

QA Review Follow-Up Report

City of Dublin Education and Training Board

Date: March 2024



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



PREFACE

Following publication of the review report, and one year after submission of its QA review action plan, each ETB submits a **follow-up report** to QQI on progress against the plan, and how it is addressing the outcomes of the review. The report should identify the range of strategic and logistical developments and decisions that have occurred within the ETB since the publication of the review report and address each of the key findings and recommendations that the reviewers presented. Significant milestones should also be included, as well as any reflections and learnings from the inaugural review process.

Each follow-up report is **published in full on QQI's website**, providing transparency on the ETBs' assurance and enhancement of quality to external stakeholders.

The follow-up report is part of the inaugural review process. Subsequent reporting will be through QQI's annual reporting and dialogue processes.

This is the follow-up report for [\[City of Dublin Education and Training Board\]](#)

It is to be submitted by [\[12/02/2024\]](#)

The follow-up report has been approved by [\[Quality Assurance Strategic Planning Council\]](#) and is submitted by [\[Louise Fitzpatrick, head of Quality Assurance and Curriculum Development Unit\]](#)

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GUIDELINES ON COMPLETING THE REPORT

The **Follow-up Report** provides a detailed update on developments since the inaugural review, incorporating the **Action Plan** previously submitted. It will include links to any policies that have been amended or introduced since the **Self-Evaluation and Review Report**. It is the responsibility of each ETB to ensure before submission that all links within the report are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available.

The **Follow-up Report** identifies **key developments, plans and/or decisions arising from the Review Report findings** that have occurred in the year since publication. The report should include progress in relation to specific recommendations, if any, on each topic. To assist you in responding, the template provides tables aligned with the review report's themes and topics. Where no recommendation has been received, **please delete the table. Please note** any changes to policies and procedures during the reporting period and, if applicable, include links to updated policies. QA developments/enhancements undertaken, not directly addressing the review report recommendations, may also be included.

Particular attention is asked to be given to noting any impact arising from the actions, this includes:

- the key areas of focus prioritised for action and any specific changes arising as well as links to any associated outputs (e.g., procedures, reports etc.)
- reflections on the Inaugural Review and Follow-Up Report process, barriers or challenges arising in implementation of the review recommendations and actions identified within the Action Plan.

The ETB is recommended to include some **reflections and learnings** from the review process in commentary.


1.0 Follow-up Report Post-Review

Include links to policies and procedures that have **not been already included or have been amended** since the ETB’s Self-Evaluation Report as part of the review process.

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

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Set key performance indicators (KPIs) to ensure that City of Dublin ETB’s strategic objectives are achieved, and that these be reviewed and revised in a formalised way by City of Dublin ETB	<p>Agree targets and performance indicators with SOLAS, Link these with our strategic priorities and review/ monitor SPA targets through Strategic Planning Advisory Group (SPAG) (Name has changed to Strategic Performance Development Group)</p> <p>Review / monitor QA action plan through the SPDG</p>	<p>Completed</p> <p>Strategic performance agreement in place with SOLAS, this is tracked via PLSS and overseen by SPDG.</p> <p>Annual Service plans with performance indicators that align with the City of Dublin ETB strategy, are published on the City of Dublin ETB website and tracked by the SPDG</p> <p>Completed</p> <p>Terms of reference of SPDG, formerly SPAG, were updated Q2 2023 to include the monitoring of the QA action plan.</p> <p>Completed – now annual process</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Establish time-specific and purpose-specific working groups to progress actions or to advise on specific areas and have each of these report through the FET QA governance structures.</p>  <p>The diagram, titled 'Quality Governance Structures', shows a hierarchical structure. At the top is the 'City of Dublin ETB Board'. Below it are three committees: 'Audit and Risk Committee', 'Dr. Clarity Kelly (Chairperson)', and 'Finance Committee'. Under these are 'Máire Haskins (Director of Operations & Quality)' and 'John McCarthy (Director of Communications & Knowledge)'. The central body is 'QASPC'. Below QASPC are three working groups: 'PMDG (Programme Management Development Group)', 'SPDG (Service Process Development Group)', and 'QADG (Quality Assurance Development Group)'. At the bottom are several circular icons representing specific areas of focus, including 'Quality Assurance', 'Programme Management', 'Service Process', and 'Learner Experience'. The City of Dublin logo is in the bottom right corner.</p>	<p>Four time specific working groups were established in 2022 – 2023 under the Quality Assurance Development Group (QADG). These resulted in the</p> <ul style="list-style-type: none"> • updating of the EA policy and procedures, the creation of an EA handbook and the introduction of a single EA report for use across the FET service spheres. • The updating of our Blended learning procedures and the introduction of a range of supports for learners, teachers and centres. • Development of a TEL/Digital learning strategy for FET (2023-2027) • Updating of the guidance document to support course, programme and centre level reviews • Development of annual learner surveys for across FET <p>Nine new time specific, purpose specific working groups established in 2023 /2024 to advance enhancements across FET. Four report to the QADG, four report to the SPDG and one reports to the Programme Management Development Group</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p>Update the centre Quality Improvement Plan (QIP) process to align with the action plan tracking process.</p> <p>Give feedback to each centre on its action plan and its alignment with findings from the centre-wide and scheme-wide reviews</p>	<p>(PMDG). – The topics for these working groups are evidence informed and emerged from the quality improvement plans from centres, analysis of the EA reports, feedback from the quality forums, analysis of the Results Approval Panel (RAP) meeting and reports and from national and international best practice developments.</p> <p>Completed</p> <p>Three templates issued and tested in 2022/23 with one selected for use in 2023/24. Summary report compiled and brought to Governance groups, QA teams and Snr leadership team – workplans for the FET support services and development groups informed by the centre QIPs.</p> <p>Completed</p> <p>Each centre received specific feedback in Q4 2022 and Q1 2024 on their QIP and how it aligned with our service plan and Quality Action Plan. – overall summary of QIP produced and brought to governance groups. This informed the QA enhancement</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
		workplans for 2022/23 and 2023/24. This is now an annual process.
<p>b Work with staff and all stakeholders to inform and communicate the ideals of the City of Dublin ETB and its agenda</p>	<p>Develop and implement a rebranding strategy for City of Dublin ETB</p> <p>Based on feedback from stakeholders update the City of Dublin ETB stands for use at higher options and world skills event.</p> <p>Host a City of Dublin ETB-wide stand rather than a centre-specific stand at these events (Ballyfermot TC to coordinate the City of Dublin ETB stand at World Skills, CDU (Curriculum Development Unit) to coordinate the Higher Options stand)</p>	<p>progressing – stage 1 completed</p> <p>New City of Dublin ETB website developed and launched, new logo and branding guidelines implemented in Q1 2023.</p> <p>College, campus, and facility approach to FET provision approved in Q4 2023/2024 and company appointed to support the transition.</p> <p>Completed</p> <p>Higher Options and World Skills took place at the same time in Q3 2023. The higher options stand was updated and the one service approach to marketing FET provision was guided by a cross FET working group.</p> <p>To improve access to PLC provision all course fees were reduced to €50. This includes the purchasing of equipment, registration with professional bodies, exam fees etc.</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>c Circulate City of Dublin ETB's mission and strategy more widely to teaching staff and other staff and learners</p>	<p>To support staff to reflect on how the mission and beliefs of City of Dublin ETB inform their practice a series of roundtable discussions will be tabled as part of the PL&D calendar. Minimum of 3 per year, beginning in 2023 with the mission statement and beliefs</p> <p>Make the mission, beliefs, and strategy documents more prominent on the City of Dublin ETB new website</p>	<p>The layout of the stand also changed to allow for skills demonstrations to take place. The section also included a career guidance section to help the young people clarify what they might be interested in pursuing. This includes directing the learners to non City of Dublin ETB provision.</p> <p>Action was not achieving desired outcome. New approach required</p> <p>The events were timetabled as online events in 2023. The first roundtable happened in Q2 with a focus on 'responsiveness', The second was scheduled for Q4 2023 on the topic of inclusion but there was limited interest. – new approach required to increase staff and learner knowledge of mission and strategy.</p> <p>Completed</p> <p>On both CDU and City of Dublin ETB websites, -</p>

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>d. Consider mechanisms to include wider external expertise in strategic planning.</p>	<p>Include at least one external expert on each of the City of Dublin ETB QA governance groups Q3 2023</p> <p>Buy in external expertise to support key developments beginning with developing a branding strategy for City of Dublin ETB</p>	<p>Progressing</p> <p>External member on PMDG Learners and graduates on QADG SPDG and QASPC may require more externality, but as city of Dublin ETB has 60 centres across 5 service spheres, there is already a wide variety of voices and insights on working groups. This will continue to be monitored annually.</p> <p>Completed</p> <p>External expertise commissioned for development of logo and related branding – Q1 2023 Company appointed to support renaming and marketing of FET colleges – Q4 2023</p>
<p>Commentary and Reflections</p> <p>The review highlighted the importance of allocating resources to specifically support QA maintenance and enhancement, and the Snr leadership team in City of Dublin ETB have secured and deployed resources to facilitate the implementation of this action plan with a Hub and Spoke approach to resource allocation taking place across FET. These specifically allocated resources are helping to enhance and embed new practices across the FET centres.</p> <p>In the area of ‘Mission and Strategy’ the panel made four recommendations, City of Dublin ETB identified 12 specific actions to address these recommendations. Progress was made on all 12 areas with eight actions fully completed and embedded into practice, two areas progressing with further work required to fully complete the action and one area paused because the action was not achieving the desired outcome.</p>		

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Further work is required to help staff to articulate and communicate the mission and strategy of City of Dublin ETB. Achieving this requires easier to understand pathways through FET provision in City of Dublin ETB and opportunities for staff and learners to hear about the breath of opportunities available.</p> <p>The establishment of cross service sphere working groups under the updated governance structures have provided a mechanism to update City of Dublin ETB's QA policies, procedures and practices and have these implemented across the five service spheres and 60+ delivery centres.</p> <p>These governance groups combined with other cross centre professional learning networks (PLN), communities of practice (COP), and topic specific groups have improved staff knowledge of the breath of provision available through City of Dublin ETB.</p>		
<p>Link to Current strategy / documents</p> <p>https://www.cityofdublinetb.ie/media/cdetb/publications/Statement-of-Strategy-2021-2025.pdf</p> <p>https://www.cityofdublinetb.ie/media/cdetb/publications/Developing-a-Strategy-for-ACE-in-the-NEIC-2022.pdf</p> <p>http://cdetbcdu.ie/wp-content/uploads/2023/04/City-of-Dublin-ETB-EA-Guidelines-for-External-Authentication-20-March-2023-2.pdf</p> <p>City-of-Dublin-ETB-EA-Report-Form-20-March-2023-2.docx (live.com)</p> <p>https://cityofdublin.etb.ie/</p>		

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Consider how to widen participation of all stakeholder representatives in the governance and quality structures of the City of Dublin ETB</p>	<p>Update City of Dublin ETB's QA governance structures, beginning with the Programme Management Development Committee (PMDC) and the Quality Assurance Development Group (QADG). Update Terms of Reference and expand the membership of the PMDC and QADG including the development of topic specific working groups. Q1 2023</p>	<p>Completed</p> <p>Terms of Reference (ToRs) for QADG and PMDG updated Q4 2022 which included an expanded membership and additional members recruited from across the scheme for the topic specific working groups. 144 staff from every service sphere involved in quality teams and governance groups in 2023. (see 1.1 for information on QA working groups)</p>
	<p>Review the role, membership and ToR of the Quality Assurance and Strategic Planning Council (QASPC) and the Strategic Planning Advisory Group (SPAG) and establish working groups to progress 'one service' working groups</p>	<p>Completed</p> <p>ToRs for QASPC and SPDG updated Q1 2023 with 4 working groups and one standing committee established. Each working group has ToR, expected deliverables and performance indicators included.</p>
	<p>Develop and implement an employers' forum to support greater alignment</p>	<p>Completed</p> <p>Employers forums established on a programme by programme basis for example P-Tech forum,</p>

	<p>between their needs and courses /development opportunities offered</p> <p>Develop and implement a structured approach to developing learner voice and leadership</p>	<p>apprenticeship consortiums and skills reference groups.</p> <p>The Employer Engagement service was expanded in 2023 and is now a four-person service hub, with employer link people in each centres. Staff attend or host information/breakfast meetings/briefing sessions with employers outlining the broad range of programmes available in City of Dublin ETB and offering the opportunity for employers to collaborate in the development of bespoke, relevant stackable certified programmes.</p> <p>Progressing</p> <p>Strengthening the voice of learners across City of Dublin ETB is one of the key development areas that arose from the review. In December 2022 City of Dublin ETB established a learner support and engagement service (LSES). This 5-person service is working with staff and learners across centres and service spheres to provide high quality educational experiences for FET learners.</p>
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In 2023, this new team established a cross centre/services sphere learner survey, supported student councils, supported learners on QA governance groups and programme boards, and begun developing structures to support and amplify learner voice and leadership across FET.

Commentary and Reflections

The review found that City of Dublin ETB had mature and effective QA governance structures in place and made one recommendation which related to considering how to widen participation of all stakeholder representatives in the governance and quality structures. City of Dublin ETB identified four specific actions to address these two related to the updating of the terms of reference of the QA governance groups including their role and representation, these were **completed**, and the expanded governance and related working groups bring a wide perspective to the table and allowing for a number of enhancements to take place across FET that is leading to greater consistency of approach and learner experience across centres and service spheres.

In 2023 /2023 arising from the findings of the self-evaluation City of Dublin ETB expanded the Employer Engagement Unit and established the Learner Engagement and Support Service (LSES). City of Dublin ETB have two actions in this heading that are **progressing**. One focused on the establishment of employer's forums to ensure their perspective shaped provision. Considerable work has been carried out in this area including the expansion of the Employer Engagement Unit.

Employers are busy people and have shown great interest in participating on consortiums or focus groups directly related to their industry for example in apprenticeship consortiums and programme consultation meetings but are less interested in being part of broader employer forums or QA governance groups. To address this the Employer Engagement staff, attend and present at wider employer networking events. As the expanded unit settle into their new roles plans are in place to adapt the Strategic Employer Engagement Database (SEED) to further enhance interaction with employers in 2024/25.

The LSES was established just over a year ago and is going from strength to strength. Enhancing the role and voice of learners in areas that directly affect them is a key focus of this service and we look forward to seeing this impact across FET over the next 3 years.

Link to Updated Policy & Procedures

<https://cdetbcdu.ie/index.php/quality-assurance/> - Quality Governance Structures

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>City of Dublin ETB build on established mechanisms created for the inaugural review process to continue to bring together staff to discuss important issues pertinent to quality assurance</p>	<p>Implement scheduled monthly QA forum meetings between the FET QA team and centre quality teams and use these to consult on quality enhancement developments</p>	<p>Completed QA forum established – Monthly on the second Tuesday of the month.</p>
	<p>Create mechanism to involve staff and leadership in the development and implementation of the QA action plan</p>	<p>Completed Updated QIP template for every Centre/Service Sphere that drives the operational plan of the FET support services and the QA action plan. Annual in-person QA leadership meeting held</p>
	<p>Host an annual gathering of FET leadership to explore areas pertinent to QA beginning with the QA action plan</p>	<p>Completed Held annual QA meeting with the leadership teams from across the service spheres (approx. 90 staff attended). Two meetings held, the first on 15th Dec 2022 and second on 5th September 2023.</p>

	<p>Host regular, open consultation meeting with staff and second providers on key QA issues. This will include</p> <ul style="list-style-type: none"> • Digital Learning/TEL (Technology Enhanced Learning) Strategy • PLD strategy • Learner survey <p>Create mechanism to involve staff and leadership in the development and implementation of the QA action plan (centre QIPs (Quality Improvement Plan), FET leadership QA consultation meeting),</p>	<p>Completed</p> <p>Discussion and consultations held as part of monthly QA forum meetings in 2022 included consultation on the TEL/Digital Learning strategy and PLD strategy and feedback from the Learner surveys. Topics for 2023 included:</p> <ul style="list-style-type: none"> • Improving integration of assessments • Getting the most from the EA process • Building transversal skills in the classroom and centres • Key challenges you are facing in your centres and ideas for addressing these. <p>Completed</p> <p>This is achieved through QA governance structures and related working groups. The centre QIP informs the work of the FET support services and the deliverables of the working groups.</p>
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	<p>Continue to resource and support communities of practice • Review annually to ensure they are responding to stakeholder needs</p> <p>Update the end-of-year Quality Maintenance and Enhancement document, including the guidance for consultation with local stakeholders and review every 3 years.</p>	<p>Completed Communities of practice and professional learning networks continue to be offered. Topics and specific groups are agreed annually (September each year) with new ones established as demand arises.</p> <p>Completed Document recommended by QADG working group and approved by QASPC in Q1 2024.</p>
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Commentary and Reflections

Documentation of QA

In relation to the documentation of quality assurance the review panel made one recommendation which focused on continuing to provide mechanisms to bring staff together to discuss issues pertinent to QA, the City of Dublin committed to seven actions in this area all of which have been **completed**. These action focus not only of providing mechanisms to discuss issues but to collectively address these. This is in line with the 'one service with the learner journey at the centre' strategic journey of the City of Dublin ETB.

The inaugural review identified that City of Dublin had mature and effective QA governance structures in place. Key areas for development related to increasing the visibility of the QA governance groups and processes including how centre processes fed into organisational change. Enhancing the mechanisms for including and demonstrating how stakeholder voices feed into decision making and quality enhancement and maintenance and how learner voices are shaping provision and improvements across FET provision. A significant amount of progress has been made in these areas with all seven actions **completed**. These have led to a number of agreed enhancements across FET and improved consistency of learner experience. However, maintaining the additional structures and ensuring the implementation of the changes takes time and resources as these are all ongoing actions not once off events.

Given the size and complexity of the City of Dublin ETB FET provision resourcing these areas of work still remains a challenge for the City of Dublin ETB. Case study 1 documents the establishment of working groups and relates to this section.

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Updated policies or procedures

<https://cdetbcdu.ie/index.php/quality-assurance/>
[QA Governance Structures](#)
[Quality Maintenance Enhancement and Assurance \(](#)
[Centre Quality Improvement Templates](#)

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>City of Dublin ETB to explore addressing its challenges with staff recruitment with others in the sector. The review team encourages City of Dublin ETB to work with other ETBs to develop a solution that could possibly be applied nationally</p>	<p>City of Dublin ETB is part of the ETB HR network who are looking at recruitment and staff skills shortages. This issue will be raised and addressed as part of that national network</p>	<p>The diversity of staff contracts is part of this challenge around staff recruitment. DFHERIS is currently reviewing this and will make a recommendation later this year. We will continue to work on the national network.</p>
<p>City of Dublin ETB to implement mechanisms to ensure the induction programme for new staff is consistently applied and provided to all staff across the organisation in a timely manner</p>	<p>Update the centralised induction programme for all new staff and host recordings of the presentations from the induction process on the CDU Moodle site for all staff to access</p> <p>Create video content relevant for staff induction and store it on the CDU Moodle (ongoing starting Q3 2022)</p> <p>Centres supported to develop and update their induction programmes –guidelines produced and supported by video content</p>	<p>Completed Staff induction training updated in Q3 2022. In Q3 2023 separate induction was offered to administrative staff and those in face-to-face contact with learners.</p> <p>Completed – ongoing process Video content for staff and learners created on an ongoing basis and stored on CDU module and our Digital Learning Hub SharePoint</p> <p>Progressing Some centres and service spheres have a regular turnover of staff (AES tutors for example) and others very little. The centralised staff induction and the</p>

		induction videos are contributing to more consistent induction processes as is the availability of topic specific SharePoint sites for staff (Core HR, Digital learning hub, staff hub). Centres will be supported to update their induction programme on a centre-by-centre basis.
Explore mechanisms to enable allocation of time to all teaching practitioners to complete compulsory continuing professional development (CPD) in learning supports.	Access to PLD for staff is included in the strategic plan for PLD 2022-2025 and will be considered in operational plan for PLD	Progressing Provided access to ' Linked in Learning ' for all directly employed City of Dublin ETB staff and all City of Dublin ETB PLD is available to community providers.

Commentary and Reflections

City of Dublin ETB has just under 1,000 approved WTE posts for FET provision in Dublin city. Staff are employed across five service spheres (95% of staff) with head office and FET support services (5%) in place to support the delivery of a quality services. FET relies on quality staff to deliver quality education and training provision for learners across the city. The review team recognised the complexity of staff recruitment, management and development in a highly regulated area and commended City of Dublin ETB's staff and considered 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*' (pg21).

The review team made three recommendations in relation to staff recruitment, management and development, resulting in five actions. Two of these relate to the induction and onboarding of staff and are **completed** and the other three are **progressing** as they require ongoing engagement with government departments and funders for example the review team recommended that we explore mechanisms to pay all educators for the time they spend on compulsory PLD. Each service sphere in City of Dublin ETB have staff with circular governed contracts unique to that service sphere. During the review, staff working on tutor contracts in the Adult Education Service highlighted that they did not have access to paid CPD. Many of these staff are only contracted a few hours per week and work elsewhere or are unemployed for the rest of the week, making it difficult to address the issue. This action remains as **progressing** and we are working to ensure that all staff have access to PLD opportunities regardless of their contract. We will continue to bring the issue to the attention of funders and department colleagues.

Link to Updated Policy & Procedures

[PLD staff calendar](#)

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Strengthen City of Dublin ETB’s systems for programme development, approval and submission for validation and do this, where possible, in cooperation with other ETBs and other key stakeholders like QQI and SOLAS in order to create collaboration in the development of a solution that can be used sector wide.</p>	<p>Recruit and train programme development and management QA staff for the CDU</p> <p>Validate a minimum of 3 new programmes per year</p>	<p>Completed</p> <ul style="list-style-type: none"> • Three full time staff recruited or assigned to Programme Development in 2023. Upskilling ongoing <p>Completed</p> <p>Newly validated awards (2023) – developed by City of Dublin ETB</p> <ul style="list-style-type: none"> • Level 6 Auctioneering & Property Management (Apprenticeship revalidation) • Level 4 Specific Purpose Certificate in Social Innovation in the Community • Level 3 Specific Purpose Certificate in Climate Justice • Level 4 Specific Purpose Certificate in Digital Citizenship <p>4 new programmes achieved through differential validation.</p> <p>New Major QQI Awards for 2024</p> <ul style="list-style-type: none"> • Higher Certificate in Digital and Business Skills (part of a tertiary degree with NCI developed in response

	<p>Engage with ETB sector, SOLAS and QQI to co-create programme development and validation processes including templates and sharing agreements.</p> <p>Update PMDG membership and function, to incorporate apprenticeships and include working groups</p>	<p>to requests from learners and employers in the NEIC (P-Tech learners)</p> <ul style="list-style-type: none"> • Level 6 Roofing and Cladding Apprenticeship • Revalidation of level 6 Dance (full award) • Conversion of Higher Certificate in Dental Nursing to an apprenticeship programme • Level 6 Social Housing Management Apprenticeship <p>Progressing</p> <p>Sharing agreement with CMETB for newly validated programmes. One sharing event hosted between staff from both ETBs and two special purpose awards identified from each ETB for sharing.</p> <p>QA manager on ETBI working group to design process for updating CAS Programmes in City of Dublin ETB. The process approach is based on the lessons emerging from the revalidation of Digital Media level 6 in 2022, the development of ELC the City of Dublin experience of updating CAS modules.</p> <p>Completed</p> <p>All programme boards now report to the PMDG, and one working group was established in 2023 to oversee and</p>
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	<p>Recruit and train panel members to support programme validation (begin with the auctioneering revalidation)</p> <p>Replace 21 level 6 modules across all City of Dublin ETB programmes with the 21 modules reviewed and updated as part of the validation of the level 6 digital media programme</p> <p>Develop partnerships with HE to co-create and co-offer programmes leading to degrees (2&2) beginning with youth work –</p>	<p>gather the lessons for future use of external companies in the development of an apprenticeship programme.</p> <p>Updated the Quality assurance, enhancements and maintenance guidelines, including the review guidelines for programmes and programme boards.</p> <p>Completed Registration process, panel member handbook and training programme developed and used with Auctioneering and property management apprenticeship revalidation.</p> <p>Completed All educators and subject matter experts involved in the delivery of any of the 21 modules for validation were consulted on the proposed changes prior to revalidation. Their feedback was taken on board and once validated by QQI went through City of Dublin ETB governance (PMDG and QASPC) and were approved for use in all centres from September 2023.</p> <p>Progressing HC in Digital and Business leading to BA hons in Digital or Business Skills (NCI) will be submitted to QQI for validation</p>
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	<p>NUI Maynooth, digital media NCAD and PTEC – NCI (National College of Ireland)</p>	<p>in March 2024. This will be offered from September 2024 in Cathal Brugha Street college</p> <p>Tertiary Degree (IADG) BA (Hons) immersive media production offered in Ballyfermot College of Further Education in September 2023.</p> <p>Tertiary Degree in development for 2024/25 (IADT) BA (Hons) Business and Psychology</p> <p>Youth work 2+2 apprenticeship paused due to issues with employment of apprentices in voluntary sector</p>
<p>City of Dublin ETB develop instruments to ensure that all programmes, in particular the training programme for electricians and other apprenticeships, are up to date to current industry and health and safety needs and regulations and that City of Dublin ETB establish processes to ensure that programme design and delivery are research-informed, industry-informed, and learner-informed (data-informed).</p>	<p>Carry out a risk assessment of delivering as a second provider under the QA of other organisations esp. as the number of private providers offering consortium apprenticeships is expanding. Propose risk mitigation measures. Q3 2023</p> <p>Where City of Dublin ETB is a second or collaborating provider on programmes</p>	<p>Progressing</p> <p>There has been a lot of development in the area of both apprenticeship and Tertiary degrees since the review was carried out. The PMDG will monitor these developments for the organisation and make recommendations as required</p> <p>Progressing</p>

<p>City of Dublin ETB establish a robust governance of programmes in and across centres with programme approval panels, programme boards to ensure ownership of programmes and the ability to iterate depending on research, industry needs, and learner needs.</p>	<p>delivered across multiple sites, develop and implement a process of co-ordinating feedback to the programme board (EA reports, learner feedback etc.)</p> <p>Secure devolved responsibility for programme development from QQI Begin discussions on the process Begin application process Complete the process - devolved responsibility</p> <p>Secure three QA staff to support the development and quality assurance of programmes in City of Dublin ETB</p> <p>Establish and resource structures in City of Dublin ETB for developing and managing new apprenticeship programmes</p>	<p>The updating of the CAS programme process combined with the QQI requirement to host a 'national' programme board for all newly validated programmes for sharing is impacting on this area. The coordination of feedback to external providers will be considered by the PMDG alongside the coordination of our own programme boards where other ETBs have sought differential validation.</p> <p>Progressing Request submitted to QQI for devolved responsibility and City of Dublin ETB hosting revalidation of Dance level 6 CAS award as a pilot.</p> <p>Completed Staff recruited, training ongoing.</p> <p>Progressing One staff member of the Employer Engagement Unit assigned to meet with potential Consortia and support all aspects of the development of an apprenticeship programme from the proposal submission stage through to</p>
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	<p>Review and strengthen reporting relationships between staff charged with the QA of City of Dublin ETB programmes (apprenticeship and other non-CAS programmes) the City of Dublin ETB QA governance structures and FET support and development teams.</p>	<p>the programme development and validation process. Additional staff are to be recruited for this role.</p> <p>Completed</p> <p>ToR and membership of Governance groups updated to include staff with cross ETB QA enhancement functions (Employer engagement, professional learning and development (PLD), Digital learning, Learner engagement and support, Data etc.</p> <p>Regular FET support service meeting established between support service managers and FET directors</p>
<p>City of Dublin ETB explore opportunities for internationalisation via movement of staff and students and also to develop joint programme offerings</p>	<p>Apply for VET accreditation for City of Dublin ETB 'head office' if successful will allow City of Dublin ETB to increase our internationalisation engagement for the next 5 years</p>	<p>Completed</p> <p>Accreditation was applied for in October 2022 and operational since February 2023 and it has allowed city of Dublin ETB to increase our internationalisation engagement as all FET colleges/centers are now involved. In the current academic year 23/24, our head office-based project will have funding to facilitate the mobility of 25 staff and 23 learners, and 2 invited experts. We are hoping to be able to expand this project in 2024/5.</p>

	<p>Apply for funding to carry out an audit of mobilisations to establish participation levels of learners from diverse backgrounds (disability, gender, age, ethnicity, fulltime/part-time etc.)</p> <p>Integrate the international desk with the wider FET development team to ensure greater alignment between international projects and FET development priorities around QA, learner support, PLD and TEL</p>	<p>We have also increased our internationalisation engagement by facilitating many groups and more are planned.</p> <p>Progressing – an alternative approach</p> <p>This has not been done as a stand-alone project as an appropriate funding call has not arisen, but all applications from City of Dublin FET colleges/centres both FET and Adult/ Prison Ed will have applied for specific funding to address the issue of inclusion within their individual projects.</p> <p>Progressing</p> <p>Regular meetings between the international desk, the CE and FET Directors take place to ensure project priorities and opportunities which align with strategic objectives. Members of the FET development teams have taken part in a job shadowing mobility with a specific focus on QA and Learner support.</p> <p>KA2 project (Bridges- early 2023) which developed facilitator training for employer engagement, this has been achieved and supported by the Employer Engagement team</p>
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	<p>Apply for mobility funding to send members of the FET development team to visit VET centres in Europe to explore other models of QA and enhancement operating in VET</p>	<p>and will become part of our PLD provision for all FET centres.</p> <p>International desk are currently completing a project called 'Ditravet' on digital transformation in VET, the major outputs being a training program for students, teachers and managers. This project has had major inputs at all stages from the TEL and PDL team and will be available for all centres to use from mid-January.</p> <p>Completed</p> <p>This have been happening and is also ongoing, but rather than send a whole team from any specific sector of our provision, it was agreed that there is a greater benefit to a large organisation such as ours to mix personnel from different sectors and it facilitates greater understanding of the needs of the organisation.</p> <p>In March 2023, Employer Engagement and PLD representatives visited a college in France.</p> <p>In June 2023 , 3 members of FET development team (QA/Learner support) visited a college in the Netherlands.</p>
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	<p>Apply for Erasmus plus KA2 Transnational Partner application on the development of Entrepreneurship in VET</p> <p>Apply in partnership with DCU (Dublin City University) for Erasmus Alliance for a cooperation and innovation project on the development of micro credentials for the circular economy</p> <p>Support employer engagement and work-based learning options through the development of website with a Framework</p>	<p>In March 2024, it is planned to send some of the TEL team to Barcelona to a training specifically dedicated to TEL tools.</p> <p>Completed We applied and were funded for a small-scale partnership in VET dedicated to developing facilitator training in Social Entrepreneurship, this project began on 1/12/23 and it will initially involve staff from the Youthreach and Adult Ed provision. Other staff will be involved as the need arises.</p> <p>Progressing City of Dublin ETB initially applied for this project in 2022, but despite scoring 70% it was not funded and we are going to reapply as part of a consortium in 2024.</p>
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and an eLearning platform. (KA2 Bridges programme)

Commentary and Reflections

Click here to enter text.

The review team made four recommendations around Programme Development, Approval & Submission with City of Dublin ETB identifying 19 actions to achieve these. Ten of these have been **completed** and embedded into practice and nine are **progressing**. Over the last two years there has been significant local and sectoral development in programme development and management with even more to come with the review of CAS award, and the expansion of consortium led apprenticeships and Tertiary degrees. City of Dublin ETB have invested significant resources into ensuring that we can continue to innovate our courses while also enhancing and maintaining the quality of the programme and the consistency of the learner experience across our centres.

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

Link to Updated Policy & Procedures

Click here to enter text.

<http://cdetbcdu.ie/wp-content/uploads/2024/02/QME-and-Assurance-Programme-Reviews14FEB24.pdf>

[Quality Maintenance, Enhancement and Assurance | quality review guidelines](#)

[ToR Quality Assurance and Strategic Planning Council \(QASPC\)](#)

[ToR Programme Management Development Group \(PMDG\)](#)

[ToR Strategic Performance Development Group \(SPDG\)](#)

[ToR Quality Teams \(centre and service spheres\)](#)

[Handbook for panel members](#)

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Develop a system to track the students' journeys both within City of Dublin ETB and after that and that the ETB consider doing this in cooperation with other ETBs and other key stakeholders such as QQI and SOLAS to create synergy in the development and a solution that can be used at more than one ETB</p>	<p>Establish a working group to map and sign post pathways into and through City of Dublin ETB FET provision</p> <p>Use PLSS data and learner stories to understand and demonstrate these journeys</p> <p>Work with SOLAS and the ETB sector to secure solution to map learner journeys post FET – progression routes and impact</p>	<p>Progressing</p> <p>Pathways working group established under the SPDG to advise on ways of simplifying the pathways into and through FET. Group also looking at ways to communicate these to potential learners</p> <p>Progressing</p> <p>Working group established under the SPDG to look at the marketing of FET. Learner stories are key to this.</p> <p>Progressing</p> <p>GDPR stops City of Dublin ETB from tracking the progression of our learners through FET. Continuing to discuss this on a sectoral basis.</p>
<p>Expand resources and use of multimedia tools to enhance the career guidance programmes and assist the service to develop their programmes to prospective learners, enabling the service to reach a wider cohort of learners, and facilitate</p>	<p>List FET courses on CAO (Central Applications Office)</p>	<p>Completed</p> <p>ETBI now manages the listing of City of Dublin ETB courses on the CAO with City of Dublin ETB submitting our courses to them on an annual basis.</p>

<p>learners in understanding the variety of programmes on offer to them through FET</p>	<p>Provide social media training to centre staff</p> <p>Develop a new interactive stand for use at recruitment fairs to support perspective learners to find out about FET options open to them - Higher options and world skills working group</p> <p>Establish working group to propose a model for the establishment of a central Career Guidance and Information Hub. This should be a central point of contact for all learners to have virtual and face-to –face supports around exploring their career and study options</p>	<p>Completed</p> <p>Training provided for nominated staff from each center in Feb 2024. Course content is on PLD Moodle site for staff to access in their own time. Communication officer also hosts a forum for staff from each centre responsible for external communication and advertisement of course</p> <p>Completed</p> <p>Stand updated in Q3 2023 with promotional videos, ipad that link to City of Dublin ETB website of course, career guidance offered on site and skills demonstrations replacing the old centre focused stand.</p> <p>Completed</p> <p>Group established under the SPDG, they proposed a model which was recommend via the QASPC in Q3 2023 and has been forwarded to the snr leadership team for approval.</p>
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	<p>Establish a working group to propose a model for the development of a city-wide approach to planning and marketing of FET provision, working towards consolidation and integration and a multilocation multi school of learning model including potential areas of thematic provision</p>	<p>Progressing</p> <p>Working group established under the SPDG. They proposed a model for the marketing of FET provision in Q4 2023. This was brought to the FET leadership meeting in December, recommended by the SPDG and QASPC and will be reviewed by the Snr leadership team in Q1 2024.</p>
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Commentary and Reflections

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

City of Dublin ETB identified eight actions to progress the two recommendations, five of these are **completed** and four are **progressing**. The three progressing actions are linked to the tracking of learners through FET and require data from external organisations, we will continue to work sectorally to complete these.

The review group commended the City of Dublin ETB on its commitment to respond to the needs of the city's learners, especially our more marginalised learners. This responsiveness contributes to the complexities of the FET landscape in City of Dublin ETB. FET nationally is also in a process of change; the need to communicate clearly to a wide group of learners during a time of change requires us to continue to look at how we make the journey clearer for the learner while also keeping the options flexible enough to respond to changing needs.

Link to Updated Policy & Procedures

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>City of Dublin ETB to consider developing internal and external benchmarks to further develop the work on integrity and approval of learner results</p>	<p>Establish a list of enhancements in QA of assessment, list deliverables and timelines for when each of these will be presented to the various governance structures (output KPI for integrity of learner results)</p>	<p>Progressing</p> <p>Data and Research Advisory Group (DRAG) established under the SPDG. In Q2 2024 this group will advise on how best to use QQI benchmarking data at centre level and across the organisation. Data analyst employed by City of Dublin ETB in Q1 2024 will also assist with this.</p>
<p>Provide both quantitative and qualitative data arising from learner assessment, and the learner experience of the process of integrity and approval of learner results</p>	<p>Include benchmarks and KPIs (Key Performance Indicators) in the centres Quality Improvement Plans (QIP) (issue template in Q4 2022, issue feedback in Q1 2023, Track progress in centre quality teams).</p> <p>Review and update the learner survey and use baseline questions to track trends and the impact of enhancements introduced</p>	<p>Completed</p> <p>See section 1.2 above</p> <p>Completed</p> <p>LESE team recruited. This team will manage the annual survey of learners across all centres and communicate findings to centres.</p>

<p>City of Dublin ETB to establish further mechanisms to address the challenges outlined in the SER, to ensure consistency of assessments for the same programme across centres and services</p>	<p>Regularise the early appointment of EA</p> <p>Use the same EA for programmes offered across multiple centres – begin with ELC and then expand into other high use programmes (business, healthcare etc)</p> <p>Pilot the use of a single EA across all Youthreach centres</p> <p>PLD for staff in areas of consistency of assessment and marking, brief design, universally-designed (UD) assessment</p>	<p>Completed</p> <p>Early appointment of EA is now available for all centres. This involves the EA being asked to review assessments prior to issuing them to learners rather than reviewing them afterwards.</p> <p>Progressing</p> <p>Same EA's used across all centres for ELC with themes shared across centres through the COP. Day held for business teachers to share assessments they use and get feedback from peers.</p> <p>Completed</p> <p>The feedback from this process has led to a Youthreach wide QIP which includes the updating of their QA procedures handbook, upskilling of Staff in the writing of assessment briefs.</p> <p>Completed</p> <p>Assessment training now on regular PLD calendar for staff. Guidelines developed for UD assessments (equivalency guidelines)</p>
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	<p>Create procedures handbook for AES and Youthreach</p> <p>Provide sample assessments for programmes on CDU Moodle site and encourage discussions on assessments at facility CoPs</p>	<p>Progressing</p> <p>Working groups established in both areas to compile handbooks</p> <p>Completed</p> <p>A wide variety of sample assessments are now available on the CDU Moodle site for teachers and in the SharePoint sites of CoPs</p> <p>.</p>
<p>Establish further mechanisms to demonstrate parity of opportunity for all learners in all centres and services across City of Dublin ETB.</p>	<p>Update AS used in training centres and by second providers</p>	<p>In progress</p> <p>Process for updating AS used in training centre and by second providers is agreed with mechanisms in place for the TC to update these. The actual updating of the assessments is very slow and is a priority area for development in 2024/25</p>
<p>Commentary and Reflections</p> <p>The review team made two recommendations for the Integrity and Approval of Learner Results these primarily related to the challenges of CAS programmes with different electives being offered across FET centres and the updating of FAS legacy assessment used in training centres and with community providers. City of Dublin ETB identified 10 actions to achieve the recommendations, six of these have been completed and four are progressing.</p> <p>The updating of legacy assessments is a national issue but is of particular concern to City of Dublin ETB for learners with community providers at the lower levels of the NFQ. This will remain a priority area for enhancement over the lifetime of this action plan.</p>		

Link to Updated Policy & Procedures

Click here to enter text.

[EA handbook](http://cdetbcdu.ie/wp-content/uploads/2023/04/City-of-Dublin-ETB-EA-Guidelines-for-External-Authentication-20-March-2023-2.pdf) available on <http://cdetbcdu.ie/wp-content/uploads/2023/04/City-of-Dublin-ETB-EA-Guidelines-for-External-Authentication-20-March-2023-2.pdf>

Training Centre Quality Procedures updated to include processes for locally devised assessments: <http://cdetbcdu.ie/wp-content/uploads/2024/03/City-of-Dublin-ETB-Training-Centres-QAS-Over-Archiving-Quality-Assurance-Manual-20.05.21.docx> (page 78)

1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>City of Dublin ETB update the information and data management system and consider doing this in cooperation with other ETBs and other key stakeholders such as QQI and SOLAS to create synergy in the development and a solution that can be used at more than one ETB.</p>	<p>Get key staff trained in the use of Tableau</p> <p>Utilise Tableau to optimise interpretation of data. (Building up skills and asks)</p>	<p>Completed</p> <p>Progressing</p> <p>Monthly Tableau reports circulated to managers. These track progress against the SOLAS strategic performance agreement. Data and strategy team recruited in Q1 2024</p>
<p>The review team recommends that City of Dublin ETB consider digitalising paper versions of the learner evaluations so that the results are directly accessible and immediate</p>	<p>Review current methods of data collection and identify potential tools to digitise process</p> <p>Create mechanism for disseminating the data coming from the learner surveys and focus groups across the scheme</p>	<p>Progressing</p> <p>Each centre carries out its own learner surveys, focus groups etc throughout the year. The data from these is immediately accessible to the centre and the educator. The annual learner survey began during the review and has been continued by the LESE. This is an online survey with live survey results accessible to the head of centre and LESE .</p> <p>Progressing</p> <p>The LESE is continuing to find ways of communicating the findings from surveys and focus groups across the organisation. This includes presentation to leadership groups. Theme based presentations, reports and newsletters. A FET Learner Conference is being held in</p>

		March 2024 to close the feedback loop with learner representatives from each centre.
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Commentary and Reflections

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

Since the review City of Dublin ETB has committed and secured resources to establish a learner support and engagement service (LESE) and a strategy, planning and data team. Both teams have already started to have a positive impact on in this area and we are confident they will help support evidence informed decision making across FET for years to come.

Link to Updated Policy & Procedures

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that City of Dublin ETB develop communication, marketing and branding strategy and promotional material reflecting the diversity of City of Dublin ETB learners: a. to ensure current and prospective learners are made aware of programmes; b. to strengthen the identity of City of Dublin ETB in terms of visibility to a wider public;</p> <p>to identify and promote examples of good practice across all its FET sectors to communicate wider awareness of its quality assurance relevant to a variety of Learners, industry, and the wider community in Dublin and at national level.</p>	<p>See items listed in action 1 (branding strategy, website,) and action 11 (higher options stand, digital media etc.)</p> <p>Establish working group to advise on a marketing strategy for FET one service model</p> <p>Identify examples of good practice in teaching, learning, TEL and PLD initiatives and create and disseminate related promotional materials</p> <p>COPs (Community of Practices) are promoting good practice across all FET sectors. Meetings restructured to ensure more sectoral cross over.</p>	<p>Completed</p> <p>Completed Working group established under SPDG –</p> <p>Progressing Shared Learning Day(s) planned for Q.2 to bring together examples of good practice stemming from PLD and TEL related activities/ participation on courses and to share and plan for further implementation</p> <p>Progressing In 2023 attendance at the CoPs dropped significantly a review will take place in Q.2 2024 to restructure CoPs for</p>

		<p>2024/2025 to respond to low uptake of staff attending scheduled meetings</p> <p>Progressing</p> <p>In 2023 City of Dublin ETB updated its main website. This now contains a link to the QA section of the CDU website. Staff in the CDU will be taking training in Q1 2024 in 'Plain English' the lessons from this training will be applied to the website. In 2022 the CDU website was reviewed and moved to a high contrast background and typeface to improve accessibility. As policies and procedures are updated an accessibility lens will be applied to each.</p>
<p>City of Dublin ETB develop a policy whereby sample assessments are made available to all students, which are relevant and accessible in a timely manner across all centres.</p>	<p>Update the QA section of the City of Dublin ETB and CDU websites to make them more accessible</p> <p>Policy scheduled as part of the work of the QADG in 2024/2025. Sample AS developed as part of updating process (see above)</p>	<p>Progressing</p> <p>Policy is scheduled on the 2024-2025 QADG workplan. In preparation for this a range of sample assessments have been made available across courses (stored on the CDU website)</p>
<p>The review team recommends that City of Dublin ETB develop processes across all centres and services to standardise course descriptors</p>	<p>Update of CIA process for requesting permission to develop and offer a new course (based on a standardised programme descriptors)</p>	<p>Completed</p> <p>CIA application process and meetings updated</p>

	<p>Establish working group to help develop process for the allocation of courses across centres</p> <p>Revalidate all programmes for use across all FET provision (programme by programme basis)</p>	<p>Progressing</p> <p>Working group established under the SPDG they will report in 2024</p> <p>Progressing</p> <p>City of Dublin ETB are approaching this on a sectoral basis.</p>
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Commentary and Reflections

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

Link to Updated Policy & Procedures

Click here to enter text.

[CIA Procedures – Course Innovation Application for City of Dublin ETB](#)

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Ensure that the physical learning environment continues to be a priority for City of Dublin ETB strategy, related to wheelchair access and other special needs required for learners</p>	<p>City of Dublin ETB will continue to promote universal design across all FET sites in its programme design and in sample assessment and updated TC AS.</p> <p>City of Dublin ETB will continue to apply for funding to maintain and update the learning environment</p> <p>Recruit a buildings manager for City of Dublin ETB</p>	<p>Progressing</p> <p>UDL and transversal skill development integrated into the development or revalidation of all QQI awards. Ongoing access to and promotion of UDL Badges and courses.</p> <p>Progressing</p> <p>Funding is applied for on a regular basis with significant resources secured to enhance the learning environment.</p> <p>Completed</p> <p>The buildings manager was recruited in early 2023 and a grade 7 admin secured and recruited in late 2023.</p>

<p>Conduct a survey of all City of Dublin ETB buildings and centres to assess disability access and where possible making funding applications to funding bodies to make improvements</p>	<p>Review the current building stock</p> <p>Create buildings masterplan (accessibility will be a key area of this plan) Apply for funding to address the findings of the building survey and masterplan</p>	<p>Progressing</p> <p>The buildings team is working in partnership with funders, local authority and government departments to develop a masterplan for provision of services in quality, fit for purpose buildings across the city.</p>
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Commentary and Reflections

One of the key challenges for the City of Dublin ETB is the number of buildings it owns and needs to maintain. Rent and property prices in the City are extremely high but rent usually includes maintenance and upkeep of the property. City of Dublin ETB is spared high rent by having its own properties but unfortunately the funding model for the ETB sector is strongly controlled with very limited funding and tight regulation of capital funding making it very difficult to develop and maintain the building stock. This challenge is recognised by our funders and City of Dublin ETB is working in collaboration with SOLAS, Dublin City Council and DFHERIS to enhance and where required rationalised the buildings. Funding has been secured to develop Inchicore FET College, Ballyfermot FET College and Cathal Brugha FET college. We have also secured over €250,000 in small capital grants to improve the learning environment across our centres.

Enhancing the learner environment was a priority action in the quality improvement plans (QIP) of 56% of FET centres/service spheres in 2023/2024

Link to Updated Policy & Procedures

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2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>That legacy assessments across City of Dublin ETB are evaluated to ensure that they meet quality assurance standards, are up to date, have comprehensive resource and address the needs of current programmes provided to learners</p>	<p>Create a full list of Assessment Specifications (AS) that require updating</p> <p>Assign a staff member from the QA team to liaise with TC on the production of AS</p> <p>Provide training in assessment writing to TC and second provider staff involved in the development of AS</p>	<p>Completed List compiled based on modules in use and length of time since they were last reviewed.</p> <p>Completed Staff member from FET development unit assigned in Q1 2023. SharePoint site developed to support and track progress</p> <p>Progressing Training via FESS was provided to interested community providers in Q4 2023. Assessment writing training annual item on PLD calendar</p>
<p>The review team recommends that City of Dublin ETB build on cross-centre Communities of Practice (CoPs) and learn from those which exist and are functioning well. The ETB is encouraged to engage in</p>	<p>Continually review operation of CoPs annually. Arising from the October 2022 review of COPS the following will take place in 2023/24</p> <ul style="list-style-type: none"> • Streamline CoPs. • Ensure consistency across CoPs. • Share examples of CoPs operating well. 	<p>Progressing Review to take place in Q.2 to restructure CoPs for 2024/2025 to respond to low uptake of staff attending scheduled meetings.</p>

<p>an overt action to formalise these with a key focus on gaps in professional learning.</p> <p>Develop a plan and timeline to implement the reforms in relation to industry engagement and work placements, as outlined in the SER (p.148), including formalising processes for delivery, monitoring of learner feedback and assessment of work experience,</p>	<ul style="list-style-type: none"> • Formalise times for CoPs to allow opportunities for centres to plan and staff to engage.) <p>Develop a proposal on the expansion of the employer engagement unit into a central apprenticeship, traineeship and employer engagement unit which will act as a focal point for all employer engagements across City of Dublin ETB and integrate existing engagements across the city.</p> <p>Work with the ETB sector to request QQI to retain PPD (Personal and Professional Development) and CPP (Career Preparation & Planning) in the vocational pool of level 4,5 & 6 CAS awards.</p> <p>Implement the updated level 6 work experience CAS module</p>	<p>Progressing</p> <p>Employer Engagement Unit has expanded by an additional 3 staff members.</p> <p>A proposal to expand the Employer Engagement Unit into a central hub was submitted to the Strategic Performance Development Group and subsequently recommended for approval to the FET Quality Assurance & Strategic Planning Council.</p> <p>Completed</p> <p>Sectoral proposal made to QQI this. The proposal was agreed and is implemented by the Quality Teams in Centres</p> <p>Completed</p> <p>Work experience level 6 was updated as part of the L6 Digital Media revalidation, all staff and centres delivering the module</p>
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<p>Processes are implemented to assess the student apprentice prior to starting their apprenticeship programme and, where necessary supplementary classes in maths are made available if required, to ensure that the apprentice can follow the curriculum as they progress through the apprenticeship phases.</p>	<p>Update Work experience module at level 5 for implementation from September 2024</p> <p>Raise this recommendation with SOLAS</p> <p>Develop ‘skills to advance’ maths course for apprentices and make it available to any interested learner /employers</p> <p>Provide learning support in the training centres (in partnership with AES) – while they are on the phase 2 training in the centre</p>	<p>were consulted on the proposed changes to the module. The updated module was progressed through our QA governance groups, approved for use by the QASPC and implemented in September 2023 across all level 6 CAS provision.</p> <p>Progressing</p> <p>On target for implementation in September 2024, this may be delayed in sectoral approach to updating CAS programmes is undertaken in 2024.</p> <p>Completed</p> <p>Raised by our authorised officers and TC management with SOLAS</p> <p>Completed</p> <p>Course developed and offered by Adult Education Service to learners/apprentices in Finglas Training Centre. First cohort commenced in October ‘23. Registration underway for second group with a planned start date in March ‘24</p> <p>Progressing</p> <p>This has begun, starting with support for maths (see above)</p>
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Commentary and Reflections

The review team made 4 recommendations related to assessment of Learners. City of Dublin ETB prioritised 11 actions in response to the recommendations, these focused on assessment of work experience modules in CAS awards, the updating of legacy assessment instruments in training centre provision, the use of COP's, and maths and learning supports for apprentices. Six of these are actions are **completed** and five **progressing**.

The quality assurance of assessments is a very important area of QA for city of Dublin ETB with robust process and procedures in place in most areas. City of Dublin ETB will continue to focus on the '**progressing**' areas in 2024 /2025 with a view to enhancing provision and outcomes for learners.

Link to Updated Policy & Procedures

2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Fully assess and address the learning needs of all learners in a comprehensive way across City of Dublin ETB and develop a visible and easily accessible policy to support equality, inclusion, and diversity, made available to all staff and students in all centres	<p>Establish a learner support team to drive changes for all students.</p> <p>Continuously review data on learning needs of learners on entry to FET</p> <p>Create branding material that demonstrates diversity and actively sends messages of inclusion</p> <p>Build on the work of the City of Dublin ETB IHREC Public Sector Duty Working</p>	<p>Completed</p> <p>City of Dublin ETB established the Learner Support and Engagement Service LSES in 2023. This five staff support service works with both staff and learners to provide a high quality learning experience for all learners in Further Education and Training programmes.</p> <p>Progressing</p> <p>Forms have been updated to capture learner needs at entry into FET. Educators also engage with learners to encourage them to declare support needs. https://www.cityofdublinetb.ie/support-services/</p> <p>Progressing</p> <p>Branding material developed to better demonstrate learner cohorts (see centre websites and branding material)</p> <p>Progressing</p> <p>Cross service sphere working group established</p>

	<p>Group to develop a policy and action plan on Equality, Diversity, and Inclusion</p> <p>Develop an EDI audit tool to support centres in implementing policy</p> <p>Implement the one good FET centre model working in partnership with Jigsaw</p> <p>Establish mental health first aid teams in the Youthreach centres and begin training of staff in mental health first aid</p> <p>Build on the partnership with TCD (Trinity College Dublin) to develop a Post-graduate Diploma in Equality, Diversity and Inclusion in FET and offer it as CPD for City of Dublin ETB FET staff</p> <p>First group of City of Dublin ETB staff (28 people) who completed the post</p>	<p>Progressing</p> <p>Completed</p> <p>Completed</p> <p>Cert has expanded to a full Masters Programme. 82 staff in City of Dublin have been fully sponsored on the Cert. There are 18 staff on the Diploma this year, exploring Inclusive leadership and the Masters begins in Sept 24. There are ongoing opportunities to engage with Digital Badges in Accessibility and UDL. City of Dublin are represented on both the UD Charter project (ALTITUDE) and the Technical Expertise team on</p>
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	<p>graduate certificate in 2021/2022 will graduate from the TCD course</p> <p>Continued emphasis on providing PLD opportunities for staff in accessibility, inclusion, and Universal Design for Learning (formal and informal, accredited, and nonaccredited) including use of appropriate TEL tools to support Equality Diversity and Inclusion (EDI)</p>	<p>the UD Beyond the Classroom Badge with AHEAD and the National Forum to ensure positive outcomes for FET staff.</p>
<p>Implement initial introduction courses and online videos at the beginning of the academic year to support learners in their use of Moodle and other online virtual learning environment (VLE) supports</p>	<p>Create online introduction courses to support learners in the use of Moodle and MS 365</p> <p>Continue to build on the existing online induction courses and resources available to learners and ensure equity of access for all learners regardless of programme type. (i.e., expand the use of TEL tools to learners in all service spheres)</p>	<p>Completed:</p> <p>Induction resources in basic use of Moodle and MS365 for learners disseminated to all colleges in Sept 23.</p> <p>Progressing</p> <p>A Digital Learning Hub has been established to support the use of Digital tools in the classroom. The Digital learning team is combined with the PLD team to provide a hub and spoke approach to enhancing the use of technology across FET.</p>

<p>Further funding opportunities be explored to enable the City of Dublin ETB to make additional computers or other hardware technology available to learners, either in house or at the disposal of their personal use during the academic year</p>	<p>Introduce a consistent user interface experience across all CFE regardless of VLE utilised</p> <p>REACH and student laptop loan scheme to be reviewed.</p> <p>Explore mechanisms for managing, updating, and reissuing IT equipment</p> <p>Explore funding streams for maintaining and updating the software on the laptops to keep them current If appropriate secure funding to renew the laptops (they are all bought at the same time and will need replacing in the next 2 years)</p>	<p>Progressing</p> <p>The city of Dublin ETB now maintains two VLE Moodle and Microsoft 365. Digital learning teams across centres meet regularly to improve the consistency of the learner experience.</p> <p>Progressing - Laptop loan scheme</p> <p>The laptop loan scheme has been reviewed. This is seen by both centres and learners as an important support required by learners in undertaking courses (full awards level 4-6). City of Dublin ETB will be working in partnership with the ETB sector to maintain this support to learners and ensure access for learners to both hardware and software.</p>
<p>The current infrastructure to support students through ESOL/language support to be further strengthened and developed to allow for a wider influx of students and an increased teaching staff with the relevant</p>	<p>Review current language support available to students in FET</p> <p>Develop a consistent approach to language support across FET</p>	<p>Progressing</p> <p>LSE Service working with centres to assist the identification of language support needs of FET applicants to inform local and centralised provision of support</p>

<p>skills to promote the language support needs of students where English is not their first language.</p>	<p>Identification of and training in TEL tools and accessibility options to support language development</p> <p>Employ staff at scheme level to support the Ukrainian response in City of Dublin ETB</p> <p>PLD to liaise with Learner Support Team to support staff development in these areas.</p> <p>Establish a learner support team to drive changes for all students</p>	<p>Progressing</p> <p>This is an ongoing priority area for city of Dublin ETB and considerable work has been completed in this area over the last two years. This includes the establishment of the Digital learning SharePoint site for staff combined with digital badges in TEL, the ahead UDL course, support in assessment development and the post Graduate course developed with TCD</p> <p>Completed</p> <p>Co-ordinator appointed in 2023</p> <p>Progressing.</p> <p>Following training provided to staff in Youthreach on linguistically and culturally responsive methodologies, the LSE Service has been working with core staff in the Adult Education Service who will roll this out in Q3/4.</p> <p>Completed</p> <p>Learner Support Engagement Service (LESE) established in Q1 2023</p>
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<p>Disability Support Services are made available and integrated across all colleges and centres within City of Dublin ETB, to ensure parity of inclusion for all learners with special needs across all centres, and that all buildings are quality-assured so that they reach the highest standards to ensure that ease of access for learners with particular needs is enabled.</p>	<p>Advocate through ETBI for the expansion of the Fund for Students with Disabilities across all FET programmes</p> <p>Create formal communication links between learner support team, City of Dublin ETB psychological services and the NLN (National Learning Network) Disability support service</p> <p>Implement and continue to review the rollout of the Disability Support Service across all FE colleges</p>	<p>Progressing</p> <p>There is growing demand at a national level to address the limitations of the current funding requirements for the SOLAS Fund for Students with Disabilities, something which has also been recognised by DFHERIS.</p> <p>Scoping exercise required to determine needs across different service spheres to ensure targeted PLD opportunities are offered.</p> <p>Progressing</p> <p>LSE service, Psychological Service and NLN meet several times per year and are in regular contact although this has not been formalised yet.</p> <p>Progressing</p> <p>Disability Support Service has been extended across all colleges in 2023-24 with additional functions and services for learners (e.g. Assistant Psychologists) Survey data from 2024 will inform annual review of this rollout</p>
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Commentary and Reflections

The review team gave nine commendations and made four recommendations around support for learners. City of Dublin ETB prioritised 19 actions to respond to the four recommendations given, this included establishing and resourcing a new learner support and engagement service. That team is in place just over one year and have made considerable progress around support for learners. Currently city of Dublin ETB has **completed** six actions and 13 are **progressing**.

Since the establishment of the Learner Support and Engagement Service, two largescale surveys have been undertaken across the ETB, with over 2100 responses in 2023 and over 2,700 in 2024. In CFEs, the response rate averaged one third with some centres seeing more than half of learners engage. Almost 90% of learners would recommend their centre and their course. While high levels of engagement with the survey is a really desirable outcome, it nevertheless creates challenges in terms of resources needed for analysis. The LSE service will be reviewing this over the coming months as part of its work in developing a learner voice framework.

Every 2 months, the LSE Service publishes a newsletter with articles from staff across FET centres sharing examples of good practice in relation to learner supports, (including disability supports), inclusion, learner voice and the broader learner experience. The newsletter also provides signposting to resources and PD related to learner supports. Examples are included in the attachments.

In May 2023, an event was held for staff members involved in co-ordinating and/or delivering learner supports across FET (e.g. guidance counsellors, SEN co-ordinators, language support) in addition to external stakeholders from disability organisations, e.g. AsIAM, Down Syndrome Ireland, NLN. This event highlighted the need for more frequent opportunities for staff and external bodies to come together as a means of ensuring greater awareness of the pathways and supports available for learners and the potential challenges some learners with disabilities might experience in engaging with FET provision in City of Dublin ETB. Further events are planned for 2024.

The LSE Service is represented on a national network of ETB staff responsible for learner supports and on multiple governance groups internally. There is also representation on the newly formed ETBI working group on a FET Learner Assembly.

Link to Updated Policy & Procedures

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The development of the new management information systems is accelerated, and the current timeline revised, and that the City of Dublin ETB ensures staff are trained on its effective use.</p>	<p>Work with SOLAS and other ETBs to explore how the national management information system (PLSS) can be better utilised</p> <p>Work with SOLAS to agree a consistent approach to data capturing and analysis</p>	<p>Progressing</p> <p>In 2023 City of Dublin ETB signed a strategic performance agreement with SOLAS. The PLSS data management information system is key to tracking output-based performance indicators for this agreement.</p> <p>Completed</p> <p>Created a PLSS handbook, recruited additional admin staff for AES and provided training for staff to ensure the consistent inputting of data onto PLSS.</p> <p>Completed</p> <p>Recruited a strategy and data team (Q1 2024)</p>
<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Commentary and Reflections</p> <p>The use of reliable data is a key aspect of academic Quality Assurance. The learner data management systems for the ETB sector are managed by SOLAS. We have and will continue to work with them and the ETB sector to improve the system and the data entering and emerging from PLSS.</p>		

This includes participating on national working groups, providing feedback to SOLAS on the system and to providing ongoing training for staff responsible for inputting data into the PLSS system.

Link to Updated Policy & Procedures

Strategic Performance Agreement with SOLAS <https://www.solas.ie/f/70398/x/d0ca9067b4/cdetb-agreement.pdf>

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Click here to enter text.		Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

Commentary and Reflections

Click here to enter text.

The review team acknowledged level of monitoring and review of both programmes and courses in City of Dublin ETB. While no recommendations were made by the review team in this area the City of Dublin ETB have continued to focus considerable resources and effort to develop, monitor and enhance our programmes and courses. This includes updating our [programme monitoring](#) and review guidelines and procedures.

Link to Updated Policy & Procedures

Click here to enter text.

[QME and Assurance – Programme Reviews](#)

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that City of Dublin ETB set minimum standards around quality of provision that all partnership providers must meet to enable them to continue delivery	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
<p>Commentary and Reflections With the agreement of QQI this recommendation was not actioned in this review cycle, although City of Dublin ETB continues to monitor and review the QA and course delivery relationships with second and community providers.</p>		
<p>Link to Updated Policy & Procedures Click here to enter text.</p>		

4.0 Update on other additional QA Objectives/actions arising from internal QA planning and monitoring

Guide:

An update should be provided on any objectives/planned actions for the year **not already addressed in the follow-up report**.

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

No.	QA Objectives These should relate to objectives not already discussed in the progress report.	Update on Status Provide brief update on status, whether completed or in progress.	Link to updated/new Policy
1	Click here to enter text.	Click here to enter text.	Click here to enter text.
2	Click here to enter text.	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click or tap here to enter text.	Click here to enter text.	Click here to enter text.

5.0 Additional Themes and Case Studies (optional)

Guide:

You are invited to provide up to 3 x **short case studies**, 1-2 pages, as part of your ETB's Follow-up Report demonstrating QA enhancements and impacts arising from the review process and implementation of the review report recommendations. **You are encouraged to reflect on and highlight areas that may be of interest to other providers and would benefit from wider dissemination.** Note: Submission of case studies are not mandatory to the follow-up report. However, please know that any submitted case studies will be published on QQI's website in full unabridged format.

Guideline for Case Study

QQI recommends that written case studies should:

- ⇒ Be between half a page and two pages in length
- ⇒ Limited to 2-250 words
- ⇒ Relate to a specific time- and subject-bound issue
- ⇒ Include an introduction that sets out a brief overview of contextual matters
- ⇒ Include any relevant supporting data and data analysis
- ⇒ Include links to any sources cited
- ⇒ Include a clear concluding paragraph with overview of key outcomes/learning

Case Study Title: Development of the QA governance working groups

Introduction

City of Dublin ETB's QQI validated FET provision is delivered by over 40 certification centres, in five different spheres (FET colleges, Training Centres, Adult Education Provision, Educational Services to prisons and Youthreach) offering QQI accredited courses from minor certs at level 1 to full awards at level 6.

This diversity of provision over a small geographic region allows City of Dublin ETB to provide tailored provision to both respond to changing needs and to help prepare the city's residents and workforce to shape the future.

Description of issue

Arising from this diversity and scale of provision is the challenge of keeping quality assurance and enhancement policies and procedures current and applicable across all FET service spheres.

Action

To address this challenge in 2022/2023 City of Dublin ETB reviewed its QA governance groups (see chart below), updated the ToR of each, clarified the roles of the groups and established 11 different time bound, task specific working groups under its Programme Management Development Group (PMDG), the Strategic Performance Development Group and Quality Assurance Development Group (QADG) in areas like, RPL, Blended Learning, Academic Integrity, Onboarding of Learners and Apprenticeship Development.

Key Outcomes/Impacts

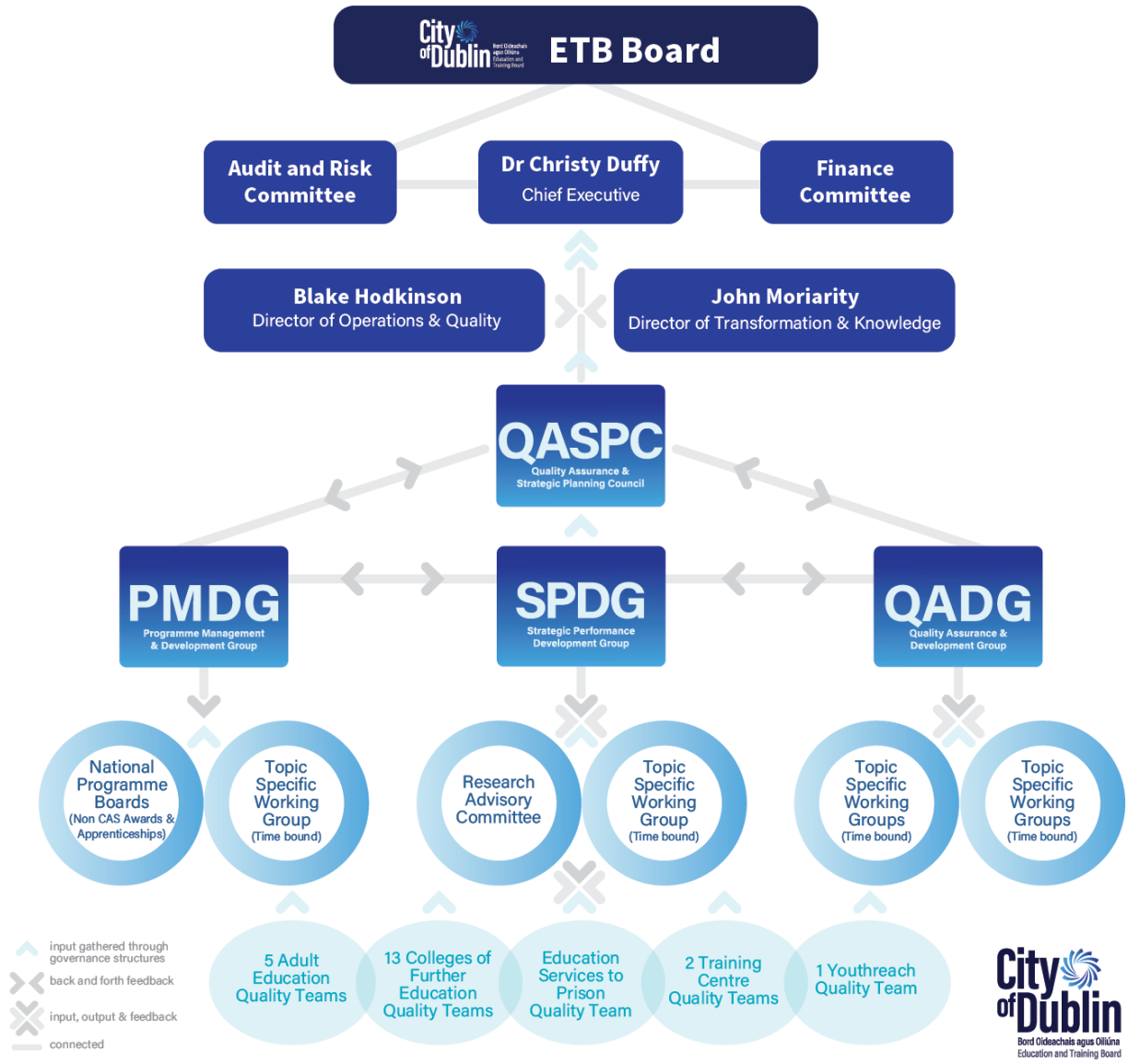
These working groups have representation from all five service spheres who have subject matter expertise in the topic being developed. Some of the enhancements that have arisen from this groups include the updating of the City of Dublin ETB's EA policies and procedures, blended learning procedures and quality review guidelines. They have also developed UDL equivalence assessment guidelines, made recommendations on the use of E-portfolios across FET and developed a change management plan for the marketing of City of Dublin ETB FET provision to name but a few.

Participants on these working groups have given positive feedback about meeting colleagues from across the City of Dublin ETB that they normally have never met and having a chance to shape provision in the city. This is contributing to the One Service with the Learner Journey at the centre approach and leading to a more consistent learner experience across City of Dublin ETB centres.

Key Learnings

That changing the wording of a policy or procedure is very easy to do. But ensuring the change of wording is the right change, that it is applicable in all centres and service spheres, that it can be communicated to everyone who is impacted by it and that it is implemented appropriately takes time, commitment and resources. But small changes can have big impacts on staff, learners and the communities they live and work in.

Quality Governance Structures



Case Study Title: Diversity and Inclusion in FET- A professional learning response

Introduction

FET provision is diverse with extensive variability in the learner cohort. However, there is additional variability in how support for those with barriers to learning is provided. Such variation in provision is in direct contrast to the overarching aims of the FET Strategy, which is to deliver a consistent learner experience (SOLAS, 2020).

Description of issue

Traditionally, inclusive education centred around disability, but the recent expansion of the concept to include all at risk of marginalisation or exclusion (UNESCO, 2001), including target cohorts in FET. Article 24 of the UNCRCPD envisages an education system moving beyond student variability to exploring barriers to participation within context (EADSNE, 2013), where inclusion is at the core of education and not an add on (Schuelka & Engsig, 2022b). There is an absence of accredited courses dedicated to inclusive education in FET and a dearth of research in this area.

Action

City of Dublin ETB and Trinity College Dublin collaborated to codesign a tailored L9 Postgraduate award in Diversity and Inclusion for FET. In 2021/2022 30 FET staff undertook the certificate course. The feedback from the participants was so positive that a diploma and masters was developed to facilitate City of Dublin ETB FET staff to continue to develop their knowledge, skills and competence in the area.

In 2023 approval was granted for a L9 Postgraduate Diploma and Top Up Masters for this programme.

Key Outcomes/Impacts

City of Dublin ETB have sponsored FET 82 employees on the Certificate and 18 on the Diploma to date. The first Masters students will begin their research in 2024. The awards are practice focused, with each staff member challenged with applying a universal design lens to their work. Areas included in the redesign include areas like recruitment of learners, development of programmes, assessment design, establishment of clubs and societies, communities of practice to name but a few.

A review of the impact of the programme on practice in City of Dublin ETB will be carried out when the programme has been running for 5 years. In 2023/2024 the Certificate was offered to 7 DDLETB staff. Places on the Certificate have been offered to 4 other ETBs for 2024/2025. Year 3 is a research Masters, providing opportunity to produce research specific to inclusive education in FET.

Key Learnings

Based on feedback, City of Dublin ETB staff were approached to lecture and co-lecture on the Certificate to make the content more FET specific.

The modules and indicative content for the development of the Diploma were informed by ongoing feedback from Certificate participants.

Improved understanding was needed on leadership for inclusion. In Oct 2023 Dr. Joanne Banks and Dr. Gavin Murphy hosted a leadership for inclusion event for all City of Dublin management, however more research and input are needed in leadership for inclusion to sustain the outcomes from the course

Relevant links:

[YB2021-FET-09.pdf \(irelandseducationyearbook.ie\)](#)

Case Study Title: Development of a QQI validated Tertiary Degree in Partnership with NCI

Introduction

In response to requests from industry, P-TECH learners, government departments and community partners in the North East Inner City (NEIC), City of Dublin ETB developed a Tertiary Degree with a level 6 exit award 'Higher Certificate in Digital and Business skills' (DABS) in partnership with NCI

Description of issue

Five DEIS schools in the NEIC participated in a P-TECH programme with 11 industry partners. IBM led the P-TECH initiative which supports second level students to complete valuable technology awards alongside their second level studies. The first 70 students complete their level 6 Certificate Pathways to Technology (NIC programme leading to a QQI award) but industry did not have enough entry level jobs available to recruit students coming from the course. Learners and their families identified that economic blocks would prohibit them from progressing to further study at this time. The DABs programme sought to address these two issues.

Action

City of Dublin ETB worked in partnership with local, national and international stakeholders to develop a paid educational progression route for learners emerging from the P-TECH schools programme. (Higher Certificate in Digital and Business skills leading to a BA (hons) in Digital and Business skills) This programme combines scaffolded classroom and work based learning to help nonstandard learners progress to further and higher education in a programme specifically designed to bridge learners from the NEIC with international industries on their doorsteps.

Key Outcomes/Impacts

The development of Tertiary degrees is in its infancy. This jointly developed programme is validated by QQI and provides a roadmap and rich learning ground for the coproduction of progression routes for nonstandard learners that respond to the current and future needs of industry. Between 25 and 100 learners per year will attend college between 1-3 days per week and spend the rest of the week as well as a minimum of 18 weeks per year on placement in industry. (e.g., IBM, Irish water, Irish rail, virgin media, salesforce).

Key Learnings

Collaboration and partnership working takes time. Getting clarity from the beginning is essential and helps ensure a successful partnership.

