

Glossary and Abbreviations

1. **QQI Award Specification:** sets out the minimum requirements which must be met in order for QQI to confer the award. QQI Awards are divided into Major Awards, Minor/Component Awards and Special Purpose Awards. Every Award has a code E.g., 5M3789. The Code indicates the level 4 or 5 or 6 and whether it is Major (M) Minor (N) or Special Purpose (S).
2. **QQI Validation** – This is the process by which QQI examines a provider’s application for programme validation. This is carried out in line with QQI Policy and Criteria for Validation. If the programme is deemed to meet QQI specification it is validated for delivery. This can be given under certain terms and conditions. The programme must be delivered in compliance with these. If it is not CDETБ is in breach of validation agreements. Fees are paid to QQI for the validation of programmes.
3. **QQI Special Validation Requirements:** set out special requirements in the QQI Award Specification that must be adhered to when delivering the programme or programme module which leads to that award. They can be very specific e.g., certain resources must be in place as part of delivery. If a CDETБ Centre cannot meet these or does not meet these CDETБ is in breach of its validation agreements and certification will be threatened for the learner. Special Validation Requirements are also set out in the CDETБ Programme Descriptor.
4. **CDETБ Programme** leads to a specific Major award and are owned by CDETБ as the provider. It must be validated by QQI where it leads to QQI Awards.
5. **CDETБ Programme Descriptor:** the document within which the programme is set out. This must be in line with the QQI Award Specification to which the Programme leads. CDETБ may have developed the programme, or it may have been shared with us by another CDETБ, we also share with programmes we develop with other CDETБs. It will include a list of the modules which can be selected for delivery. The QQI Award Specification will dictate the majority of the module selection. However, there will be a long list of modules to choose from under remaining credit value. Long lists were included to give centres a large degree of choice when designing a course. No module can be delivered that is not on this list. This is the CDETБ programme which has been validated for delivery by QQI and it must be complied with in full.

6. **CDET B Programme Module** leads to a specific Minor/Component QQI award. The Programme Module must be developed in line with the Component Awards Specification Programme modules make up a Programme and are listed in the Programme Descriptor. CDET B Programme Module Descriptor: sets out how the module must be delivered; it must be complied with fully to ensure validation agreements are adhered to.
7. **The 20% Rule:** This is currently provided for under CDET B and QQI Agreements. It allows CDET B to modify certain aspects of a legacy Programme or within a 20% margin. This includes the module list under the remaining credit value. If there were 20 components listed only 4 can be added to the Programme Descriptor in total. Programme Modules can be altered within this rule. However, requirements dictated by the QQI Award Specification to which the programme or programme module leads cannot be altered by the provider
8. **<https://curriculum.etbonline.ie>**: is the CDET B Moodle site which houses all our validated Programmes and Programme Modules. This is a key organisational resource. It contains the most up-to-date versions of CDET B Programmes and Programme Modules. Centres can only take programmes and programme modules they are approved to deliver.
9. **CDET B Programme and Course Approval Process:** CDET B as the provider must operate oversight and governance for the development of programmes, programme modules or alterations to same and ensure adherence to validation agreements with QQI. Certification is made based on Validation and Quality Assurance agreements. CDET B must also operate oversight and governance in relation to the delivery of courses in Dublin City, this is to prevent under and oversupply in certain areas, the monitoring of which is provided for in SOLAS funding requirements. For courses which lead to QQI Awards, the course offering is an approved variation of a CDET B Programme for delivery to learners.
10. **CDET B Centre's Course:** The Centre's course offering is the variation of the CDET B Programme which the centre is approved to deliver. The variation of the programme is based on the module selection which gives rise to a focus, emphasis and/or specialism. A centre is not approved to deliver any variation of a CDET B Programme.
11. **ESOL:** English as a Second Language

12. **Grant-Aid:** a grant is a financial provision for a particular activity or service undertaken by an outside body. The Grantor provides the relevant monies, which the Grantee receives to carry out the specified activity/service or programme. This is distinct from 'contracted training' which is provided for under public procurement rules.
13. **Contracted Training:** This is where CDETБ contracts private entities to deliver FET programmes on its' behalf. CDETБ is a Contracting Authority which is the term used for a public body which accesses the goods and services of economic operators under public procurement rules.
14. **Economic Operator** – are private entities that apply to provide services under public procurement frameworks and competitions.
15. **Skills to Advance:** A nationally funded programme designed to target those that have become unemployed and require upskilling or reskilling

Glossary of Organisations:

16. **CDETБ** – City of Dublin Education and Training Board. The Statutory provider of Further Education and Training (FET) provision for the City of Dublin.
17. **ETBI** – Education and Training Boards Ireland. All ETBs are members of ETBI, the primary goals of which is to achieve national co-ordination in key policy areas in terms of lobbying and implementation.
18. **FET Development Unit** – An internal support Unit within CDETБ to support CDETБ centres and services meet the challenges and opportunities which arise and to develop and improve services while also ensuring legal and regulatory compliance.
19. **FESS - Further Education Support Service.** This is a national service set up to support the work of Education and Training Boards which is delivered on a regional basis throughout the state. FESS provides professional development opportunities and support to publicly funded FET providers and undertakes work in areas such as programme development, initiatives to enhance quality of programme provision, the training of External Authenticators and the development of national teaching resources.

20. **SOLAS** – National Planning and Funding Body for the Further Education and Training (FET) sector in Ireland.
21. **QQI** – Quality and Qualifications Ireland is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland

Glossary of Roles

Colleges of Further Education:

22. College Principal – is the Head of Centre for a College. The role of College Principal is a statutory role recognised under *inter alia* the Education Act 1998
23. Deputy Principal – is a senior leadership position reporting to the College Principal
24. AP1 – Assistance Principal (1) – is a member of the college leadership team, with designated areas of responsibility in addition to teaching/guidance responsibilities. AP1s are more senior to AP2s and have enhanced areas of responsibilities to reflect this.
25. AP2 – Assistance Principle (2) - is a member of the college leadership team, with designated areas of responsibility in addition to teaching/guidance responsibilities.

Training Centres:

26. Area Manager - is the Head of Centre for the Training Centre and is responsible for the management and operation of the centre
27. Assistant Training Centre Manager – reports to the Training Centre Manager and is part of the Senior Leadership Team for the Training Centre.
28. Training Standards Officer (TSO) – An appointed officer with responsibilities in relation to the implementation of quality assurance policies and procedures on assessment.
29. Senior Training Advisor (STA)– An appointed officer, with a role as set out under statute and oversees the delivering of Apprenticeships to ensure the relevant standards are maintained.
30. Community Development Officer (CDO) – An appointed officer with a monitoring role in relation to provision delivered by community based second providers such as CTCs, LTIs and STPs (see above)

Adult Education Service (AES)

31. Adult Education Officer (AEO), is a service level senior leadership position responsible for CDETБ adult education provision within a specified region
32. Adult Literacy Officer – (ALO), is a member of the service leadership team within an AES region reporting to an Adult Education Officer
33. Community Education Facilitator (CEF) - is a member of the leadership team within an AES region, reporting to an ALO/AEO and with responsibilities in relation to community partnerships

Youthreach

34. CDETБ Regional Youthreach Co-ordinator – A service level senior leadership position with responsibility for the co-ordination of service provision across CDETБ Youthreach centres in conjunction with centre-based co-ordinators
35. Youthreach Co-ordinator is the Head of Centre for a Youthreach Centre and reports to the CDETБ Regional Youthreach Co-ordinator

Education Service to Prisons (ESP)

36. The Organiser of the Education Service to Prisons (ESP) is a service level senior leadership position with overall responsibility for the service
37. Head Teacher – is a member of the senior leadership team within the ESP with designated areas of responsibility reporting to the Organiser of the Education Service to Prisons