QA Review Follow-Up Report

Dublin and Dún Laoghaire Education and Training Board

Date: March 2024

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 Dublin and Dún Laoghaire Education and Training Board

It is to be submitted by 22/03/24

The follow-up report has been approved by DDLETB FET Quality Council and is submitted by Clodagh Beare]

CONTENTS

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.

Note on Follow-up Report:

The original Inaugural Review Action Plan submitted to QQI in February 2023 was intended to cover the period 2023-2026 and thus the completion dates for the various recommendations included in that report spanned across that time scale. However, much of the work done over the past year, whether included in the original Action Plan or not, has supported the various recommendations of the Inaugural Review Report. Therefore, the Action Plan has evolved into an organic, living document capturing and documenting the various quality-related activities as they happen, rather than a strict calendar of activities to be ticked off over time. The document which follows is an attempt to reflect that organic evolution: all the recommendations from the report are included in their original sections. However, the original dates have not been included here, as work has already commenced in so many of the areas scheduled for later development. This also reflects our understanding of QA as an ongoing process of development. What follows is an attempt to capture comment and reflect on the work that has been undertaken this year, much of it creating foundations for future development.

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
1. The review team recommends that DDLETB create a strategy that identifies and prioritises areas for improvement.	• Finalise DDLETB Statement of Strategy • To ensure annual quality improvement plans support achievement of the strategic goals	• Statement of Strategy completed • All Inaugural Review Action Plan items mapped to the new Statement of Strategy
Commentary and Reflections The DDLETB Statement of Strategy was published in 2023, and its first strategic goal was "To provide high quality education, training and services which are delivered in a supportive environment and deliver the best outcomes possible for our learners." The achievement of this goal is supported			

through the identification of 10 actions. Further goals, such as "*To support and inspire our staff to perform and develop, keeping the learner at the heart of everything we do and striving for excellence",* also relate to the action items addressed in this report.

Following publication, all items included in the Inaugural Review Action Plan were mapped back to the goals and actions of the Strategy. The original Action Plan that was sent into QQI has now evolved into a living document, where new projects are included, and their progression documented for ongoing oversight; all new action items are now mapped to DDLETB's strategic goals. Additionally, the Course Approvals Application form, and the New Programme Development form now include reference to the Statement of Strategy, and applicants are required to evidence how their proposal addresses DDLETB's strategic goals.

The capacity of the QA Unit to identify, prioritize and implement quality enhancement activities in a more strategic manner has been further enhanced by adopting this approach of routinely including a consideration/identification of the ETB's strategic goals as part of any proposed action item or course/programme.

Link to Current strategy / documents
DDLETB Statement of Strategy

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.
3. The review team recommends that DDLETB implement the recommendations identified in the external review of Quality Governance by O'Brien Governance Design (OBGD). The relaunching of the different governance roles is necessary in the next phase of development of the QA system. Expanding the role and organising the view of learners is recommended by the review team.	• To implement the recommendations of the governance review and relaunch governance roles • To consider how the learner voice can be included/considered in governance structures; make recommendations to Quality Council.	• All governance groups reviewed, relaunched, including new members, Terms of Reference revised, approved & signed, scheduled meetings taking place, annual reports developed and sent to SLT • Quality Council has decided that consideration of learner inclusion should be delayed until newly revised governance groups have bedded down • Learner Experience (LE) QA Officer identified

		- o LE QA officer has been participating in Learner Support CoP - o Admissions Support working group as part of College of FET developments
	- To consider the feasibility of a DDLETB-hosted Learner Forum or equivalent; make recommendation to the Quality Council. - To consider a common approach to capture selected learner feedback; make recommendation to the Quality Council	- Consideration as to whether DDLETB should host its own Learner Forum planned for Q3 2024 - Common approach to capturing learner feedback planned Q4 2024, the decision which is made regarding a DDLETB-hosted Learner Forum.

Commentary and Reflections

DDLETB had been one of the early ETBs to develop QA governance processes, at a time when these were very new concepts to us as a sector. While these governance structures provided support when COVID struck, they also tested those structures to their limits. Therefore, DDLETB decided to use the Inaugural Review process to conduct a parallel Governance Review process, bringing in an external governance expert. While this parallel approach undoubtedly added to the complexity of both processes, we believe that they ultimately made each richer as we were able to engage with the External QQI Review Panel, openly and honestly share with them where we were on our governance journey, and benefit from their international insights and experience.

Following the Inaugural Review process, we were able to finalize our governance review: new members were invited on to the governance units; those renewed units reviewed and revised their Terms of Reference. Across a series of individual and joint meetings, we developed an enhanced understanding of the role of each group, and their roles in communicating with each other to oversee the management and delivery of quality assured provision of programmes of education and training. While this approach appeared to be slow and iterative, its success became apparent in January 2024, when each group undertook a review of their effectiveness as part of their annual report, and all identified great confidence in their understanding of their role, and in the effectiveness of the work they had undertaken in the previous year.

DDLETB already has very strong processes in place to capture the learner voice at centre level. However, the Inaugural Review Report recommended consideration of how the role of the learner voice can be expanded beyond that centre-level consideration. This could be through the better communication of existing methods of capturing the learner voice or through the possible inclusion of learners on one or other of the governance groups.

In the immediate aftermath of the Inaugural Review process, as the governance groups were re-forming themselves as described above, it was decided to delay consideration of inclusion of learners in governance groups, until those groups were properly bedded down in their newly revised roles. However, it was decided to progress at once with identifying other means to ensure that the learner voice is properly captured. To this end, a QA Officer with specific responsibility for the Learner Experience has been identified. It is their responsibility to develop the policies and structures

that will over time firmly embed the learner voice in DDLETB's structures and ensure that it is routinely included for consideration as part of DDLETB's decision-making processes.

In everything that we have done in DDLETB, we have attempted to adopt a foundational approach, putting in place the policy and structural foundations which will ensure long-term capacity-building and sustainability. We are adopting a similar approach as we identify ways to expand the learner voice and we are hopeful that in time, this will result in strong, sustainable mechanisms to capture the learner voice.

Link to Updated Policy & Procedures
Click here to enter text.

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
2. The review team recommends that DDLETB continue developing a single, standardised quality assurance system for all its provision in the next academic year.	• To complete a single, overarching QA Handbook	• Decision made not to proceed with a handbook, but rather a Quality Framework—a system of inter-related policies, procedures and other documentation that will be housed on the QA Hub, accessible to all FET staff. • Audit of all existing QA policy and procedures, and gap analysis undertaken; remaining policy development prioritised by the Quality Enhancement Committee
4. The review team recommends that DDLETB create a QA handbook that focuses on specific elements, including: • the standardisation and consistency of practice and documentation around annual monitoring and gathering data, including information relating to drop out rates, in order to work efficiently on attaining improvement for learners based on evidence presented by research and analyses	To develop a communications strategy for dissemination of policies as they are developed and implemented. • To identify relevant, standardised data which will facilitate QA governance units to monitor quality assured provision.	• Communications protocol developed, approved by Quality Council • Standardised approach to identifying relevant data has been identified, using a combination of random and purposive sampling, and

		forwarded to relevant governance groups to monitor quality assured provision.
		• Roll-out of Data Hub, providing support with PLSS and FAR reports to the FET Management Team
		• Individualised packs of quantitative data, and collated, anonymised qualitative data sent out to each centre.
• investment in quality culture (based on professionalism, leadership and ownership) using communities of practice (CoPs) and other methods to address issues experienced across the organisation. This will stimulate the professionalism and ownership of people involved, including learners.	• To identify existing Communities of Practice (CoPs). • To develop potential future CoPs as required, to share best practice in teaching, learning and assessment	• Centrally-organised Communities of Practice identified • Learner Support Community of Practice formed, meets 4x annually.
• seeking the balance between diversity (the different centres and activities) and standardisation	• To include service-specific procedures where appropriate	• Representation from all services included in the ToRs of all governance groups and working groups (as appropriate). *Policy on Policies* developed, referencing the possibility of including service-specific policies and procedures where appropriate.
• a policy review schedule that ensures that all policies are not being reviewed at the same time and that everyone involved in quality assurance is aware of the schedule	• to include review schedule for all policies and procedures	• Policy review schedule template developed. As all new policies are developed, they will be included on the policy review schedule, with an appropriate review date.
• an accessible, easily read, simplified reporting system for all internal verification (IV), external authentication (EA) and results approvals panel (RAP) processes and procedures	• To review IV, EA and RAP analysis processes to facilitate simplified reporting to the relevant QA governance units.	• IV/EA/RAP analysis processes reviewed to simplify the reporting process using random and purposive sampling.
• policy and processes on assessment. The review team recommends that DDLETB identify and review outdated Assessment Instrument Specifications (AIS)		• Working group convened to identify a streamlined approach to AIS development

• a systematic internal review process whereby programmes that require updating can be identified within a periodic review cycle	• Assessment Development Group to be reconvened to identify assessments to be developed/reviewed. • ADG to recommend prioritised list to Programmes Committee. • Programmes Committee to prioritise programmes and modules to be reviewed.	and review. Prioritised list to be forwarded to Programmes Committee once streamlined approach agreed and implemented. • Module Review request form completed • Programmes Committee TOR revised to include prioritising programme and module review

Commentary and Reflections

QA Framework

DDLETB is very cognizant that considerable work still needs to be done in developing a comprehensive suite of QA policies and procedures. In discussing a possible approach to this work, the Quality Enhancement Committee and Quality Council debated whether to develop an actual QA manual, which would have specific publication and review dates, or whether to adopt an approach of ongoing, continuous policy development, which could indeed potentially be *constrained* by the development and publication of an actual QA Manual. It was agreed by the Quality Council to adopt a "framework" approach instead, consisting of a site with inter-related policies and procedures, which can be added to and reviewed on an ongoing basis.

To support the development of a QA Framework, a site on the internal QA Sharepoint site (the "QA Hub") was identified. An audit of existing policies and a gap analysis was undertaken; existing policies and procedures were added to the Framework, and the gap analysis was used to prioritize future policy development. This approach has been extremely valuable, as it has helped us to identify just how much we already have in place and made the remaining work of developing QA policies and procedures more achievable. It was also important in terms of helping us to recognize that work of policy development and review should be an ongoing commitment. Once the underlying structures for the QA Framework were completed, and the gap analysis to identify new policy development completed, the Quality Enhancement Committee developed a **Policy on Policies** and a range of associated documentation to support all future policy development, which has been approved by the Quality Council. We strongly believe that this foundational work will provide a consistency of approach in all policy development, supporting both the users and future developers of DDLETB policy.

Use of Data for Monitoring and Evidence-based Decision-making

The Inaugural Review report noted that DDLETB needed to make better use of the data that it had, especially for monitoring and decision-making purposes. The QA Unit has put considerable effort in the past year into exploring how the data that it has can be effectively, yet sustainably used, both for monitoring purposes, and for evidence-based decision-making. This involves using both the quantitative certification data provided by QQI and other sources, as well as the qualitative data generated from the authentication processes. A combination of **purposive and random sampling** allows the QA Unit to address potential problems in a target fashion, while providing general assurances to the DDLETB governance structures, and informs the decisions arising out of those analyses. This risk-based approach is very new to us, but we are hopeful that it will support a sustainable approach to analyzing data. It will be valuable to review this approach for the next follow-up report, to identify its effectiveness.

Programme and Module Review

While QQI and the 16 ETBs are seeking to establish a common approach to sustainably reviewing the suite of CAS programmes, there are modules which need to be urgently reviewed to ensure that we continue to fulfil our mandate to prepare our learners for the labour market. Therefore, governance structures have been developed to support and prioritize the ongoing review of modules, and a Module Review Request form has been uploaded to the QA Hub, so that all staff members know that they can request a module review, and how to do so.

Link to Updated Policy & Procedures

Policy on Policies
PC05

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
5. The review team recommends that, while it is always appropriate to recruit the most qualified candidate, DDLETB also develop a diversity and inclusion agenda to be introduced into the current recruitment and selection process to reflect the diversity of the learner population.	To develop and implement strategy of Public Sector Duty of Care across the organisation.	Scheduled for 2026
13 The review team recommends that continuous professional development of DDLETB FET staff be managed and planned through a formal training needs analysis and review process. The review team deems this should be introduced in the academic year of 2023-24 and linked to the new statement of strategy.	• To recruit Professional Development (PD)Coordinator • To develop PD policy and procedures • To develop plan for ongoing support of staff to avail of professional development opportunities which support the ETB Statement of Strategy • To convene working group to explore the development of a common approach to training needs analysis across all services,	• PD Coordinator recruited and in post • PD support guidelines under development. • PD Hub completed, to serve as "1-stop-shop" for all FET PD requirements. To be launched in Spring 2024 • Training needs analysis completed, to be repeated annually • PD calendar published twice-yearly • Initial analysis of centre-level approaches to PD TNA undertaken. Findings to be reflected in PD Policy and supports guidelines

		• Range of internally- and externally organised PD opportunities (e.g. Trinity L9 Postgraduate Certificate in Diversity and Inclusion) offered to reflect the goals in the DDLETB Statement of Strategy. 76 FET staff undertook externally organised PD, certified at Ls 6-9

Commentary and Reflections

A highlight of 2023 was the recruitment of a dedicated Professional Development (PD) Coordinator. The first task for the Coordinator was to support the development of a Professional Development Hub, which will become a "One-stop-shop" for all FET professional development activity. This work is nearly completed, and it is hoped that it will support a more systematic, organization-wide approach to PD, and address some of the challenges that the PD programme has faced.

Furthermore, the PD coordinator undertook a FET-wide training needs analysis which is informing the programme of work for the coming year, both in terms of locally-developed and externally-sourced PD opportunities. The DDLETB PD programme has always suffered by virtue of being an additional responsibility for whoever was managing it. We believe that having a dedicated PD Coordinator will now allow the programme to be given the attention it deserves. This person will now have time to develop proper policies and support structures, as well as identifying new PD opportunities on an ongoing basis, and this will, we believe, pay dividends in the future, as DDLETB seeks to upskill and reskill its FET staff so as to ensure that it continue to prepare its learners for the future and a continuously evolving workforce.

Link to Updated Policy & Procedures
Click here to enter text.

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
6. The review team recommends that DDLETB continue to review and update its programmes and to ensure they are current and up to date. Planning schedule can be part of the QA Handbook. The review Team recommends DDLETB identify all	• To engage with QQI and other ETBs in the consultation on the Broad Standards at Levels 1-4 of the NFQ, and future consultation processes as appropriate	• Engaged with L1-4 and other Broad Standards consultations • Participated in focus group consultation on future of CAS awards • Engaged with Blended Learning Survey

FÁS Legacy programmes that require updating and progress as a matter of urgency.	• Programmes Committee to prioritise programmes and modules to be reviewed. • To collaborate in the possible review and redevelopment of CAS awards and programmes as agreed nationally • Assessment Development Group to be reconvened to identify assessments to be developed/reviewed. • ADG to recommend prioritised list to Programmes Committee.	• Programmes Committee TOR revised to include prioritising programme and module review (see above, p.9) • DDLETB participating in national CAS Review Working Group • Working group convened to identify streamlined approach to AIS development and review. (See above, p. 9) • Prioritised list to be forwarded to Programmes Committee once streamlined approach agreed and implemented.
7. The review team recommends that DDLETB use communities of practice as a working method and model of good practice in curriculum design and QA processes and expand this to other appropriate curricular areas. A more holistic approach should be taken in course development, involving industry experts, external authenticators, prospective learners and tutors in order to ensure a complete learning programme where the learner's needs can be fully met so that the learner can become a highly employable member of the labour force.	• To submit the evaluation report on the Early Learning and Care programme development process [Community of Practice approach] to the Programmes Committee for noting. Circulate the report to the 16 ETBs and other interested organisations. • To revise the Course Approval Application Form (PC02) to include evidence of feedback with external stakeholders in course development as appropriate. • To identify employers who would be willing to participate in programme review and development processes as required.	• Evaluation of the Community of Practice (CoP) approach to Curriculum Design in the Early Learning and Care Programme evaluated, and circulated to the 16 ETBs in advance of further curriculum development • CoP approach used to undertake review of 16 modules • PC02 Course Approval Form revised to include evidence of feedback sought from external stakeholders as part of the course development process. • Course Approval Process streamlined, Course Approval Committee now meeting monthly to ensure more agile response to new programme and course proposals • Employer Engagement Officer recruited to engage with employers; • Programme Development policy under development, to include employer engagement

Commentary and Reflections

DDLETB recognizes that the awards leading to of many of the CAS programmes that it is delivering are in urgent need of review. In addressing this issue, it is faced with two over-arching challenges:

1) the review of awards leading to CAS programmes is a national issue, to which a national solution needs to be found. This will involve collaboration between the 16 ETBs, QQI, SOLAS and other regulatory stakeholders. As such, finding a mutually satisfactory approach to award review and development is inevitably going to be a challenging process

2) insufficient curriculum development staff in DDLETB to undertake the scale of curriculum development work that we would like to do, and that would be required to review/revise the existing CAS awards and flexibly develop new micro-qualifications to meet the evolving demands of the labour market.

An approach to collaborative curriculum development is being explored nationally, and when agreed, DDLETB will fully participate. Equally, a request for sanction for two further Curriculum Development posts was submitted to SOLAS in July 2023, and we are still awaiting a response. Until we have sufficient curriculum development staff in place, it will not be possible to undertake the scale of curriculum development work which is required.

To ensure that we are strategically positioned to engage as fully with curriculum development as we would like to, we have started to develop the new Programme Development Policy and will then develop the Programme Management and Review policies, so that that work can commence as soon as the required curriculum development staff are in place.

In the meantime, we are encouraging the ongoing review of out-of-date modules locally through the promotion of the PC05 Module Review Application Form. Furthermore, we are adopting a strategic approach to best utilize available resources through close engagement with our Enterprise Engagement officer & Innovation and Research Project Manager, to make sure that those courses that we do deliver meet the needs of employers, industry, and the community. This is done by engaging with employers and by revising the PC02 Couse Approval Application form to include evidence of employer consultation and clear linkage to our strategic goals.

Link to Updated Policy & Procedures

Click here to enter text.

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
8 The review team recommends that work needs to be done to increase recognition of prior learning (RPL) so that opportunities	To convene a working group to develop and implement RPL policy	• A Learner Experience QA Officer has been identified and is in place; they are currently completing L9 qualification in RPL.

are opened up for those who have built up on-the-job experience and to create a more accessible learning environment.		• RPL policy development scheduled for Q2&3 2024. • The Quality Enhancement Committee has scheduled the RPL policy for development in Q3 2024. • An RPL working group has been identified, and plans are currently underway to roll-out two RPL action research pilot projects, which will inform the development of the RPL project.

Commentary and Reflections

DDLETB has been providing considerable support around Recognition of Prior Learning (RPL) with respect to the Early Learning and Care (ELC) Programme. As part of the ELC programme development process, DDLETB developed an RPL Toolkit, which has been shared with the 15 other ETBs, and which has supported the transition from the old *Early Childhood Care and Education* programmes, to the new ELC programmes at level 5 and 6. DDLETB will be contributing to the RPL Biennale hosted in Ireland this year, by delivering a Lightening Talk on its development of the RPL Toolkit for ELC.

However, despite the excellent work done on RPL for ELC. it is recognized that the ETB needs to develop and implement a more generalized approach to the Recognition of Prior Learning, and so a Quality Assurance Officer with responsibility for Learner Experience has been identified, to drive and support that policy initiative. In order to ensure that DDLETB is guided by the most up-to-date thinking in this increasingly important field, the Learning Experience QA Officer is currently completing a Level 9 qualification in RPL. In addition, DDLETB is undertaking two RPL action research projects, one related to the Early Learning and Care programme, and the other around recognition of prior learning with respect to Work Experience and Work Practice. It is hoped that this two-pronged approach, combining the most up-to-date theoretical insights into RPL, with the learning gained from the lived experience of action research, will support DDLETB to develop an RPL policy which both meets the needs of learners, and can be sustainably managed by the ETB. It is planned that the RPL policy should be complete by the 3rd quarter of 2024.

Link to Updated Policy & Procedures
Click here to enter text.

1.07 Integrity and Approval of Learner Results

No recommendations relating to Integrity and Approval of Learner Results

1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
9. The review team recommends that DDLETB develop a set of key performance indicators (KPIs), perhaps in collaboration with other ETBs, for each of the services provided. Indicators can be motivating for all involved, including instructors and learners. At a local level, these indicators can be linked to risk assessment and strong leadership. The review team recommends that DDLETB set targets on essential indicators at corporate management level, to limit the number of indicators that need to be managed at each organisational level.	• To convene Data Working Group • To identify relevant, standardised data which will facilitate QA governance units to monitor quality assured provision.	• On a pilot basis, specific certification reports, as provided by QQI, have been identified to provide key data on provision • KPIs have been identified and included in the authentication reporting documentation to support the monitoring and evaluation process. • These reports for 2023 delivery have been reviewed by the relevant QA governance units to assure themselves of the standard of the quality assured delivery.

Commentary and Reflections

DDLETB is very conscious that while it has traditionally made extensive use of its qualitative data sources with respect to its quality assured provision, much of the quantitative data that it did have, was primarily gathered and analyzed at local level. That has been changing in recent years, as QQI have started to provide more ETB-level data regarding certification rates, grade distribution levels and other benchmarking data.

The challenge has been how to process all of the new data, so that it can be analyzed meaningfully and sustainably. Following research which was undertaken to identify current best practice in monitoring and evaluation, it was decided to identify Key Performance Criteria, and to combine these with selected data extracted from the extensive certification data provided by QQI, to develop an approach which combined **Purposive and Random sampling** to allowed the QA Unit to easily identify areas of risk which should be escalated to the relevant governance unit, the Director of FET or the Chief Executive, as well as providing the relevant governance units with the data that they need to assure themselves of the standard of the quality assured delivery of programmes of education and training in DDLETB FET centres. Following an analysis of this pilot project and the learning arising out of it, a policy of Information and Data Management will be developed later, as prioritized by the Quality Enhancement Committee.

Link to Updated Policy & Procedures
Click here to enter text.

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
10 The review team recommends that DDLETB increase the effectiveness of its communication policy (including media policy) by monitoring and publishing results that appeal to more employers, learners and stakeholders in the community. This should include more qualitative data (testimonials, success stories, community involvement) in reports on quality assurance.	• To appoint Access Officer for DDLETB • To develop Public Information and Communications policy	

Commentary and Reflections
The appointment of an Access Officer will be considered at a later date in the context of the move towards the planned College of Further Education and Training (College of the Future).

Once a Public Information and Communications policy has been developed for DDLETB, it will be referenced in the QA Framework, and will inform all QA information which is communicated publicly.

Link to Updated Policy & Procedures
Click here to enter text.

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
11. The review team recommends that DDLETB implement a standardised assessment of learners' level of English for relevant courses so that all learners can start at a base level and progress simultaneously, making it easier for learners to relate to each other.	• To organise a seminar for FET management to consider and agree on a standardised approach to the assessment of English language readiness for learning.	A steering group was convened to identify and implement standardised approach to English language assessment for admission. Two CPD sessions, offering training of Cambridge Placement Test offered to 47 staff, and a further session is scheduled Autumn 2024

Commentary and Reflections
DDLETB provides programmes of education and training to a large number of learners for whom English is not their native language. While DDLETB is proud to be a recognized Cambridge English Language Examination Centre, it is acknowledged that there has, to date, been a mixed approach to assessing English language for admission onto courses across DDLETB's FET centres. Thus, some centres routinely administer the Cambridge Placement Test for prospective non-native English speaking learners, while other centres administer a screening test to identify the suitable level of placement for the learner.

To identify a suitable standardized approach to English language assessment for admission, a steering group was convened, consisting of the Director for Further Education and Training, the four Adult Education Officers, the QA Manager and the DDLETB ESOL Development Coordinator. It was agreed to roll out training in administering the Cambridge Quick Placement Test for staff who would be assessing learners for admission. Forty-seven staff members were trained across two training sessions in Spring/Autumn 2023, and a further session is planned for Autumn 2024. It is further planned to seek feedback from those staff members who have completed the training, to identify learning from this initiative.

Link to Updated Policy & Procedures

2.02 Assessment of Learners
No recommendations made relating to Assessment of Learners

2.03 Supports for Learners

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

12 The review team recommends that DDLETB invest in resourcing additional counselling services for learners in the FET centres.
 	
The review team recommends that DDLETB develop additional resources for learners in the areas of career guidance support, counselling supports, learning support (Maths & English), disability support services, and psychological support across FET provision.
	• To conduct small scale action research to review learner support systems, and report to DFET
	
	• To establish Community of Practice (CoP) for Learner Supports to identify additional resources to be developed to support learners with special educational needs
	
	• Selected staff to undertake training in *Trauma-informed practice to support people who have experienced psychological trauma.*
	
	• To identify and provide a range of PD opportunities to staff teaching learners with additional needs
	• To promote uptake of PD opportunities in the AHEAD Universal Design of Learning (UDL) digital badge.
		• External consultant commissioned to undertake learner supports systems research, report completed, submitted to DDLETB and considered by Learner Support Community of Practice
		• Centrally-organised Communities of Practice identified
		• Learner Support Community of Practice formed, meets 4x annually.
		• QA Officer for Learner Experience identified, whose responsibility it is to develop and implement QA policies and procedures to support learners
		• Jigsaw Mental Health workshop for learners
		
		• 23 FET staff trained in *Trauma-informed practice to support people who have experienced psychological trauma*
		• A range of PD opportunities for staff teaching learners with additional needs offered:
		  • Dyslexia Awareness
		  • Dyslexia Screening workshop & screening kits purchased for all trained staff.
		  • AsIAm Autism awareness
		  • AHEAD-neurodivergence

		• Trinity Post-graduate Certificate in Diversity & Inclusion—7 staff members sponsored. • [29+29] staff members completed AHEAD UDL digital badge; 4 completed the facilitator's badge, and 2 staff members participated in the Beyond the Classroom UDL pilot programme

Commentary and Reflections

In response to the findings of the Inaugural Review Report, DDLETB decided to commission an external consultant to undertake an action research project to review learner support systems that were in place across the FET centres. This report identified that there were extremely dedicated staff in place who were creating local systems of additional support. A proposal arising out of this report was that the ETB should seek to reinforce additional learner supports centrally, but that they should be provided locally. It was further proposed that all learners should have consistent access to additional learner supports.

The proposals in the report echo and support the approach taken by DDLETB since the Inaugural Review with respect to learner supports. This consists of the development of a very active and well-attended Learner Support Community of Practice whose role is to support the delivery of learner supports at centre level. They are supported centrally by a senior Development Officer with responsibility for the strategic development of learner supports, as well as by the Learner Experience QA Officer who has responsibility for Learner Support QA Policy, and the Professional Development Coordinator, who has responsibility for providing the training for staff in providing support to their learners, and the QA Manager.

While these initiatives are in place to provide supports to current learners, it is recognized that the move towards a single College of FET (College of the Future) will be significant in furthering the goal to have a consistent experience for all learners. Therefore, in planning for the College of FET, the Admissions Working Group has identified a sub-working group, specifically to ensure a common approach to learner supports in the admission process.

There has been a considerable amount of activity with respect to learner supports in 2023, with the formation of a number of groups and sub-groups. Thus, a small steering group has been formed, to maintain oversight of all of the different initiatives, and to ensure that they are working in unison to support learners currently, and into the future.

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.
13 The review team recommends that continuous professional development of DDLETB FET staff be managed and planned through a formal training needs analysis and review process. The review team deems this should be introduced in the academic year of 2023-24 and linked to the new statement of strategy. *This was the only recommendation given for Self-Evaluation, Monitoring and Review in the Review Report. An update on actions has been included in Section 1.04 Staff Development above*	• To recruit Professional Development (PD)Coordinator • To develop PD policy and procedures • To develop plan for ongoing support of staff to avail of professional development opportunities which support the ETB Statement of Strategy • To convene working group to explore the development of a common approach to training needs analysis across all services	***See Section 1.04 Staff Development above***

Commentary and Reflections

The only recommendation with respect to Self-Evaluation, Monitoring and Review in the Inaugural Review Report actually related to the professional development of staff. It is assumed that this was an oversight.

However, the Quality Enhancement Committee has scheduled the development of a Self-Evaluation, Monitoring & Review policy for the latter part of 2024. The policy, when completed, will be informed in part by the learning arising out of the piloted approach to monitoring and evaluation outlined in Section 1.08 Data and Information Management above.

Link to Updated Policy & Procedures
Click here to enter text.

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
14 The review team recommends that DDLETB ensure all programmes that require updating within a periodic review cycle are appropriately resourced to ensure appropriate curriculum design that meets the needs of learners and employers. This will also require prioritising programme reviews to resource reviews in the best order.	- To seek sanction for curriculum development staff, aligned to national staffing structures when agreed - Programmes Committee to prioritise programmes and modules to be reviewed. - To collaborate in the possible review and redevelopment of CAS awards and programmes as agreed nationally	- Sanction for two curriculum development staff sought from SOLAS in July 2023. Despite repeated enquiries, no response has been forthcoming. - Programmes Committee TOR revised to include prioritising programme and module review (see p. 9 above) - Module Review Request form completed (PC05) 28 module reviews completed, 6 currently underway - DDLETB participating in national CAS Review Working Group

Commentary and Reflections

As outlined in Section 1.05 above, an approach to collaborative programme review is being explored nationally, and the QA Manager is closely involved in that national process. When an approach has been agreed to reviewing programmes nationally, DDLETB will fully participate in that process.

In the meantime, we are locally reviewing what modules we can, with the Module Review Request Form (PC05), receiving recommendations from teachers/instructors, External Authenticators etc. Furthermore, we will be ensuring that modules and programmes remain fit for purpose by working with our Enterprise Engagement officer to include employers in programme development and review, and thus ensuring that our programmes meet their needs.

Finally, in order to ensure that we are strategically positioned to engage as fully with programme review as we would like, work is due to start shortly finalize the new Management and Review policies, so that that work can commence as soon as the required curriculum development staff are in place.

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.
15. The review team recommends that DDLETB develop further pathways for learners to contribute to society by creating programmes that support the Euro Skills agenda or contribute to achieving Sustainable Development Goals (SDGs). New and existing programmes should be developed support these global goals and local needs. Note: while this recommendation was included in the Oversight, Monitoring and Review of Relations with External Parties sections, and is thus included here, it possibly might have belonged more appropriately in Section 10.5 above.	• To collaborate in the development of non-CAS awards and programmes as agreed nationally • To validate and roll-out a range of micro-credentials supporting the Green Skills Agenda and Sustainable Development Goals • To deliver workshop and introduce amended course approval documentation to include consideration of the Euro Skills Agenda and the Sustainable Development Goals.	• DDLETB led in the development of the Level 6 Specific Purpose Certificate in The Circular Economy in the Workplace 6S22103. • Collaborated in the development of, or differentially validated a range of micro-qualifications which support the Euro-Skills agenda or contribute to achieving Sustainable Development Goals. To date, we have validated 33 Special Purpose Awards and associated minor awards. • DDLETB is currently planning to develop a micro-qualification in healthcare using AR/VR. This is due to be submitted for validation in Q4 2024 • Workshop delayed, pending final approval of the Course Approval Documentation from the Quality Council.
16. The review team recommends that DDLETB be more proactive in recruiting employers. Most of the employers the review team met had made the initial approach to ETB. The review team recommends that DDLETB establish a range of employer advisory boards in the academic year 2023-2024 that will contribute to ongoing curricular and programme evaluation.	• To recruit Enterprise Engagement Officer • QA unit to liaise with Enterprise Engagement Officer to identify stakeholders willing to provide feedback to enhance QA management processes [Q4 2023]	• Enterprise Engagement Officer recruited and in post • Employers identified and included in Steering Group for development of new Healthcare AR/VR micro-qualification • Project Manager for Research & Innovation recruited and in post

	• To identify employers who would be willing to participate in programme review and development processes as required.	• Programme Development policy under development, to include employer engagement, for approval by Quality Council June 2024
17 The review team recommends that DDLETB gather qualitative data on the value of nonaccredited courses for these learners who have come through the ETB to help with marketing and image. DDLETB should develop its training needs analysis and progression plans for these learners.	• AES to develop and implement a plan to gather and use qualitative data to promote the value of non-accredited learning, and identify how progression pathways could be promoted.	• Progressions pathway working group convened, mapping of provision has been undertaken, progression pathways to be identified. Use of "Pen Pictures" to be used to identify potential learner profiles, which is to be accompanied by qualitative data such as existing learner feedback, to support the marketing of all courses, including non-accredited courses.

Commentary and Reflections

DDLETB wishes to ensure that the needs of all—learners, but also employers, community representatives and other stakeholders, are considered when programmes are developed or reviewed, and this is explicitly addressed in the Programme Development Policy which is currently being developed, meaning that all new programmes to be developed will have to provide evidence of such consultation.

DDLETB has experienced the usefulness of developing a forum where employers can input into programme development: when developing the ELC programme, employers and other experts from the childcare industry were invited to provide feedback throughout the development process, and were included on the ELC Programme Board.   This has proved to be a valuable source of guidance as the programme has bedded down, and has supported the ongoing evolution of the programme and in ensuring that it remains fit for purpose. See Case Study 1 below.

Building on this experience, DDLETB has recently recruited an Enterprise Engagement Officer, whose role is to proactively engage with employers in the region. This role will directly address the recommendation of the review team that DDLETB should be more proactive in this area. In addition to identifying re-skilling and up-skilling needs for their employees, these employers will also be asked to provide feedback on programme development and review, to ensure that programmes developed by DDLETB meet their needs and those of their employees.

Finally, DDLETB has now recruited a Project Manager for Research and Innovation. In the first initiative undertaken as part of this new role, DDLETB is developing a new micro-qualification to deliver transversal skills for the healthcare sector, delivered through AR/VR. A steering group has been set up to oversee this development, including representatives from a range of employers in the healthcare sector. It is anticipated that future projects and programme development, such as micro-qualifications, will focus on green skills, and other sustainable development goals.

Link to Updated Policy & Procedures
Click here to enter text.

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	Update on Status	Link to updated/new Policy
	These should relate to objectives not already discussed in the progress report.	Provide brief update on status, whether completed or in progress.	
1	To apply for Erasmus + Accreditation	DDLETB successfully applied for two Erasmus accreditations—one for staff and learner mobilities in the Adult Education Service, and the other in the VET services. This means that DDLETB will now be able to plan more strategically for mobilities which will support development of FET services as a whole, rather than simply on a centre-basis.	Click here to enter text.
2	To develop of further SharePoint hubs and streamlined communications processes	DDLETB has been extensively expanding its use of SharePoint hubs, to facilitate streamlined communications, and to support the consistent delivery of quality assured provision across its 40 centres. The success of the QA Hub was followed by the	Click here to enter text.

		development of the Appeals Hub, the Assessment Hub and the Professional Development Hub, which is designed to act as a one-stop shop for all PD development. For more on the development of these highly-successful hubs, please see Case Study 2 below.	
3	To deliver Leadership Training Project	DDLETB recently engaged with the UCD Professional Academy to deliver leadership training to 30 of its middle leaders. This programme is due to complete shortly, but initial feedback is that the course has been highly popular with participants.	Click here to enter text.
4	Tertiary award development	DDLETB is currently engaging with a number of HEIs to explore the possibility of co-developing 2+2 tertiary awards.	Click here to enter text.
5	College of FET	DDLETB is currently planning the move towards a unified College of FET structure. As this will involve a wide range of strategic and practical changes, a steering group has been set up to oversee this process, with 3 working groups identified to support them in their role. The working groups are the *Branding* working group, whose task is to support and guide the re-branding that will be required as part of this process, the *Admissions* working group which is exploring the move to a standardised approach to	Click here to enter text.

		admissions across all services, and the *Provision* working group, whose task is to map provision across all services, and identify gaps and duplication in provision. It is recognised that in any change process, communications is key, and thus the Steering Group has to date met with FET staff to outline the plans for the College of FET, and ensure that everyone is kept fully informed.	

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 2-2500 words

⇒ Relate to a specific time- and subject-bound issue

⇒ Include an introduction that sets out a brief overview of contextual matters

⇒ Include any relevant supporting data and data analysis

⇒ Include links to any sources cited

⇒ Include a clear concluding paragraph with overview of key outcomes/learning

Case Study 1:
The ETBs' Early Learning and Care qualifications post-validation: the DDLETB approach to minding the shared curriculum

Introduction

The Early Learning and Care qualifications (Level 5 Certificate 5M21473 and the Advanced Certificate 6M21471) were developed by DDLETB for and on behalf of the 16 ETBs in 2020-2021. DDLETB achieved validation and the 15 partner-ETBs achieved differential validation of the shared curriculum in a simultaneous exercise in May-June 2021. The qualifications are now rolling out across all ETBs and the delivery phase is mid-way through the five-year validation period. In the first two years of roll-out, 868 graduates at Level 5 have qualified as Early Years Educators and are able to enter employment in Early Years services.

Description of issue

DDLETB's role in supporting the ELC qualifications continues post-validation. The organisation has taken a three-pillar approach to 'minding the shared curriculum'. These pillars can be described as: 1) maintaining standards, 2) communications, and 3) governance, management & review.

Action

The three pillars have been actioned as outlined here.

Governance, management and review:

- providing the secretariat for the ELC Programme Board, which acts as the 'custodian of the shared curriculum', to ensure that it remains up-to-date and fit for purpose
- facilitating two-way communicate between the board and the ELC programme managers at ETB-level
- coordinating and reporting on the annual programme review
- coordinating, documenting and communicating curriculum updates
- coordinating the sharing of the curriculum with other approved providers

Communications:

- facilitating a community of practice for ELC programme managers across all ETBs, meeting frequently through the year to communicate relevant updates, share experience, raise issues and contribute to solutions; the 'national' community of practice allows for communication to be cascaded to local ELC staff communities of practice.
- reporting to the ETBI-hosted Quality Network of ETB QA Managers on relevant updates
- acting as a point of contact with government departments, QQI and other bodies on ELC-sector related issues

Maintaining standards:

- developing and maintaining resources to accompany the programme including a sample assessment booklet, a Professional Practice Placement Handbook, and the RPL Toolkit for ELC.
- collaborating with ETBI FET Digital Library to create ELC subject pages and ensure additions to the library stock.
- collaborating with ETBI and FESS to support EA briefings
- arranging PD opportunities in a range of relevant topics both with FESS and via DDLETB for teachers across all providers who use the curriculum

Key Outcomes/Impacts

This approach to 'minding the curriculum' post-validation means there is oversight of the programme located in a suitably provisioned programme board.

The national big picture can be made available to all the participating providers about the extent of roll-out, certification and learner progression pathways. In addition, insights can be shared into the impacts both of the programme and on the programme.

The collaboration, the communities of practice and shared resources provide for a consistency in standards while also allowing for peer learning about different approaches to delivery taking place across ETBs.

Key Learnings

Chief among the key learnings is that developing a qualification in a sector regulated for employment, entails a long-term commitment to maintain the programme post-validation. It is akin to acting as a coordinating provider. As such, the commitment requires personnel and significant time.

A second learning is how this approach to minding the curriculum takes care of much of the preparatory work needed for review and revalidation of the programme at the end of the five-year certification period.

Finally, solutions to specific programme-level problems can, with good design and creative application, grow into tools with benefits for learners and staff way beyond the limits of the programme that originated them.

Case Study 2:
Enhancing Quality Assurance: A secure solution for communication, collaboration and repository access.

Introduction

Quality and Qualifications Ireland (QQI) plays a pivotal role in ensuring the quality, integrity, and reputation of Ireland's further and higher education system. As a recognised provider within this system, Dublin and Dún Laoghaire Education and Training Board (DDLETB) offers a diverse array of QQI awards across its Further Education and Training (FET) services. Over the years, DDLETB has been consistently working towards establishing a unified quality assurance (QA) system to uphold the highest standards across its FET services. This case study highlights DDLETB's journey of implementing QA enhancements and the profound impacts these initiatives have had on the organisation.

Description of issue

In the past, DDLETB housed QA and curriculum documentation on a Google Drive called CloudETB. This site lacked the ability to ensure secure access, and this led to inefficiencies in document management. With a substantial workforce of over 800 FET teaching staff, the need for reliable

access to QA policies, procedures and curriculum documentation was imperative for ensuring standards, consistency, and quality across DDLETB FET services thus, supporting excellence in teaching, learning and assessment.

Action

DDLETB has strategically committed to and invested in Microsoft 365 as a comprehensive solution for the entire organisation. This decision was taken to enhance productivity and efficiency while prioritising security for data and devices. As a result, all staff and learners have accounts providing access to the full suite of Microsoft applications. To maximise the potential of this resource, the DDLETB QA Unit collaborated with Cloud Design Box, 'a Microsoft Partner', to develop a tailored SharePoint site that would provide secure access to QA resources and documentation for all four of DDLETB FET services (CDB 2024). This would support DDLETB's goal to develop one common, overarching quality assurance (QA) system for all four FET services i.e., Adult Education Services, Post Leaving Certificate Colleges and Further Education Colleges, Training Centres, and Youthreach Centres.

Key Outcomes/Impacts

Improved accessibility and security: The implementation of the QA Hub addressed longstanding concerns about accessibility and security. The QA Hub now offers secure access controls to a centralised repository where staff members across all DDLET FET services can efficiently retrieve QA and curriculum documentation, ensuring compliance and consistency in educational practices.

Enhanced Communication: The QA Hub emerges as a pivotal communication tool, facilitating the dissemination of important updates, news items, and calendar reminders to FET centres. This streamlined communication process fosters greater alignment and collaboration among stakeholders, enhancing overall operational efficiency.

Positive User Experience: Feedback from FET centres echoed a resounding appreciation for the QA Hub's user-friendly interface and its tangible impact on workflow efficiency. Testimonials praised the platform for its usability, inclusivity, and accessibility, highlighting its pivotal role in supporting teaching, learning and assessment.

Streamlined Appeals Process: The success of the QA Hub compelled the QA Unit to embark on a transformative journey to streamline the appeals process through the development of the Results Appeals Process Hub. By digitising appeal forms and establishing secure folders for learner evidence, DDLETB significantly reduced the time and effort required for appeals processing, therefore, improving efficiency and accessibility and ensuring timely resolution along with stakeholder approval and satisfaction.

Effective Governance: The integration of Microsoft Teams within the QA Hub enabled DDLETB's robust governance structures to communicate and collaborate, consequently ensuring strategic oversight and alignment with organisational objectives. Committee members can now seamlessly access relevant documentation, participate in meetings, and collaborate on initiatives, thereby enhancing transparency and accountability.

Universal Design Integration: The incorporation of Universal Design (UD) principles into the Assessors Hub exemplifies DDLETB's commitment to inclusivity and accessibility. By offering features such as the Immersive Reader option, descriptive imagery, and diverse content formats, DDLETB empowers assessors with diverse needs, fostering a culture of equity and inclusion.

Further Developments: The success of the QA Hub has inspired the development of the Professional Development (PD) Hub, another collaboration between DDLETB and Cloud Design Box. The PD Hub will support the ongoing advancement of DDLETB's professional learning and development by providing a central location for FET continuous professional development (CPD) and PD requirements, as well as support resources such as TEL, ESOL, and UDL. FET staff will be able to use the PD Hub to register and/or express interest in DDLETB CPD events, DDLETB sponsored PD, and free external courses. This initiative further demonstrates DDLETB's commitment to continuous improvement and excellence in teaching, learning, and assessment.

Key Learnings

Collaboration and Partnership: DDLETB's successful QA enhancement initiatives underscore the significance of collaboration with technology partners like Cloud Design Box. By leveraging external expertise and resources, DDLETB was able to develop tailored solutions that met the unique needs of its FET services.

User Centric Approach: Prioritising user experience and accessibility emerged as fundamental principles guiding DDLETB's QA enhancement endeavour**s**. By actively seeking feedback and incorporating user-centric design principles, DDLETB ensured widespread adoption and acceptance of its QA initiatives among stakeholders.

Continuous Evaluation and Improvement: DDLETB recognises that the journey towards excellence in QA is an ongoing process. Continuous evaluation, feedback loops, and iterative improvement are essential components of DDLETB's QA framework, ensuring adaptability and responsiveness to evolving educational needs and regulatory requirements.

Leadership and Vision: DDLETB's commitment to QA reflects strong leadership and a clear organisational vision. By championing a culture of excellence, innovation, and continuous improvement, the DDLETB QA Unit sets the standard for QA, inspiring emulation and collaboration among peers and stakeholders.

In conclusion, DDLETB's journey in enhancing QA within its FET services serves as a testament to the transformative power of strategic investments, collaborative partnerships, and a steadfast commitment to excellence. By prioritizing accessibility, inclusivity, and continuous improvement, DDLETB has not only elevated the quality of its educational provision but also set a benchmark for best practices in the wider educational community. As DDLETB continues its quest for excellence, it remains poised to embrace the future of further education and training in Ireland and beyond.