technological supports were also used to ensure a hybrid approach to teaching and learning.

The review team heard from staff, learners and employers that adjustment to delivery online and the development of new programmes to support employers coming out of Covid-19 was exceptional. This was a teamwork approach developed by management and staff. Learners informed the review team

that they were extremely appreciative of this approach. It was noted by staff that MS 365 has been useful for streamlining administrative support to teachers, and it was suggested that SharePoint could be used more widely among staff to support communities of practice (CoP) across CDETb, in order to share resources and provide IT support for staff who might need additional support from other staff willing to act as mentors. Teaching staff in particular informed the review team that TEL and the use of IT supports in CDETb need to be more efficient and enable staff to reduce the extensive paperwork associated with their teaching practice, for example with assessments. They believed that this reliance on paper-based practices was sometimes outdated and demanded additional time.

During the review, the review team did not find evidence that CDETb uses software designed as a learning aid for people who are dyslexic but did speak with one staff member who expressed a desire to offer an assessment for learners who show signs of dyslexia. The review team heard from learners that learners were self-diagnosing and that waiting lists to be assessed for dyslexia were very long and that a private assessment is very expensive. Therefore, learners were not being assessed. Learners also suggested to the review team that it would be helpful to have additional funding to provide access to both hardware and software support for learners either in-house or for their personal use during the academic year. It was conveyed to the review team that these supports are in place, but they could be rolled out to support a larger cohort of learners.

The review team notes that some of the issues that hamper learners do not relate directly to reading and writing and, therefore, may go unnoticed. It was communicated to the review team by mature learners and staff that sometimes Moodle is not user-friendly to learners. It was suggested that additional support at the beginning of the semester might help learners, mature learners in particular, to understand the use of Moodle. Moodle as an online learning platform is not always understood by mature learners and more focussed support is needed around the virtual learning environment (VLE). Supports such as an initial introduction course or use of online videos were suggested to the review team by staff largely, as a useful way to introduce learners, in particular mature learners, to this methodology.

## **Commendations**

- The review team commends CDETb's management, support and teaching staff for the teamwork approach they have developed to address the Covid-19 situation by offering high-quality support to all learners through a variety of technological supports.
- The review team commends the use of MS 365 in CDETb in helping to streamline support services for staff, in particular to assist with addressing the large amount of paperwork which is perceived to be an outdated process for the teaching staff.



## **Recommendation**

- The review recommends that CDETБ consider implementing 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, and that further funding opportunities be explored to enable the ETB to make additional computers or other hardware technology available to learners, either in-house or for their personal use during the academic year.

## **Language Learning and English for Speakers of Other Languages (ESOL)**

The review team notes the commendable work by staff working with learners, particularly learners whose first language is not English. Staff ensured that language is not a barrier to programmes on offer including for refugee learners. CDETБ currently have support structures in place, such as early learner assessment and informal language support classes, to ensure that learners are provided with opportunities to avail of ESOL courses. ESOL uses a cross-cultural approach which is inclusive of a learner's other language and cultures. The work is supported by the ESOL team. Staff commented during the main review visit that ongoing continuing professional development (CPD) for staff in language support training to support teachers and tutors is very relevant.

## **Commendation**

- The review team commends CDETB's teaching and support staff who work on dedicated programmes, for example the English for Speakers of Other Languages (ESOL). They are commended for the way in which they meet challenges and present opportunities to these learners to ensure progression to programmes with career pathways.

## **Recommendation**

- The review team recommends that the current infrastructure to support learners through ESOL be strengthened and developed to allow for a wider influx of learners. It further recommends an increase in teaching staff with the relevant skills to supply the language support needs of learners whose first language is not English.

## **Assessment of Learners**

### **Legacy Assessments**

The review team heard during the main review visit that there are several different legacy assessment systems in use in CDETB related to the assessment of learners. Both learners and teaching staff commented that these assessments were not always up to date. Cited as important examples were the Child Care programmes and craft electrical apprenticeship available through CDETB. Teaching staff expressed the view that sample assessments should be made available to all learners. During the main review visit, learners confirmed that while sample assessments were made available on most programmes, some sample assessments were made available too late to be of use to learners.

## **Recommendation**

- The review team recommends that legacy assessments across CDETБ be evaluated to ensure that they meet current quality assurance standards, are comprehensively resourced and address the needs of current programmes provided to learners and that CDETБ develop a policy whereby sample assessments are made available to all learners in all centres in a timely manner.

## **Out-of-Date Programmes**

During the main review visit, the review team commended the management and staff within the training centres, FET, Youthreach, the Educational Service to Prisons and other course providers for demonstrating a high level of commitment to ensuring high-quality course assessments. However, the review team were also made aware of concerns by both learners and staff of qualifications that are dated and do not meet current industry requirements. This was the case particularly in craft electrical apprenticeships and childcare courses. In some instances, these had been reviewed for up to 15 years. A tutor commented that meetings to review programmes used to be held regularly, but had been held less frequently in the last two to three years.

During the review, both learners and practitioners brought up concerns regarding the upgrading of textbooks on the craft electrical apprenticeship programmes. There appears to be some uncertainty between the assessment coordinator who sets the course (SOLAS) and CDETБ as to who updates the course materials and programmes. The issue of compliance was also a concern for the review team. The SER states that 'quality assurance of assessments are evolved and embedded processes with elevated levels of compliance,' (SER p. 126). The review team believe that quality assurance related to updating programmes and compliance in this regard are important from a risk management perspective.

## **Commendation**

- The review team commends management and staff in the training centres, FET, Youthreach, the Educational Service to Prisons and other course providers for demonstrating a high level of commitment to ensuring high-quality assurance for course assessments.

## **Recommendation**

- The review team recommends that CDETB work with SOLAS and the ETB sector to ensure that the highest quality assurance and, safety and risk management standards are maintained, and to ensure that programme materials and assessments, including for apprenticeship programmes, are up to date and meet the highest health and safety standards for CDETB learners. Risk management and health and safety standards should be addressed as a priority, in particular on the craft apprenticeship courses available through CDETB.

## **Work Placements and Assessments**

The review team noted from the SER that the sourcing of work placements is largely the responsibility of the learner (SER, p. 148).

During the main review visit, learners conveyed to the review team that the quality of work experience across all work placement programmes in CDETB is diverse and depends on the programme and the choice of work placement. In contrast the review team were made aware that the experience of learners in work placement related to the Auctioneering Apprenticeship Programme was deemed to be excellent. The review team formed the opinion that quality assurance related to work experience in CDETB can vary depending on the course and the availability of work placements. It was not clear to the review team whether feedback from learners related to work placement experience was communicated in a formalised way to CDETB. Key stakeholders confirmed to the review team that CDETB staff supported learners to secure work placements, but the onus of securing placement ultimately lies with the learner. The review team, based on their experience of talking to staff and learners during the MRV, believe that engagement between teachers working in this area and across centres could benefit from developing a community of practice to share best practice related to work placements.

The SER suggests that the compilation of a CDETB database of industry contacts could further support learners in obtaining work placement positions. During the main review visit, it was apparent to the review team that industry representatives and employers feel that relationships between them and CDETB are strong and are driving improvements in the design and development of programmes available through CDETB and also in progression to employment. However, the review team finds that several of these relationships with CDETB are with individual staff in CDETB rather than formal organisational partnerships. The review team considers the reliance on individual connections rather than formal organisational partnerships risks work placement opportunities being made available inconsistently and at the behest of individuals who may not always work with CDETB.

## **Commendations**

- The review team commends staff for assisting learners who were experiencing difficulty in either acquiring work placements or who were experiencing issues during work placement.
- The review team commends the employer engagement coordinators who work effectively across CDETb delivering key aspects of the organisation's strategy. The employer engagement coordinators are much valued by employers, staff and learners.

## **Recommendation**

- The review team recommends that CDETb 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. CDETb should also explore ways to provide teachers who teach on work placement modules with greater opportunities to develop communities of practice (CoP) either online or at regular face-to-face meetings to share models of good practice related to work placement.

## **Apprenticeships and Traineeships**

During the main review week, learners and tutors both commented on insufficient ability in maths being a problem for some apprentices. Trainee apprentices usually have two years of their training programme completed with their employer when they start in CDETb. Although apprentices are meeting the minimum requirement of a pass on a Junior Certificate ordinary level maths paper, the standard of maths required on the programme is significantly higher than this. The review team heard that instructors and trainers assist with bringing these trainees up to standard but if the trainee does not pass the maths requirement, they will be required to exit the programme without completing their full apprenticeship. At a professional level, this means fewer apprentices than started will complete the programme. At a personal level, it leads to disillusionment and disappointment for apprentices who were told by their employers that they will be successful once they start the taught part of their apprenticeship programme. One anecdotal story conveyed to the review team is that it is easier for some apprentices to receive a distinction than for other apprentices to pass the maths component of the programme. The support provided by staff was evident to the review team, and while this form of support is to be welcomed, additional supports for learners could be provided through a more formal led programme where learners are made aware of the rationale for the additional support systems in place to assist them in achieving the relevant maths standard.

The review team heard that the aeronautical technician qualification is well respected and much sought after. Many learners give up full time employment to do the course and as a result are not entitled to a grant. Some of these learners struggle financially and this has been noted by the employers.

### **Commendation**

- The review team commends CDET staff for the extra care they take with trainee apprentices who might be at risk of dropping out of the programme if they are unable to reach the maths level required of them.

### **Recommendation**

- The review team recommends that processes be implemented to assess apprentices prior to starting the taught part of their apprenticeship programme and, where necessary, supplementary classes in maths be made available to ensure that apprentices can follow the curriculum as they progress through the apprenticeship phases.

## Objective 3: Self-evaluation, Monitoring & Review

### Self-evaluation, Monitoring & Review

During the main review visit, it was clear to the review team that CDETB has learnt much from the review process and is already using this learning to further develop its internal self-evaluation, monitoring and review process. Through meetings with stakeholders, staff and learners, it was evident that the review process had been a positive activity. All groups recognised that there were significant changes required to ensure that CDETB continues to move forward and achieve its mission.

The management team highlighted improvements such as annual improvement planning at a central level. The review team heard that work is being undertaken to ensure that key targets are delivered across the organisation.

The review team noted that CDETB is committed to providing an excellent, high-quality service in all areas and has been enthusiastic about the self-evaluation process and how it has informed practice to date. The ETB employs several mechanisms to garner information regarding quality assurance across the service. Interim feedback from learners, focus groups, questionnaires sent to all staff and learners as well as case studies and anonymous online surveys are some of the successful methods CDETB has used. The ETB acknowledges that carrying out a self-evaluation has identified areas for improvement as well as areas of excellence and dedication among staff across the service which has a significant impact on the quality of the learner experience.

The review team is of the opinion that the proliferation of data sources and platforms restricts the organisation's ability to be effective in its use of data. This was confirmed in the SER and during meetings with CDETB staff. Through meetings with the management and quality teams (QT) it was confirmed that new systems which cover learner data, finance and HR are being implemented. However, timescales are significantly into the future, in the region of 3 to 5 years.

As stated at the beginning of this report, CDETB was born out of the merging of several organisations. During the main review visit, staff communicated to the review team that the SER was a unifying experience. CDETB also confirmed that the responsibilities of each service had also been defined.

CDETB serves a population of over 500,000 and has encountered legacy issues, some of which require changes and others which work well. The SER has resulted in staff wanting to continue meeting colleagues from other areas in order to share ideas and experiences that will enhance quality assurance and learner experience.

The review team heard from staff that CDETB uses informal, small evaluations at local level and ensures that the review of quality is built into everyday practices across the organisation. The ETB has used the process of creating the SER to develop and embed a self-evaluation practice across



each area. CDET B operates on the principle of subsidiarity. This has been determined as the best way to maintain effective quality improvement, planning and decision making, keeping it at the levels which most impact the learners.

CDET B also state the following in their SER: “Equally, decision making which should occur at corporate level for consistency and oversight purposes sometimes occurs at module/course or centre level, which can have negative implications. A useful example of this, is the modifying and updating of CDET B programmes, which should occur centrally as all relevant service spheres and centres delivering the programme must be considered to ensure updates can meet the needs of the organisation as a whole and not just one class or centre” (SER, p. 70)

### **Recommendation**

- The review team recommends that the development of the new management information systems be accelerated, and the current timeline revised, and that the ETB ensure staff are trained on its effective use.

### **Programme Monitoring & Review**

CDET B were able to evidence to the review team that there was a significant level of programme monitoring and review activity in place. There are, however, challenges with the oversight of some qualifications through external regulatory bodies. The CE of CDET B is commencing work with these bodies to address some of the concerns raised by staff and learners throughout the review process.

CDET B, in conjunction with QQI, have robust criteria in place for new programmes. They have demonstrated their strong links with industry through their Employer Engagement Unit and other relationships. CDET B provide effective support to staff for the development of new programmes that meet the stringent awarding body criteria. This was highlighted in discussions with staff during the main review visit. It was also suggested by staff that this should be enhanced to ensure more staff benefit from what was seen as a very positive process. The rationale for the course/programme, the ability of the centre to deliver to the required standards and the need for the course/programme in the first instance are some of the things closely examined. During the main review visit, CDET B staff were able to evidence to the review team that a huge amount of work goes into writing and developing new programmes and ensuring a high-quality product.

CDET B highlighted that a new course cannot duplicate existing delivery especially where investment and resources are based in another centre that has a track record for excellence in delivery in the

subject. This prevents duplication of resources and oversupply. Where shared curricula are incorporated into CDET B programmes, e.g. Early Learning and Care (ELC), programme evaluation is undertaken in collaboration with the national programme board.

CDET B's programme development and modification process, which is used to develop or modify a CDET B programme, is overseen by the Programme Management Development Committee (PMDC) who then inform the FET Development Unit. A PMDC meeting convenes to discuss applications with representatives across the service. PMDC recommendations are forwarded to the Quality Assurance and Strategic Planning Council. QASPC programme modules can be shared with CDET B by another ETB where they have been developed under agreed sectoral processes and CDET B is validated under one of their programmes to deliver the module. The sharing can be subject to additional validation in the receiving ETB. A recent example of this is the Domestic Gas Safety supplemental award which was developed by Cork ETB and shared with CDET B for the purpose of an application for differential validation. The sharing of training centre programmes and associated assessment instruments occurs through common and agreed protocols to ensure a closed system is maintained. Programmes can be shared with community providers subject to agreed protocols.

Twenty-two staff from colleges of further education (CFEs), the Adult Education Service (AES), the Educational Service to Prisons (ESP), training centres (TCs) and the FET Unit have been sponsored to undertake the NFQ Level 9 Certificate in Programme Design for Validation with Maynooth University (in conjunction with FESS) since 2020. A number of those staff members have since led programme development initiatives in their centres/service areas. For example, the Level 3 Climate Justice programme, the Level 4 Social Innovation in the Community programme and the application for differential validation for the Level 6 Advanced Certificate in Early Learning and Care.

The review team established that the relationships with community providers enable transformational education to take place which supports learners in their next steps. The provision is also responsive to local demand and has an impact on life skills, for example, programmes for older learners using smart phones.

For existing courses, CDET B holds start of year and end of year staff meetings to evaluate/develop programmes and they are a valuable monitoring and review tool. Good communication with external stakeholders such as employers, ensures programmes are relevant and meet industry needs. At a local level, smaller evaluations take place which support staff to make timely modifications to courses. Assessments and feedback from learners highlight areas of success and concern. However, the review team heard from learners that there is inconsistency in the effectiveness of this process. Some learners highlighted that before exams, they were made aware that questions on papers were wrong and learners needed to take into account additional information. Learners commented that this caused them significant stress.

External Authenticator's (EA) reports are collated, reviewed and evaluated however it was unclear how actions are tracked for successful completion. The documents are also shared with the QASPC.

Results Approval Panel (RAP) meetings identify areas of success as well as those which may need immediate review. Quality Teams (QTs) identify emerging trends which are then communicated to the QASPC.

The review team heard during sessions with staff and learners that different methods of recording learner experience are in place across the organisation, including questionnaires, learner voice sessions, module feedback and one-to-one tutorial sessions, and all are increasing awareness of the value of listening to the learner voice. CDETБ is now aware of the need to communicate to management the information gathered from learners so as to inform QA procedures and policies.

Staff expressed a desire to continue to connect with other centres going forward. Sharing what they have learned from the learner voice activities and from their everyday interaction with learners will impact on quality.

## **Oversight, Monitoring & Review of Relationships with External Parties**

During the main review process, it became apparent that CDETБ has a number of relationships and connections with other organisations. The review team established, from the SER and meeting with various stakeholders, that these relationships have enabled CDETБ to reach more learners and significantly enhance the delivery of their programmes.

The review team is of the opinion that CDETБ has a good working relationship with awarding bodies. This was confirmed during meetings with representatives of awarding bodies and by employers. CDETБ staff are committed to working effectively with partners to provide a high-quality service.

CDETБ highlighted to the review team that these external relationships could be broken down into three main categories.

- Tutor hours,
- Grant-aided providers and
- Contracted training.

Each of these has a specific relationship with CDETБ and quality oversight was carried out in a variety of ways.

Through meetings with the senior leadership team and a variety of staff, CDETБ were able to evidence to the review team that their collaborative arrangements were effective in allowing CDETБ to support vulnerable learners in Dublin city. The quality assurance of the provision was proportionate and in relation to the Adult Education Service links they were exemplary. The review team was unable to identify any rationale for partnering with specific organisations that ensured they were a quality provider before the provision commenced.

During meetings with staff across CDET B it became clear however that there were no minimum quality standards that all organisations were expected to achieve. The discussions with staff highlighted that they felt that this had an impact on the quality of each learner's experience. Some staff identified a concern that although everyone strived for the highest standards this was not consistent.

### **Recommendation**

- The review team recommends that CDET B set minimum standards around quality of provision that all partnership providers must meet to enable them to continue delivery.

A woman with her hair in a bun, wearing a black t-shirt, is seated and styling a mannequin's hair. The mannequin has long, dark, wavy hair. The woman is using her hands to work on the hair. The background shows a salon environment with a mirror, a clock, and a blue circular object on the wall. The text "Section 4" is overlaid in the upper right, and "Conclusions" is overlaid at the bottom center.

Section

4

Conclusions

# Section 4: Conclusions

## 4.1 Conclusions on Arrangements for Governance & Management of Quality

### Objective 1: Governance and Management of Quality

The review team acknowledges the diverse responsibilities of CDET B in managing the largest ETB in Ireland. In addition, the review team acknowledges the diversity of economic, social, educational and cultural contexts in which the provision of learner programmes and supports is managed within the wider geographical area covered by CDET B. Covid-19 required a swift response to address these needs and proved challenging in ensuring CDET B governance structures were effective in maintaining quality assurance across all programmes and services. Despite these challenges, however, it is evident that quality assurance was ensured in many of the structures, supports and services. This was evident through the gratitude and appreciation of learners throughout the main review visit. The review team recognises the extensive work conducted by CDET B and evidenced within the SER.

The review team identified that the self-evaluation report laid out the ETB's mission in a detailed and comprehensive way. While a great effort was made to be inclusive of a diversity of stakeholder voices, the review team felt that these (the mission and strategy) were not clearly understood by all staff, learners, and other stakeholders with whom the review team met during the main review visit. As a core tenet of driving forward quality assurance and enhancement activities across many elements of the organisation, greater awareness of the strategies must be fostered among staff, learners and other stakeholders across CDET B. The use of the learner voice needs to be a key tenet, ensuring the development of quality assurance strategies. Greater use of both qualitative and quantitative data relevant to all individual services and centres could further support the strategic priorities for governance and management across CDET B sectors and services.

## 4.2 Conclusions on Arrangements for Teaching, Learning & Assessment

The quality assurance of teaching, learning and assessment in CDET B has been developed in the context of major challenges for the ETB. These include having a large diversity of learners and making a wide variety of programmes available in Dublin City. The commitment, dedication, and enthusiasm of staff in fully engaging with a diversity of programme development was strongly evidenced and is highly commended by the review team.

The challenge of delivering high-quality teaching and learning programmes, together with the development of high-quality assessments, presents an immense challenge to CDET B. However,

these challenges also present major opportunities. This is chiefly to develop models of good practice across all centres, FET colleges, the ESP and other course providers.

Frequently, CDETБ delivers apprenticeship courses, but they are not the owner of course material nor do they have ownership of the design of apprenticeship programmes at a national level. It is acknowledged that in some instances improvements need to take place in partnership with other ETBs, SOLAS (for apprenticeship programmes) and QQI. This is to remedy legacy issues pertaining to ownership of course programmes and ownership of the design and development of course materials.

The review team believe that greater use of the learner voice can assist with increasing quality assurance across programmes delivered by CDETБ. This is particularly so when the learner voice is gathered through a more centralised approach, using high-quality qualitative and quantitative data, and conducted on a yearly basis. In its current format, it is not clear if data collection is rigorous and valid. In addition, the voice of learners who have dropped out of CDETБ courses is not recorded. This is relevant information which could inform the quality assurance of courses and programmes in which these learners were engaged. Similarly, the voice of learners who have progressed after their time in CDETБ is not recorded in a way that could potentially inform branding and identity for CDETБ.

It is timely that CDETБ has an opportunity to promote high-quality apprenticeship programmes to meet market demands and, in addition, to promote pathways to higher education for learners who wish to progress there. In this respect, the diversity of programmes and courses available throughout CDETБ has the potential to be a role model of good practice for ETBs at a national level.

### **4.3 Conclusions on Arrangements for Self-evaluation, Monitoring & Review**

CDETБ has worked hard during the pandemic to compile a comprehensive SER for the Inaugural Review process. The SER is viewed as a valuable tool for identifying the positives and the areas for improvement within all areas of their service.

As areas that require change and improvement were identified, CDETБ commenced working to effect those changes. The ETБ was successful in some instances and have plans to make further changes in the future.

The review team notes some inconsistencies in practice across the organisation and while some of these may be due to legacy issues as well as custom and practice, the review team feel there is a need for urgent modifications to be made. Examples of these concerns have been provided throughout the document.

There is a need for more effective quality improvement planning at the centre of the ETB that is then implemented across all areas of operation in a consistent manner.

The review team felt that there is an opportunity for the ETB to review the services that they provide to learners across all aspects of their provision to ensure it is meeting the needs of local and regional communities. Data in relation to this was unclear and did not evidence impact.



## 4.4 Commendations

1. The review team commends CDETБ for providing a mission and strategy which addresses professional high-quality education and training services for people in Dublin City and which is relevant to the personal development of a diversity of learners at all levels within this education provision.
2. The review team commends the commitment and passion shown by the staff in their governance and quality structures to work together effectively and drive forward improvement across CDETБ.
3. The review team commends CDETБ's staff and consider them to be its greatest asset. Staff are passionate, caring and expert in their fields. Many are highly connected and respected in their sector because they are known to produce highly skilled learners for graduation and employment.
4. The review team commends CDETБ on having programmes with excellent industry partners who value CDETБ as a provider of new entrants to professions.
5. The review team commends CDETБ's management who received compliments from stakeholders for their positive and 'can do' approach when requests for new courses and new course materials and assessments are made to them. Management was noted for recognising these new programmes as having innovative potential to meet the new emerging needs of the labour market.
6. The review team commends the work of CDETБ in developing their internationalisation programme to support the movement of staff and learners to develop good practice relevant to partnerships and programmes.
7. The review team commends CDETБ on its ambition to meet the needs of learners in their locality. This is particularly praiseworthy given the large geographical reach and the socio-economic challenges across the geographic region of CDETБ.
8. The work of guidance counsellors in CDETБ is to be commended for creating awareness of the diversity of courses available to learners. The review team commends the work of staff who are directly involved in community programmes designed to support learners facing very

difficult circumstances such as drug addiction or homelessness. It was noted by the review team that despite the challenges, learners have been successful in progressing either to other courses or employment.

9. The review team commends CDETБ and acknowledges the work it is doing at present, chiefly through its career guidance services, to provide relevant information on progression to higher education and support for learners who wish to progress to higher education.
10. The review team commends CDETБ for its work-based learning programmes, which are strong and developing continually to meet employer needs.
11. The review team commends the transition from paper-based to online internal verification (IV) and external authentication (EA). The process is more efficient for all staff, especially teaching staff.
12. The review team commends the ETБ's ongoing review and analysis of how existing IT and data management systems could be improved in order to benefit learners, staff and centres. Linking management systems across centres would greatly enhance synergies and cooperation.
13. The review team commends CDETБ staff for teaching in an environment that is considered in some instances to be not suitable for learners with special needs such as wheelchair users. Learners commented frequently that their high satisfaction was attributed to staff engagement and the duty of care provided by staff at an individual level for many learners.
14. The review team commends the exceptional extra support for learners demonstrated by teaching staff, leading to high levels of satisfaction and achievement. This was triangulated across a range of meetings with learners speaking of teachers "who go over and above". In one instance, learners spoke to the review team of achieving the 'dream.'
15. The review team commends CDETБ for their collaboration with community providers and the Youthreach service which were identified as essential to facilitate learners who might not otherwise be part of any formal or informal education programmes.

16. The review team commends CDETB for engaging with the National Learning Network (NLN) in addressing the special educational needs of its learners.
17. The review team commends CDETB for developing extra-curricular activities to enhance the learner experience.
18. The review team commends the Adult Education Service (AES). Feedback during the main review visit was exceptional, confirming that learners find the AES life changing.
19. The review team commends the care and support provided by staff to assist learners with additional needs.
20. The review team commends CDETB's management, support and teaching staff for the teamwork approach they have developed to address the Covid-19 situation by offering high-quality support to all learners through a variety of technological supports.
21. The review team commends the use of MS 365 in CDETB in helping to streamline support services for staff, in particular to assist with addressing the large amount of paperwork which is perceived to be an outdated process for teaching staff.
22. The review team commends CDETB's teaching and support staff who work on dedicated programmes, for example the English for Speakers of Other Languages (ESOL). They are commended for the way in which they meet challenges and present opportunities to these learners to ensure progression to programmes with career pathways.
23. The review team commends management and staff in the training centres, FET, Youthreach, the Educational Service to Prisons and other course providers for demonstrating a high level of commitment to ensuring high-quality assurance for course assessments.
24. The review team commends staff for assisting learners who were experiencing difficulty in either acquiring work placement or who were experiencing issues during work placement.

25. The review team commends the employer engagement coordinators who work effectively across CDET B delivering key aspects of the organisation's strategy. The employer engagement coordinators are much valued by employers, staff and learners.
  
26. The review team commends CDET B staff for the extra care they take with trainee apprentices who might be at risk of dropping out of the programme if they are unable to reach the maths level required of them.

## 4.5 Recommendations

1. The review team recommends that CDETБ use key performance indicators (KPIs) to ensure that their strategic objectives are achieved, and that CDETБ review and revise these in a formalised way. CDETБ should work with its staff and stakeholders to inform and communicate its ideals and agenda in addition to circulating its mission and strategy more widely to teaching and other staff and learners. CDETБ should also consider mechanisms to include wider external expertise in strategic planning.
2. The review team recommends that CDETБ consider how to widen participation of all stakeholder representatives in the governance and quality structures of CDETБ.
3. The review team recommends that the documentation of quality assurance together with the use of the SER process conducted for this review should be used to build on, and that CDETБ should establish mechanisms to continue to bring staff together to discuss important issues pertinent to quality assurance.
4. The review team recommends that CDETБ explore their staff recruitment challenges with other ETBs and to develop a solution that could be applied nationally.
5. The review team recommends that CDETБ implement mechanisms to ensure the induction programme for new staff is consistently applied and provided to all staff in the organisation in a timely manner and that CDETБ explore mechanisms to provide time to all teaching practitioners to complete compulsory continuing professional development (CPD).
6. The review team recommends that CDETБ strengthen their 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 collaborate on a solution that can be used sector wide.
7. The review team recommends that CDETБ collaborate or liaise with SOLAS on the required updating of the national craft apprenticeship programmes owned by SOLAS.

8. The review team recommends CDETБ establish a robust governance of programmes 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.
9. The review team recommends that CDETБ explore opportunities for internationalisation via movement of staff and learners and also to develop joint programme offerings.
10. The review team recommends that CDETБ develop a system to track the learner journey while in CDETБ and afterwards and that the ETБ consider doing this in cooperation with other ETБs and other key stakeholders such as QQI and SOLAS in order to create the necessary synergy to develop a solution that can be used at more than one ETБ.
11. The review team recommends that CDETБ expand resources and the use of multi-media tools to enhance 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 HE.
12. The review team recommends that CDETБ consider developing internal and external benchmarks to further develop the work on integrity and approval of learner results. It further recommends that CDETБ provide both quantitative and qualitative data arising from learner assessment, and the learner experience of the process of integrity and approval of learner results.
13. The review team recommends that CDETБ establish further mechanisms to address the challenges outlined in the SER, in particular to ensure consistency of assessments for the same programme across centres and services to demonstrate parity of opportunity for all learners in all centres and services in CDETБ.
14. The review team recommends that CDETБ update the information and data management system and consider doing this in cooperation with other ETБs and key stakeholders such as QQI and SOLAS in order to create the necessary synergy to develop a solution that can be used at more than one ETБ.

15. The review team recommends that CDET B, while accepting that paper forms are suitable for certain levels of learners, extends the use of digital evaluations so that results are directly accessible and immediate.
16. The review team recommends that CDET B develop a communication, marketing and branding strategy and promotional material reflecting the diversity of CDET B learners:
  - a. to ensure current and prospective learners are made aware of programmes
  - b. to strengthen the identity of CDET B in terms of visibility to a wider public
  - c. to identify and promote examples of good practice in all its FET sectors
  - d. to promote wider awareness of its quality assurance process relevant to a variety of learners, industry and the wider community in Dublin and nationally.
17. The review team recommends that CDET B develop processes in all centres and services to standardise programme descriptors ensuring consistent information for learners.
18. The review team recommends that CDET B ensure that the physical learning environment continues to be a priority for CDET B strategy, in particular related to wheelchair users and other learners with special needs, and that the ETB conduct a survey of all its buildings and centres to assess disability access and where possible apply to funding bodies for resources to make improvements.
19. The review team recommends that CDET B build on cross-centre communities of practice (CoPs) and learn from those which exist and are functioning well. The ETB is encouraged to formalise these overtly with a focus on gaps in professional learning.
20. The review team recommends that CDET B fully assess and address the learning needs of all learners in a comprehensive way across CDET B and develop a visible and easily accessible policy to support equality, inclusion and diversity, and to make it available to the staff and learners in all centres.

21. The review team recommends that the Disability Support Services be made available and integrated into all of CDETB's colleges and centres, to ensure parity of inclusion for all learners with special needs, and that all buildings be quality assured so that they reach the highest standards to ensure ease of access for learners with particular needs.
  
22. The review recommends that CDETB consider implementing 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, and that further funding opportunities be explored to enable the ETB to make additional computers or other hardware technology available to learners, either in-house or for their personal use during the academic year.
  
23. The review team recommends that the current infrastructure to support learners through ESOL be strengthened and developed to allow for a wider influx of learners. It further recommends an increased teaching staff with the relevant skills to supply the language support needs of learners whose first language is not English.
  
24. The review team recommends that legacy assessments across CDETB be evaluated to ensure that they meet current quality assurance standards, are comprehensively resourced and address the needs of current programmes provided to learners and that CDETB develop a policy whereby sample assessments are made available to all learners in all centres in a timely manner.
  
25. The review team recommends that CDETB work with SOLAS and the ETB sector to ensure that the highest quality assurance and, safety and risk management standards are maintained, and to ensure that programme materials and assessments, including for apprenticeship programmes, are up to date and meet the highest health and safety standards for CDETB learners. Risk management and health and safety standards should be addressed as a priority, in particular on the craft apprenticeship courses available through CDETB.



26. The review team recommends that CDET B 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. CDET B should also explore ways to provide teachers who teach on work placement modules with greater opportunities to develop communities of practice (CoP) either online or at regular face-to-face meetings to share models of good practice related to work placement.
  
27. The review team recommends that processes are implemented to assess apprentices prior to starting the taught part of their apprenticeship programme and, where necessary, supplementary classes in maths be made available to ensure that apprentices can follow the curriculum as they progress through the apprenticeship phases.
  
28. The review team recommends that the development of the new management information systems be accelerated, and the current timeline revised, and that the ETB ensure staff are trained on its effective use.
  
29. The review team recommends that CDET B set minimum standards around quality of provision that all partnership providers must meet to enable them to continue delivery.

## 4.6 Statements on Quality Assurance

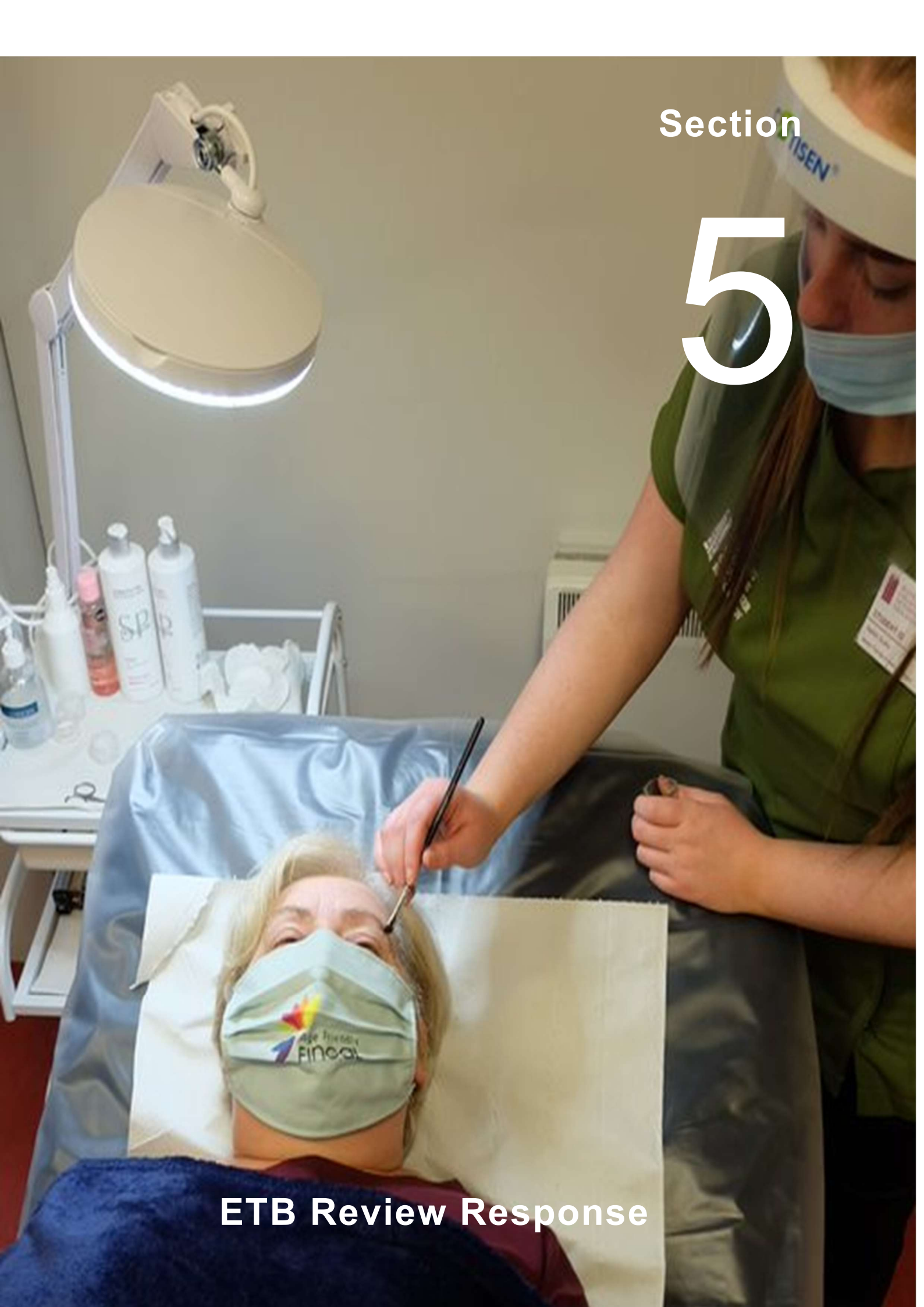
The review team considers CDETB's quality assurance procedures in its current format to be effective across many of its policies and structures. However, the team also notes change is required to ensure high-quality assurance in all policies, structures and programmes for the future. This is, in particular, in creating greater awareness of its mission and strategy amongst staff and learners. This will contribute to a culture of quality assurance and add value to what is already being achieved in individual centres, services and programmes. The team recognises the success which has been achieved with the SER. This is a first step approach to gathering more evidenced- based data of both qualitative information and quantitative data relevant to its overall quality assurance of systems pertaining to course programmes and learners within CDETB.

The review team confirms that the policies, processes and procedures used by CDETB are in line with QQI's Quality Assurance Guidelines and policies including QQI's Policy Restatement and Criteria for Access, Transfer and Progression. The review team commend CDETB for the establishment and continuity of a working group to evaluate quality assurance across their programmes and structures. This promotes quality assurance related to learner progression through access, transfer and pathways to higher education and employment. The team also recommends a greater diversity of staff and learner voice in policies and structures to promote quality assurance across all systems and structures within CDETB.

The review team notes that CDETB has discussed its current and future plans a serious commitment to promote quality assurance across all its structures and systems. This is evidenced in areas of responsibility for working groups (e.g., access, transfer and progression). Overall, the review team acknowledge that CDETB has demonstrated a serious and consistent commitment to upholding quality assurance standards where they are deemed to be of high quality in their current format. Where they have been deemed to be in need of urgent improvement, CDETB has indicated that this will take place in an efficient and timely manner. CDETB is to be commended for the work which it has begun. The review team is confident that CDETB will continue to ensure quality assurance across all their policies, systems, structures and programmes into the future.

Section

5



ETB Review Response

## Section 5: ETB Review Response

City of Dublin Education and Training Board welcomes our QQI Inaugural Review Report. The process of engaging in a scheme wide self-evaluation and the subsequent engagement with the independent review panel has been an extremely positive one for City of Dublin ETB. These processes facilitated an organisation-wide reflection on the significant developments, achievements, and successes of both learners and staff over the last number of years. Areas for improvement have been highlighted and a road map of actions is becoming clear to us. CDETb has never been so well informed about our services which makes this process invaluable to us.

We would like to acknowledge the professional and constructive approach of the review panel in all of their engagements with City of Dublin ETB learners, staff and stakeholders across the week and thank them for their externality and holistic view of Further Education and Training. It is of particular significance to City of Dublin ETB that the review team commends the *commitment and passion shown by staff in working together effectively to drive forward improvement across the scheme*, and for their recognition that many of City of Dublin ETB staff are *passionate, caring and expert in their fields, highly connect in their industry and highly revered because they are known to educate highly skilled students for graduation and employment*. We are also pleased to see the recognition of the *exceptional extra support for learners demonstrated by teaching staff, leading to high levels of satisfaction and achievement*.

We are pleased to note that many of the commendations given by the panel related to the dedication, professionalism and commitment of City of Dublin ETB staff across the scheme in supporting the achievement of our mission. In addition to the recognition of staff across the scheme we welcome the panel's commendations on City of Dublin ETB's

- programmes with excellent industry partners who value CDETb as a provider of new entrants into the profession
- ongoing review and analysis of how existing IT and data management systems could be improved in order to benefit learners, staff and centres
- ambition to meet the needs of learners in the city. Particularly given the geographical expanse and the socio-economic challenge across the geographical area
- transition from paper-based to online Internal Verification (IV) and External Authentication (EA)

City of Dublin ETB equally welcomes the recommendations included in the report. We appreciate the review team saw evidence of CDETB's response to the challenges and opportunities identified in the self-evaluation in advance of the review week and the new measures already introduced to address these issues. We look forward to further engaging with QQI to agree our continuing improvement process. CDETB will work with our stakeholders in developing the structures and systems to facilitate some of these recommendations.

City of Dublin ETB would like to thank the review team for its professional and constructive engagement with all stakeholders throughout the week. The commendations and recommendations named in the report will provide a platform for future development and progression in the CDETB. We would like to thank all City of Dublin ETB staff, learners and external stakeholders for their unwavering commitment to the process, ensuring its effectiveness and enormous value to the organisation. Finally we wish to thank Blake Hodkinson, Louise Fitzpatrick and the members of CDETB's FET team, the Ninjas of Quality Assurance, who skilfully guided CDETB through this process.

**Dr. Christy Duffy**  
Chief Executive

**Blake Hodkinson**  
Director of Operations  
& Quality (FET)

**John Moriarty**  
Director of Transformation  
& Knowledge (FET)

# Appendix A: Review Terms of Reference

## Terms of Reference for the Inaugural Review of Quality Assurance in Education & Training Boards

### 1. Background and Context for the Review

1.1.1 QQI established Core Statutory Quality Assurance Guidelines for all providers in April 2016, and Sector Specific Quality Assurance Guidelines for Education and Training Boards (ETBs) in May 2017<sup>3</sup>. These guidelines collectively address the quality assurance responsibilities of ETBs as significant public providers of further education and training. The scope of the guidelines incorporates all education, training and related services of an ETB, leading to QQI awards, other awards recognised in the National Framework of Qualifications (NFQ), or awards of other awarding, regulatory or statutory bodies.

1.1.2 The Education and Training Boards (ETBs) were established under the Education and Training Boards Act (2013). They are statutory providers with responsibility for education and training, youth work and other statutory functions, and operate and manage a range of centres administering and providing adult and further education and training (FET). ETBs also administer secondary and primary education through schools and engage in a range of non-accredited provision. These areas are not subject to quality assurance regulation by QQI.

1.1.3 In 2018, all sixteen ETBs completed re-engagement with QQI. Following this process each ETB established its quality assurance (QA) policy and procedures in accordance with section 30 of the Quality and Qualifications (Education and Training) Act 2012. QQI recognises that those policies and procedures are reflective of the evolving and developmental nature of quality assurance within the ETB sector as it continues to integrate the legacy body processes.

1.1.4 As outlined in QQI's Core QA Guidelines, quality and its assurance are the responsibility of the provider, i.e., an ETB, and review and self-evaluation of quality is a fundamental element of an ETB's quality assurance system. A provider's external quality assurance obligations include a statutory review of quality assurance by QQI. QQI review functions are set out in various sections of

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<sup>3</sup> Policy for the Inaugural Review of Quality Assurance in Education and Training Boards (QQI, 2019)

the Qualifications and Quality Assurance (Education and Training) Act (2012) as amended (henceforth 'the 2012 Act'). The reviews relate to QQI's obligation under Section 27(b) of the 2012 Act (to establish procedures for the review by QQI of the effectiveness and implementation of a provider's quality assurance procedures) and to section 34 of the 2012 Act (the external review by QQI of a provider's quality assurance procedures).

1.1.5 An external review of quality assurance has not been previously undertaken for the ETBs, neither through QQI nor former legacy awarding body processes. QQI is cognisant of the ETBs' current organisational context in which the establishment of comprehensive and integrated quality assurance systems is an ongoing process. A primary function of the reviews will thus be to inform the future development of quality assurance and enhancement activities within the organisations. Following the completion of the sixteen review reports, a sectoral report will also be produced identifying systemic observations and findings.

1.1.6 The 2012 Act states that QQI shall consult with SOLAS (the state organisation responsible for funding, co-ordinating and monitoring further education and training in Ireland) in carrying out a review of education and training boards. This will take the form of consultation with SOLAS on the Terms of Reference for the review and the provision of contextual briefing by SOLAS to review teams.

## 2. Purposes

2.1 QQI has specific multi-dimensional purposes for its quality assurance reviews. The Policy for the Inaugural Review of Quality Assurance in Education and Training Boards outlines six purposes for this review process. Those purposes, and the ways in which they will be achieved and measured, are as follows:

Purpose	Achieved and Measured Through
<b>1. To encourage a quality culture and the enhancement of the learning environment and experience within ETBs</b>	<ul style="list-style-type: none"> <li>• Emphasising the learner and the learning experience in reviews.</li> <li>• Constructively and meaningfully involving staff at all levels of the organisation in the self-evaluation and external evaluation phases of the review.</li> <li>• Providing a source of evidence of areas for improvement and areas for revision of policy and change and basing follow-up upon them.</li> <li>• Exploring innovative and effective practices and procedures.</li> <li>• Providing evidence of quality assurance and quality enhancement within the ETB.</li> </ul>
<b>2. To provide feedback to ETBs about organisation-wide quality and the impact of mission, strategy, governance and management on quality</b>	<ul style="list-style-type: none"> <li>• Emphasising the ownership, governance and management of quality assurance at the corporate ETB-level, i.e., how the ETB exercises oversight of quality assurance.</li> <li>• Pitching the review at a comprehensive ETB-wide level.</li> <li>• Evaluating compliance with legislation, policy and standards.</li> <li>• Evaluating the impact and effectiveness of quality assurance</li> </ul>



<p><b>and the overall effectiveness of their quality assurance.</b></p>	<p>procedures.</p>
<p><b>3. To improve public confidence in the quality of ETB provision by promoting transparency and public awareness.</b></p>	<ul style="list-style-type: none"> <li>• Adhering to purposes, criteria and outcomes that are clear and transparent.</li> <li>• Publication of clear timescales and terms of reference for review.</li> <li>• Evaluating, as part of the review, ETB reporting on quality assurance, to ensure that it is transparent and accessible.</li> <li>• Publication of the individual ETB reports and outcomes of reviews in accessible locations and formats for different audiences.</li> <li>• Publication of sectoral findings and observations.</li> </ul>
<p><b>4. To support system-level improvement of the quality of further education and training in the ETBs.</b></p>	<ul style="list-style-type: none"> <li>• Publishing a sectoral report, with system-level observations and findings.</li> <li>• The identification and dissemination of effective practice to facilitate shared learning.</li> </ul>
<p><b>5. To encourage quality by using evidence-based, objective methods and advice.</b></p>	<ul style="list-style-type: none"> <li>• Using the expertise of international, national, learner, industry and other stakeholder peer reviewers who are independent of the ETB.</li> <li>• Ensuring that findings are based on stated evidence.</li> <li>• Facilitating ETBs to identify measures for quality relevant to their own mission and context.</li> <li>• Promoting the identification and dissemination of examples of good practice and innovation</li> </ul>
<p><b>6. To provide an opportunity for ETBs to articulate their stage of development, mission and objectives and demonstrate the quality assurance of their provision, both individually and as a sector.</b></p>	<ul style="list-style-type: none"> <li>• Publication of self-evaluation reports, conducted with input from ETB learners and wider stakeholder groups.</li> <li>• Publication of the reports and outcomes of reviews in accessible locations and formats for different audiences.</li> </ul>



### 3. Objectives and Criteria for Review

3.1 The core objective of the external review is **to evaluate the implementation and effectiveness of an ETB's quality assurance procedures**. As this is the inaugural review, it will have a particular emphasis on the arrangements established to date to support the operation of the quality assurance system. Recognising that the development and implementation of an ETB-wide quality assurance system and procedural framework is an ongoing process, the review will also have a forward-looking dimension and will explore the ETB's plans and infrastructure to support the ongoing development of these systems. The review will thus examine the following:

#### **Objective 1: Governance and Management of Quality:**

Evaluate the comprehensive oversight arrangements and transparent decision-making structures for the ETB's education and training and related activities within and across all service provision (for example FE colleges, training centres, community-based education services, contracted providers, collaborative partnerships/arrangements).

The governance and quality management systems would be expected to address:

#### **Indicative Matters to be Explored**

##### **a) The ETB's mission and strategy**

- How/do the ETB's quality assurance arrangements contribute to the fulfilment of these?
- Is the learner experience consistent with this mission?

##### **b) Structures and terms of reference for the governance and management of quality assurance**

- Are the arrangements sufficiently comprehensive and robust to ensure strong governance and management of operations (e.g., separation of responsibilities, externality, stakeholder input)?
- Is governance visible and transparent?
- Where multi-level arrangements exist (i.e., where responsibilities are invested in centre managers), is there sufficient clarity, co-ordination, corporate oversight of, and accountability for, these arrangements?

##### **c) The documentation of quality assurance policy and procedures**

- How effective are the arrangements for the development and approval of policies and procedures?
- Are policies and procedures coherent and comprehensive (do they incorporate all service types and awarding bodies?), robust and fit for purpose?

- Are policies and procedures systematically evaluated?

**d) Staff recruitment, management and development**

- How does the ETB assure itself as to the competence of its staff?
- How are professional standards maintained and enhanced?
- How are staff informed of developments impacting the organisation and how can they input to decision-making?

**e) Programme development, approval and submission for validation**

- What arrangements are in place to ensure alignment of programme development activity with strategic goals and regional needs?
- Are the arrangements for the approval and management of programme development robust, objective and transparent?
- What arrangements are in place to facilitate and oversee a comprehensive programme development process in advance of submission for validation (e.g., the conduct of research, inclusion of external expertise, writing learning outcomes, curricula etc.)?
- Are there structures in place to support collaborative programme development with other ETBs/providers?

**f) Access, transfer and progression**

- How does the ETB quality assure access, transfer and progression systematically across all programmes and services?
- Are there flexible learning pathways, respecting and attending to the diversity of learners?
- Are admissions, progression and recognition policies and processes clear and transparent for learners and implemented on a consistent basis?

**g) Integrity and approval of learner results, including the operation and outcome of internal verification and external authentication processes**

- What governance and oversight processes are in place to ensure the integrity of learner assessment and results?
- How does the ETB ensure that these arrangements provide for consistent decision-making and standards across services and centres?

**h) Information and data management:**

- What arrangements are in place to ensure that data are reliable and secure?
- How are data utilised as part of the quality assurance system?

- What arrangements are in place to ensure the integrity of learner records (including, where relevant, the sharing of learner data with other providers on national apprenticeships)?
- How is compliance with data legislation ensured?

**i) Public information and communications:**

- Is information on the quality assurance system, procedures and activities publicly available and regularly updated?

**Indicative Matters to be Explored**

- What arrangements are in place to ensure that published information in relation to all provision (including by centres) is clear, accurate, up to date and easily accessible?

**Objective 2: Teaching, Learning and Assessment**

Evaluate the arrangements to ensure the quality of teaching, learning and assessment within the ETB and a high-quality learning experience for all learners. These will include:

**Indicative Matters to be Explored**

**a) The learning environment**

- How/is the quality of the learning experience monitored?
- How/are modes of delivery and pedagogical methods evaluated to ensure that they meet the needs of learners?
- How is the quality of the learning experience of learners on work placements ensured?
- Is there evidence of enhancement in teaching and learning?

**b) Assessment of learners**

- How is the integrity, consistency and security of assessment instruments, methodologies, procedures and records ensured – including in respect of recognition of prior learning?
- How is the standard of assessment of learners on work placements ensured – particularly where these are undertaken by non-ETB staff?
- Do learners in all settings have a clear understanding of how and why they are assessed and are they given feedback on assessment?

**c) Supports for learners**

- How are support services planned and monitored to ensure that they meet the needs of learners?

- How does the ETB ensure consistency in the availability of appropriate supports to learners across different settings/regions?
- Are learners aware of the existence of supports?

### **Objective 3: Self-Evaluation, Monitoring & Review**

Evaluate the arrangements for the monitoring, review and evaluation of, and reporting on, the ETB's education, training and related services (including through third-party arrangements) and the quality assurance system and procedures underpinning them. It will also reflect on how these processes are utilised to complete the quality cycle through the identification and promotion of effective practice and by addressing areas for improvement. This will include:

#### **Indicative Matters to be Explored**

##### **a) Self-evaluation, monitoring and review (including programme and quality review)**

- What are the processes for quality assurance planning, monitoring and reporting?
- Are the processes for self-evaluation, monitoring and review (including the self-evaluation report undertaken for the inaugural review) comprehensive, inclusive and evidence-based?
- Is there evidence of strategic analysis and follow-up of the outcome of internal quality assurance reviews and monitoring (e.g., review reports, external authenticator reports, learner feedback reports etc.)?
- How is quality promoted and enhanced?

##### **b) Programme monitoring and review**

- How are programme delivery and outcomes monitored across multiple centres (including collection of feedback from learners/stakeholders)?
- Are mechanisms for periodic review of programmes comprehensive, inclusive and robust?
- Is there evidence that the outcome of programme monitoring, and review informs programme modification and enhancement?
- Are the outputs of programme monitoring and review considered on a strategic basis by the ETB's governance bodies to inform decision-making?

##### **c) Oversight, monitoring and review of relationships with external/third parties (in particular, with contracted training providers, community training providers, and other collaborative provision).**

- How does the ETB ensure the suitability of the external parties with which it engages?
- Is the nature of the arrangements with each external party published?

- Is the effectiveness of these arrangements monitored and reviewed through ETB governance?
- Does the ETB assess its impact within the region and local communities?

3.2 In respect of each dimension, the review will:

- evaluate the effectiveness of ETB's quality assurance procedures for the purposes of establishing, ascertaining, maintaining and improving the quality of further education, training, and related services; and
- identify perceived gaps in the internal quality assurance mechanisms and the appropriateness, sufficiency, prioritisation and timeliness of planned measures to address them in the context of the ETB's current stage of development; and
- explore achievements and innovations in quality assurance and in the enhancement of teaching and learning.

3.3 Following consideration of the matters above, the review will:

- Provide a qualitative statement about the effectiveness of the quality assurance procedures of the ETB and the extent of their implementation;
- Provide a statement about the extent to which existing quality assurance procedures adhere to QQI's Quality Assurance Guidelines and policies (as listed at 3.4), to include an explicit qualitative statement on the extent to which the procedures are in keeping with QQI's Policy Restatement and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training;<sup>4</sup>
- Provide a qualitative statement on the enhancement of quality and
- Identify effective practice and recommendations for further improvement.

3.4 The implementation and effectiveness of QQI's Core Quality Assurance Guidelines will be considered in the context of the following criteria:

- The ETB's mission and objectives for quality assurance
- QQI's Sector-Specific Quality Assurance Guidelines for Education and Training Boards
- QQI's Topic-Specific Quality Assurance Guidelines for Providers of Statutory Apprenticeship Programmes;
- QQI's Topic-Specific Quality Assurance Guidelines for Blended Learning;

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<sup>4</sup> <https://www.qqi.ie/Downloads/ATP%20Policy%20Restatement%20FINAL%202018.pdf>

- QQI's Policy Restatement and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training;
- QQI's Policies and Criteria for the Validation of Programmes of Education and Training and
- Relevant European guidelines and practice on quality and quality assurance

## 4. The Review Team

4.1 QQI will appoint a review team to conduct the review. Review teams are composed of peer reviewers who are learners; leaders and staff from comparable providers; and external representatives including employer and civic representatives. The size of the team will depend on the size and complexity of the ETB but in general will comprise five or six persons. A reviewer may participate in more than one ETB review.

4.2 QQI will identify an appropriate team of reviewers for each review who are independent of the ETB with the appropriate skills and experience required to perform their tasks. This will include experts with knowledge and experience of further education and training, quality assurance, teaching and learning, and external review. It will include international representatives and QQI will seek to ensure diversity within the team. The ETB will have an opportunity to comment on the proposed composition of their review team to ensure there are no conflicts of interest. The roles and responsibilities of the review team members are as follows<sup>5</sup>:

### Chairperson

4.3. The chairperson is a full member of the team. Their role is to provide tactical leadership and to ensure that the work of the team is conducted in a professional, impartial and fair manner, and in compliance with the Terms of Reference. The chairperson's functions include:

- Leading the conduct of the review and ensuring that proceedings remain focused.
- Coordinating the work of reviewers.
- Fostering open and respectful exchanges of opinion and ensuring that the views of all participants are valued and considered.
- Facilitating the emergence of evidence-based team decisions (ideally based on consensus).
- Contributing to, and overseeing the production of, the review report within the timeline agreed with QQI, approving amendments or convening additional meetings if required.

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<sup>5</sup> Further detail on the conduct of reviewers is outlined in QQI's Code of Conduct for Reviewers and Evaluators.

### **Co-ordinating Reviewer**

4.4 The co-ordinating reviewer is a full member of the team. Their role is to capture the team's deliberations and decisions during the proceedings and ensure that they are expressed clearly and accurately in the team report. It is vital that the co-ordinating reviewer ensures that sufficient evidence is provided in the report to support the team's recommendations. The role of the co-ordinating reviewer includes:

- Acting as the liaison between the review team and QQI; and, during the main review visit, between the review team and the ETB review co-ordinator.
- Maintaining records of discussions during the planning and main review visits.
- Co-ordinating the drafting of the review report in consultation with the team members and under the direction of the chairperson within the timeline agreed with QQI.

### **All Review Team Members**

4.5 The role of all review team members includes:

- Preparing for the review by reading and critically evaluating all written material;
- Investigating and testing claims made in the self-evaluation report and other ETB documents during the main review visit by speaking to a range of staff, learners and stakeholders.
- Contributing to the production of the review report, ensuring that their particular perspective and voice (i.e., learner, industry, stakeholder, international etc.) forms an integral part of the review.
- Following the individual ETB reviews, providing observations to inform the development of the sectoral report.

## **5. The Review Process and Timeline**

5.1 The key steps in the review process with indicative timelines are outlined below. Specific dates for each ETB review will be outlined by QQI in accordance with the published review schedule.

## Appendix B: Main Review Visit Schedule

Date: 23/05/22

Time (GMT)	Group	Participants	Roles	Purpose
09.00-09.30	ETB Review Coordinator(s)/Director of FET	Louise Fitzpatrick, Blake Hodkinson & John Moriarty	CDU Manager/ QA Co-ordinator & FET Directors	Meeting with ETB Review Coordinator
10.00-10.15	1a. ETB Chief Executive	Dr Christy Duffy	CE	Discussion of mission, strategic plan, roles and responsibilities for quality assurance and enhancement
10.15-11.00	1b. ETB Chief Executive & SMT	Blake Hodkinson	Director of Quality and Operations (FET)	
		John Moriarty	Director of Transformation and Knowledge (FET)	
		Councillor Keith Connelly	Chairperson of the CDET B Board	
		Aideen O'Riordan	Director of OSD (Finance)	
		Mark McDonald	Director of Schools	
		Kay Culinan	Director of OSD	
11.30 - 11.45	Review Team Break			
11.45-12.30	2. Parallel sessions with learners			Discussion of learner experience



<b>Parallel session 1 (Unaccredited and L 1-3 learners + Youthreach)</b>	Haroldas (Harry) Smalis	Crumlin AES	
	Andrew Holmes	North Inner City AES	
	Bridget Bligh	Literacy student, AES	
	Leigha Lovett -Franc Ford	Candle Trust	
	Katie Sweeney	Youthreach Ballymun	
	Orawan Keelan	ESOL learner, Adult Education	
	Joe Carolan	Plunket college learner (St. Michaels House)	
<b>Parallel session 2 (L5-6 learners)</b>	Orla Geoghegan	QQI Level 5 cert in Art Portfolio and Preparations, has secured a place in NCAD	
	Ethan Taylor	Learner, Inchicore College of Further Education (student rep on the wellbeing working group and former Youthreach learner)	
	Alexandra Lazu	Level 5 English Language and Business, Whitehall College	
	Luke McCormack	Media course - Ballyfermot CFE	
	Albert Allaraj	Level 5 and Level 6 Business, Rathmines College	
	Daniela Groza	Level 6 learner - Financial and Legal Services/Whitehall	
	Seamus Keatley	Pearse College of Further Education	
	Roberta Isufaj	Level 5, Criminology & Social Studies course, Ballsbridge College	
	Anita Gallagher	Pathways learner	
Joe Carolan	Plunket college learner (St. Michaels House)		

		Simona Martinkute	ESOL learner, Plunket College's Level 5 (full-time) ESOL, Business and IT course	
		Brian Kinsella	NLN learner, QQI Level 4 Horticulture course	
		Colm Sheridan	NLN learner, QQI Level 5 Computer Maintenance	
		Mohammad Islam	ESOL learner, Plunket College's Level 5 (full-time) ESOL, Business and IT course	
12.30-12.45	Review Team Break			
12.45-1.30pm	<b>Parallel session 4 (Apprentices &amp; other WB learners)</b>	Darren Kelly	Apprenticeship	
		Sean Flanagan	TC trainee	
		Arthur Gunning	Skills to advance (Institute of leadership and management)	
		Joannes Bucia	Trainee (Dental Nursing)	
		Hannah Egar	Apprentice (Auctioneering and Property services)	
	<b>Parallel session 5 (Past Graduates in HE or employment)</b>	Fodhla Corrigan	Former - Youthreach, currently Crumlin college	
		Eoin Brugha	Former learner with Finglas training centre, Revit Technician Traineeship course, now working as Project Coordinator with BAM	
		Teresa O'Brien	Former learner - now employed by Ballyfermot training centre	
		Leona Lamb	Former learner - Pearse College, CFE (University Access at QQI Level 5)	

		Fiona Stapleton	Former student in Whitehall College - 2010/11 in Childcare	
		Sajad Bakhshi	Graduate of Trinity Access Programme who progressed to Trinity College, former Liberties College	
1.30pm-2.30pm	Review Team Lunch			
3-3.45pm	<b>3. Learner representatives</b>	Carly Williams	inaugural review steering committee	Discussion of mechanisms for learner voice
		Katie Sweeney	Youthreach Ballymun, on Student Council	
		Jasmine Harte	CDCFE - past student QADG	
		Vanessa Da Silva	Past student, QADG	
		Eimhin DePiorrai	Student council rep, Inchicore CFE	
		Agnes Fearon / Patricia O'Brien	AES	
3.45-4.00pm	Review Team Break			
4-4.45pm	<b>4. Parallel sessions with external stakeholders</b>			

Date: 24/05/22

Time (GMT)	Group	Participants	Roles	Purpose
09.00-09.30	ETB Review Coordinator	Louise Fitzpatrick, Blake Hodkinson & John Moriarty	CDU Manager/ QA Co-ordinator & FET Directors	Meeting with ETB Review Coordinator
10-10.45	<b>5. Second Providers (e.g. Representatives of Training Contractors, LTIs, CTCs)</b>	Jonathan Hussey	CTC	Discussion of arrangements for quality assurance and enhancement of education and training delivered by second providers
		Michael Byrne	Tolka Valley CTC	
		Laura Peirce	INTO - LTI	
		John Purcell	National Learning Network - STP	
		Dee Kernan	Darndale Discovery CTC	
		Jackie Kearns	Kylemore Community Training Centre (CTC)	
		Martina Galvin	Candle -Justice Project Workshops	
11.15-11.30	Review Team Break			
11.30-12.15	<b>6. Employer and regional skills bodies representatives</b>	Natasha Kinsella	Regional Skills Co-ordinator for Dublin covering all HE and ETBs in the Dublin Region	Discussion of the engagement of employers and regional skills bodies in strategic planning of programme delivery and quality assurance and enhancement activities
		Susan Gorman	Dublin Aerospace	
		Simon Brook	Senior Executive Officer - Dublin City Council	
		Oliver Sullivan	Client Services Manager, Failte Ireland	
		Rosemary Gibney	Learning & Development Partner, An Post	
		Dave Burke	Managing Director of Piranha Bar - Animation studio	
12.30-1.15	<b>7. ETB Employer</b>	Margaret Corbett	Employer engagement	Discussion of the ETB's approach to,

	<b>Engagement Function</b>	Louise Doyle	Dental nursing - Marino College	and experience of, employer engagement in responding to local skills needs and quality assuring provision
		Audrey Manning	Workplace co-ordinator CDCFE	
		Joan Devlin	Skills for work	
		Elaine Given	Rathmines College of Further Education	
		Bryan Mullen	Solas Authorised Officer / Training Advisor	
		Teresa Cheevers/Mark Shaw	Assistant manager - Finglas training centre	
1.15-2.15	Review Team Lunch			
2.45-3.30	<b>8. Strategic Regional Planning Sub-group - Mapping and Strategic FET provision Planning &amp; Branding / marketing / recruitment and applications strategic planning group</b>	Gwen Redmond	AEO for area 4/centre 84, lead on the safe guarding working group and member of inaugural review steering committee	Discussion of the engagement of employers and regional skills bodies in strategic planning of programme delivery and quality assurance and enhancement activities
		Cecilia Munro	Ballyfermot College of Further Education	
		Elaine O'Reilly	Deputy Principal Liberties College	
		Aine Daly	Deputy Principal Colaiste Dhulaigh	
		John Moriarty	Director of Transformation and Knowledge	
		Ruth O'Doherty	Principal Ballsbridge College of Further Education	
4.00-4.45	<b>9. Learning Practitioners (cross-section of services and programmes) involved in programme</b>	Laura Tracy	Teacher in Ballsbridge Auctioneering Apprenticeship	Discussion of staff involvement in <b>programme development &amp; review</b>
		Martina Stewart	Instructor (Digital Media) Finglas Training Centre	

development and review	Patrick O'Sullivan	Ballyfermot Training Centre - instructor
	Eoin Flood	Teacher in ESP
	Ann Walsh	Killester College
	Louise Behan	Teacher Level 6 Dance, Inchicore College

Date: 25/05/22

Time (GMT)	Group	Participants	Roles	Purpose
09.00-09.30	ETB Review Coordinator	Louise Fitzpatrick, Blake Hodgkinson & John Moriarty	CDU Manager/ QA Co-ordinator & FET Directors	Meeting with ETB Review Coordinator
10-10.45	10. Parallel sessions with LEARNING PRACTITIONERS			Discussion of staff involvement in quality assurance and enhancement
		Niall Walsh	Prison Ed/ Pathways	
		Ursula Brennan-Richardson	AES	
		Maria Dixon	Plunket college of Further education	
		Jennifer Stuart	AES Tutor – Crumlin	
		Anne O'Dwyer	AES	
	Parallel session 2 (L4- 5-6 Learning	Dave Mulvanney	Acting Co-ordinator Cumlin Youthreach -Tel Mentor	

	<b>Practitioners)</b>	Thomas Cahill	BTEI Tutor - Colaiste Dhulaigh and COP faciliator	
		Martina Galvin	Candle Community Trust - Justice workshop	
		Kathy Kennedy	Crumlin College of Further Education	
		Justyne Moran	Pearse College of Further Education	
		Ger Whelan	Killester Marino College of Further Education	
	<b>Parallel session 3 (Apprenticeship &amp; other WBL instructors)</b>	Leanne Clerkin	Dental (Marino CFE)	
		Caroline McKenna-Cooper	Ballyfermot College of Further Education	
		Kevin O'Toole	Comi-chef (Crumlin)	
		Denise Ward	Skills to Advance (Colaiste Ide)	
		Gary Cullen	Finglas TC	
		Mark Gavin – Apprenticeship	Ballyfermot TC	
		Graham Hannigan – Traineeship	Ballyfermot TC	
11.15-11.30	Review Team Break			
11.30-12.15	<b>11. Parallel sessions with FET Coordinators</b>			Discussion of QA arrangements, responsibilities and implementation
	<b>Parallel Session 1: Heads of Centre/FET Coordinators - Unaccredited/level 1-3 provision</b>	Michael Rohan	Asst Manager	
		Máirín Kenny	AEO - NIC Adult Education Services	
		Liz McHugh	ALO - Adult Education Services	
		Kathryn Cleary	CEF	
		Maria Ward	Head teacher, progression unit, Education service to prisons	
		Stephen O'Conner	Prison Education	

	<b>Parallel Session 2: Heads of centre level 4 - 6 provision</b>	Angelique Kelly	Regional co-ordinator Youthreach	
		Maria Ward	Head teacher, progression unit, Education service to prisons	
		Niamh Ward	Principal Crumlin College FE and QASPC member	
		Adrian Delaney	Principal of Plunket CFE	
		Rory O'Sullivan	Principal of Killester and Marino CFE (member of QASPC, Research methodology and ethics advisory group for the inaugural review)	
		Siobhan O'Carroll	Principal, Liberties College	
	<b>Parallel session 3: managers of specialist provision</b>	Clare Schofield	Foundations Project Manager	
		Jessica Farnan	YES project	
		Niall Walsh	Pathways Project (post release centre for ESP)	
		Stephen O'Neill	Chief Psychologist Winstead (Psychological services)	
		Lionel Duffy	Ballymun Youthreach Coordinator and member of the inaugural review steering committee	
12.45-1.45	Review Team Lunch			
1.45-2.30pm	<b>12. Quality Assurance Support from across the scheme</b>	Louise Fitzpatrick	CDU and QA Manager	Discussion of the operation of the ETB's quality system, including arrangements for monitoring and review of quality
		Barbara Galvin	FET Development officer/ QA	
		Joe O'Toole	TSO Ballyfermot Training Centre	
		John Fagan	Quality Teams, Liberties college	
		Marie Reilly	Quality Teams, AES	
		Damian Delaney	Youthreach Coordinator	
3.00-3.45	<b>13. Heads of FET Support Services</b>	Louise Fitzpatrick	CDU and QA Manager	Discussion of QA arrangements,
		Lorraine Downey	ESOL	



		Eva Hornung	FET Librarian and administrator of CDU moodle site for PLD and Programme Management	responsibilities and implementation
		Stephen Gallagher	TEL co-ordinator	
		Margaret Corbett	Employer engagement	
		Carrie Archer	PLD co-ordinator	
		Mary Hickie	International desk	
4.00-4.15	Review Team Break			
4.15-5.00	<b>14. Professional and Administration Services (finance, HR and Facilities/IT)</b>	Gillian Flynn	Finance	Discussion of the relationship between the ETB's quality assurance system and its professional functions
		Tina McCarthy	Human Resources	
		Angela Leydon	Education Support - corporate services	
		Trish Tobin	ICT	
		Stephen Gallagher	TEL co-ordinator	
		Ann Glynn	Health and Safety Officer	
5.15-6.00	<b>15. Self-Evaluation Team</b>	Patricia O'Keeffe	Principal Pearse CFE (review steering committee)	Discussion of the development of the self-evaluation report
		Louise Fitzpatrick	Manager of QA and CDU (research lead)	
		Lorraine Downey	ESOL coordinator (report writer)	
		John Keegan	TSO - (research team - TC and community providers)	
		Margaret Corbett	Employer Engagement (research team - CFE and employers)	
		Donnchadh Clancy	Rep from steering group	

Date: 26/05/22

Time (GMT)	Group	Participants	Roles	Purpose
09.00-09.30	ETB Review Coordinator	Louise Fitzpatrick, Blake Hodkinson & John Moriarty	CDU Manager/ QA Co-ordinator & FET Directors	Meeting with ETB Review Coordinator
10.00-10.45	16. Pathways - Information Recruitment and Guidances			Discussion of arrangements for learner recruitment, access, transfer and progression
	Parallel Session 1 - Guidance and recruitment	Fiona Clarke	Adult Education Service (AES) Guidance Counsellor for (area 5)	
		Aideen Lister	ICFE - FET College Counsellor (college of further education)	
		Una Mulqueen	Youthreach Advocate	
		Anne Marie Lyons	Ballyfermot College of Further Education (CFE) College Counsellor & PGC Graduate - TCD	
		Orla Brennan	post release co-ordinator- Education Service to Prisons (ESP)	
	Parallel Session 2 - Learner supports	Nicola Callaghan - Adult education services	Provides learning support to Apprentices in Finglas training centre	
		Eithne Davey CDCFE	Assitant Principal 1 with responsibility for student support; Professional Learning Network (PLN) Member	
		Grainne Delahunt	National Learning Network; Student Support Service (formally disability support service)	

		Marie Reilly	Adult Education Services (AES) - literacy awareness training for staff	
		Sinead Morrin	Killester CFE; PLN; PCG graduate (TCD)	
		Ettie Reilly	Student support - Colaiste Ide (CFE)	
11.15-11.30	Review Team Break			
11.30-12.15	17. Quality Council			Discussion of the approach to, and mechanisms for, quality assurance and enhancement
	<b>Parallel Session 1</b>	Maria Murphy	Finglas Training Centre(TC) Manager	
		Jean Fitzgerald	Principal Colaiste Ide CFE	
		Mairin Kenny	AEO for Area 3 AES	
		Bernadette Moore	Principal Rathmines CFE	
		Maria Ward	Head Teacher, progression unit ESP	
		Blake Hodgkinson	FET Director	
		Teresa O'Leary	TUI	
		John O'Reilly	TUI	
12.45-1.45pm	Review Team Lunch			
1.45-2.30pm	18. Quality Council Sub-groups			Discussion of role of committee in quality assurance of FET Division

	<b>Parallel session 1: Programme Governance (PMDC)</b>	Finola Butler	FESS Officer and chairperson of the PMDC	
		Margaret Corbett	Employer Engagement Officer	
		Lorraine Downey	ESOL	
		Charlain Pepper	Teacher, Marino CFE	
		Louise Fitzpatrick	Development Officer to PMDC	
	<b>Parallel session 2: QADG (enhancement of quality - policies and procedures)</b>	Donnchadh Clancy	Chair, Principal of Inchicore CFE	
		Barbara Galvin	Development Officer to QADG and lead on Blended learning working group	
		Brid Naughton	Teacher, Rathmines College	
		Patrica O'Keefe	Principal - Pearse College of Further Education and chairperson of the learner voice subgroup	
		Louisa Merrigan	Teacher - Colaiste Dhulaigh - QA	
		Elaine O'Sullivan	Plunkets College of FE - Chairperson of QA subgroup	
	<b>Parallel session 3: PLD - QADG working group - professional learning and development</b>	Carrie Archer	PLD coordinator and lead of the PLD working group	
		Stephen Gallagher	TEL Coordinator	
		Caroline Duggan	TC Asst Manager, PLD working group and Recent graduate from the TCD course	
Susan Yarker		Pearse college and TELMS Master mentor		
Lisa Doherty		HR rep on the working group		

3-3.15pm	Review Team Break			
3.15-4.00pm	<b>19A. Awarding Bodies</b>	Marisol Estevez	International Regional Development Manager, Pearson	
		Jacquelyn Malcolm	University of Dundee, Senior Lecturer Art and Design	
		Christine Kingsley	University of Dundee, Senate Award Fellow & Associate Dean of Quality & Academic Standards	
		Yasmin Pitter	Deputy Director - Higher Education Qualifications (Pearsons)	
		David Rake	Development Officer at FAI, FAI Kickstart	
		Mary Donoghue	Vice-President, CIDESCO International	
		David Meredith	Director, Irish Board of Speech and Drama Performance	
3.15-4.00pm	<b>19B. Learners ( full time courses - level 5 in bigger centres / larger learner groups)</b>	Daniel Comerford	Business, Insurance and Financial Services Studies, Rathmines College	
		Richard Otroshchenko	Business, Insurance and Financial Services Studies, Rathmines College	
		Ciara Meehan	Medical Administration - Ballyfermot Training centre (trainee)	
		Pamela Moore	Legal Administration - Ballyfermot Training Centre (trainee)	
		Jerome Ryan	Pre-University Science & Animal Science Level 5 & 6, Killester College of Further Education	

Date: 27/05/22				
Theme: Wrap-up				
Time (GMT)	Group	Participants	Role	Purpose
9.30-9.45	20. Governance structures in CDETБ	Louise Fitzpatrick, Blake Hodkinson	CDU Manager/ QA Co-ordinator & FET Director	overview of the governance structures in CDETБ
10.45-11.30	21. Teachers front line	Anne Walding	Teacher Colaiste Ide	To be used as team needs. For example, meet participants from earlier session again, private session etc.
		Tommy Conway	Teacher Ballyfermot College	
		Laura Roche	Teacher Colaiste Dhulaigh	
		Ronan Callanan	Teacher Whitehall College	
		Teresa Kelly	Ballsbridge of Further Education	
11.40-11.55	22. Initial feedback to CE	Dr. Christy Duffy, ETB Chief Executive Review Team Marie Gould (QQI)		Initial feedback is given by the Review Team to the ETB Chief Executive, in advance of the Oral Feedback
12-12.30	23. Oral Feedback: Feedback presented by Review Team Chair. Attended by ETB Chief Executive, SMT, Self-Evaluation Steering Group, Group of Learners	Christy Duffy	CE of CDETБ	Oral feedback on initial review findings
		Blake Hodkinson	Director of Quality and Operations (FET)	
		John Moriarty	Director of Transformation and Knowledge (FET)	
		Mark McDonald	Director of Schools	
		Kay Culinan	Director of OSD	

			inaugural review steering committee	
		Carly Williams		
		Jasmine Harte	CDCFE - past student QADG	
		Louise Fitzpatrick	CDU and QA Manager	
		Lorraine Downey	ESOL	
		Eva Hornung	FET Librarian and administrator of CDU moodle site for PLD and Programme Management	
		Stephen Gallagher	TEL co-ordinator	
		Margaret Corbett	Employer engagement	
		Carrie Archer	PLD co-ordinator	
		Gwen Redmond	AEO for area 4/centre 84, lead on the safe guarding working group and member of inaugural review steering committee	
		Martina Stewart	Instructor (Digital Media) Finglas Training Centre	
		Máirín Kenny	AEO - NIC Adult Education Services	
		Maria Ward	Head teacher, progression unit, Education service to prisons	
		Lionel Duffy	Ballymun Youthreach Coordinator and member of the inaugural review steering committee	
		Barbara Galvin	FET Development officer/ QA	
		Donnchadh Clancy	Rep from steering group	
		John Keegan	TSO - (research team - TC and community providers)	

		Margaret Corbett	Employer Engagement (research team - CFE and employers)	
		Patricia O'Keeffe	Principal Pearse CFE (review steering committee)	
		Lisa Doherty	HR rep on PLD working group and Steering group	
		Stephen O'Neill	Winstead	
		Finola Butler	FESS Officer and chairperson of the PMDC	
		Denis Murray	Deputy principal and research group	
		Anne Costelloe	Head teacher, Education service to prisons	



# Glossary of terms

## QQI glossary of terms and abbreviations from this report

Term	Definition/Explanation
<b>2012 Act</b>	Qualifications and Quality Assurance (Education and Training) Act 2012
<b>AES</b>	Adult Education Service
<b>ATP</b>	Access, Transfer and Progression
<b>BTEI</b>	Back to Education Initiative
<b>CAO</b>	Central Applications Office
<b>CDETB</b>	City of Dublin Education and Training Board
<b>CDU</b>	Curriculum Development Unit
<b>CEDEFOP</b>	European Centre for the Development of Vocational Training
<b>CEO</b>	Chief Executive Officer
<b>CFEs</b>	Colleges of Further Education
<b>CoPs</b>	Communities of Practice
<b>Core</b>	Statutory Quality Assurance Guidelines, developed by QQI for use by all Providers
<b>CPD</b>	Continuing Professional Development
<b>EA</b>	External Authentication / Authenticator
<b>ELC</b>	Early Learning and Care
<b>ESOL</b>	English for Speakers of Other Languages
<b>ESP</b>	Education Service to Prisons
<b>ETB</b>	Education and Training Board
<b>EU</b>	European Union
<b>Fáilte Ireland</b>	Ireland's National Tourism Development Authority
<b>FESS</b>	Further Education Support Service

<b>FET</b>	Further Education and Training
<b>GDPR</b>	General Data Protection Regulation
<b>HR</b>	Human Resources
<b>IRSC</b>	Inaugural Review Steering Committee
<b>IT</b>	Information Technology
<b>IV</b>	Internal Verification / Verifier
<b>KIPs</b>	Key Performance Indicators
<b>Moodle</b>	A free, open-source online learning management system (LMS) that supports learning and training needs
<b>MRV</b>	Main Review Visit
<b>MS</b>	Microsoft
<b>NFQ</b>	National Framework of Qualifications
<b>NLN</b>	National Learning Network
<b>PLC</b>	Post Leaving Certificate
<b>PLD</b>	Professional Learning and Development
<b>PMDC</b>	Programme Management and Development Committee
<b>QASPC</b>	Quality Assurance and Strategic Planning Committee
<b>QIP</b>	Quality Improvement Plan
<b>QQI</b>	Quality and Qualifications Ireland
<b>QT</b>	Quality Teams
<b>RAP</b>	Results Approval Panel
<b>SER</b>	Self-Evaluation Report
<b>SMT</b>	Senior Management Team
<b>SOLAS (formerly FÁS)</b>	The National Further Education and Training Authority (responsible for funding, co-ordinating and monitoring FET in Ireland)
<b>TCs</b>	Training Centres
<b>TEL</b>	Technology-Enhanced Learning

<b>VET</b>	Vocational Education and Training
<b>VLE</b>	Digital / Virtual Learning Environment
<b>WBL</b>	Work Based Learning
<b>Youthreach</b>	Service providing early school leavers without and formal qualifications with opportunities for basic education, personal development, vocational training and work experience