

Quality Maintenance Enhancement and Assurance

# Centre-Level/Service Sphere-Level Review

# Results Approval Panel (RAP)

Create  
Your  
Future



QAI AWARD

**V2** February 2024

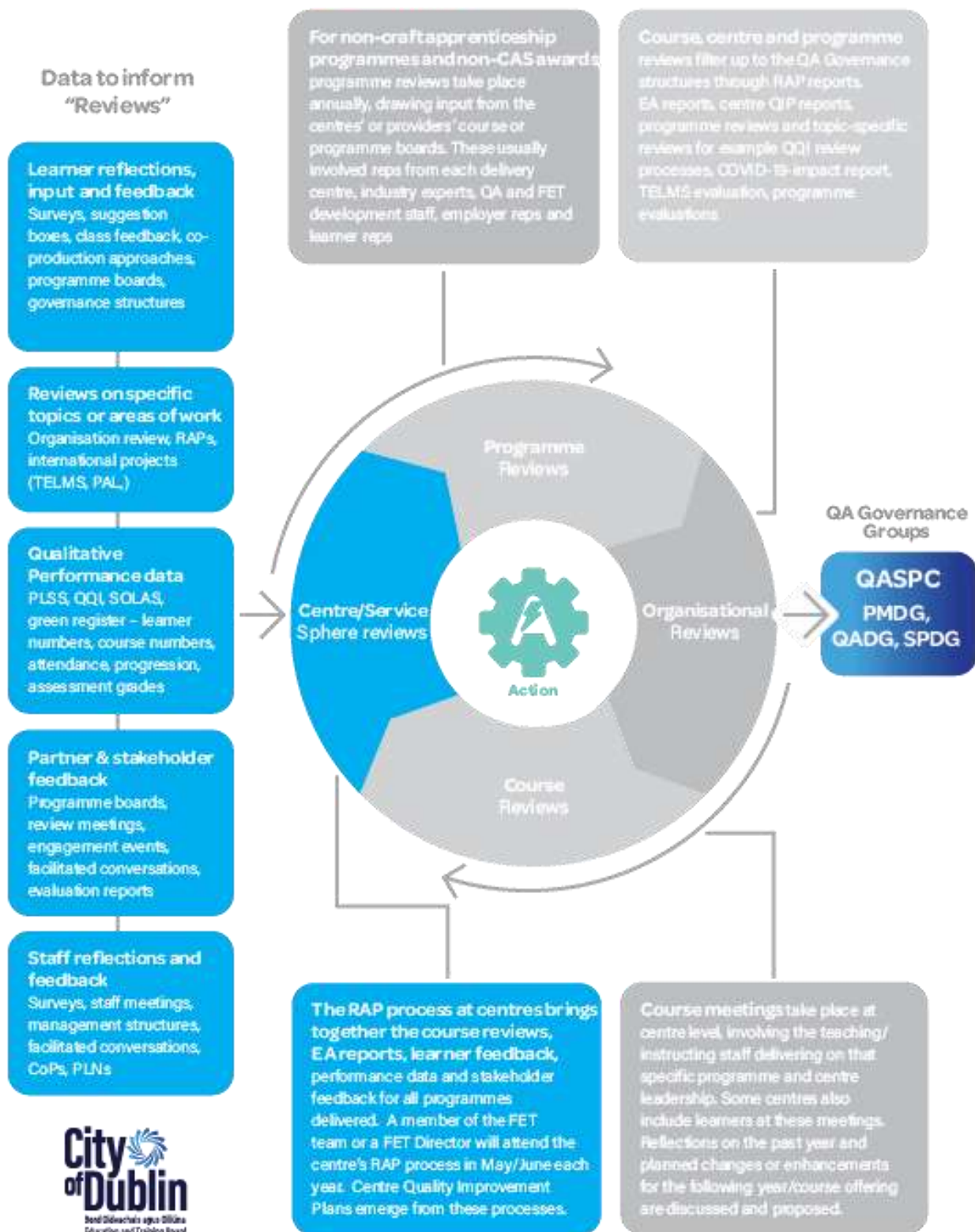
City  
of Dublin  
Bord Oideachais agus Oiliúna  
Education and Training Board

|   |           |
|---|-----------|
| <b>RESULTS APPROVAL PANEL (RAP)</b> ..... | <b>4</b>  |
| <b>APPENDICES</b> .....                   | <b>16</b> |
| LIST OF APPENDICES .....                  | <b>17</b> |
| GLOSSARY OF TERMS IN THIS DOCUMENT .....  | <b>18</b> |
| LEARNER JOURNEY QA REVIEW .....           | <b>28</b> |



# Quality Improvement Processes

## Centre-Level/Service Sphere-Level Reviews



## Results Approval Panel (RAP)

- Results Approval Panels may occur at certification periods – **1—6 per year**

The Results Approval Panel - RAP is conducted by the Centre Quality Team who make the final decision on grades and the assessment process with regard to External Authentication /Examiner reports; to maintain the National Standard of Qualifications and meet agreed quality assurance procedures and policies. The RAP will agree the final grades to be submitted for certification.

### Preparation for a Results Approval Panel (RAP)

- Updated Provisional Learner Group Results e.g.: QQI Business System (QBS) / or Non QQI Awarding body output of results.
- Decisions re: Full Award, Progression, Repeat Assessment/Exams.
- Compassionate Consideration/Extenuating Circumstances – accommodation and supports provided.
- Internal Verification/External Authenticators/Examiner Reports available. For QQI programmes – every programme must be EA’s annually as per [City of Dublin ETBs EA policy and procedures](#).

### Membership

A chairperson plus a **quorum of 3** is the minimum membership. In the event of a split decision the chairperson has the deciding vote. Membership should include the Centre/ Service Sphere quality team representation. The centre may invite external participants to attend.

### Conducting a Results Approval Panel (RAP) meeting

- Introduction of membership by chair. Previous RAP report, reviewed with any updates.
- Confidentiality Statement read to members and any conflict-of-interest declarations noted.
- Confirmation of quality assurance/exam processes and procedures of Centre.
- Confirmation that results have been quality assured in line with City of Dublin ETB and centre quality assurance procedures.



- Results viewed by course (results, supplementary evidence). Learning fields should be viewed collectively, eg: art and design, web and media or science and technology, laboratory techniques, computer science, engineering.
- Reports from course level reviews and result review exam board presented for inclusion in discussion.
- Sign-off on approved results to be submitted.
- Note any issues and action points for inclusion in RAP report and centres quality improvement plan (QIP).
- Minutes/report of results approval panel are read and amendments agreed.  
- forward to FET Development Unit at [fetqa@cdu.cdetb.ie](mailto:fetqa@cdu.cdetb.ie)
- The chair directs relevant staff to amend any grades as a result of the RAP and submit centres results for certification to QQI and non QQI awarding bodies.
- It is good practice to have an external member in attendance at one RAP per year, E.G. Director FET, industry expert, FET development unit and external authenticator.
- Results are issued to learners. All results are provisional until the internal or external appeals process is completed.

**RAP Report to be forward to the CDU FET Development Unit email [fetqa@cdu.cdetb.ie](mailto:fetqa@cdu.cdetb.ie) centre-level/service- sphere-level review reports and RAP reports will be collated by the FET development unit. A summary of RAP reports is circulated to Quality Teams and through the QADG governance group.**



## Results Approval Panel (RAP)

Link to [Results Approval Panel \(RAP\) Sample Agenda Template file](#) can be access from this link

Date | Time | Venue of Meeting | Attendees

### Agenda

1. Chair confirms quorum (min of 4) and introduces membership
2. Examination of the following:
  - a. Course set of results is examined and discussed
    - i. results review exam board reports
    - ii. data – relevant information
    - iii. external Authentication /Examiner Reports
    - iv. grade Amendments.
3. Identify areas of good practice and issues/themes arising (to be reflected in centre/college service review report). Successes should be celebrated.
4. Make recommendations for improvement (to be reflected in centre-level/service-sphere-level review report and/or centre QIP)

### Actions for QIP

5. List any quality improvement actions into the centre Quality Improvement Plane (QIP) – Follow the QIP template

### Closing

Thank all staff for their participation. All documents are returned to the Chairperson - if online documents are deleted at close of meeting – care to be taken when handling sensitive data.



See Sample [Template Results Approval Panel Summary Sheet for RAP](#) – file can be downloaded for your own use using a cdetb.ie email account.

Issues and Actions can be added to the Summary Template and serve to combine evidence for RAP report and capture QIP Actions.

Centres may use this template or one of their own that communicates the same information.

RAP Report SummarySAMPLE - Excel

File Home Insert Page Layout Formulas Data Review View Developer Acrobat Tell me what you want to do...

US4

| RAP Meeting 202?-202?<br>Centre of Further Education |           |            |              |            |            |                 |                       |                               |                                | Details of Meeting  |                    |              |             |                      |                            |
|--|-----------|------------|--------------|------------|------------|-----------------|-----------------------|-------------------------------|--------------------------------|---|--------------------|--------------|-------------|----------------------|----------------------------|
| Course Title   | Start no. | Finish no. | Unsuccessful | Part Award | Full Award | Total achieving | Full Award Percentage | Offers of Further Submissions |                                |   | Chair of RAP:      | Principal:   |             |                      |                            |
|  |           |            |              |            |            |                 |                       | May Extra Submission          | June Exceptional Circumstances | August Repeat Assignment  | Number of Courses: | Full Awards: | Part Award: | Further Submissions: | Enrolled for a Full Award: |
| <b>Department: Title</b>                             |           |            |              |            |            |                 |                       |                               |                                | Enter any Issues, Challenges and Recommendations for each class |                    |              |             |                      |                            |
| example class  | 12        | 10         | 2            | 2          | 8          | 10              | 67%                   |                               |                                |   |                    |              |             |                      |                            |
|  |           |            |              |            |            |                 | 0                     | #DIV/0!                       |                                |   |                    |              |             |                      |                            |
|  |           |            |              |            |            |                 | 0                     | #DIV/0!                       |                                |   |                    |              |             |                      |                            |
|  |           |            |              |            |            |                 | 0                     | #DIV/0!                       |                                |   |                    |              |             |                      |                            |
|  |           |            |              |            |            |                 | 0                     | #DIV/0!                       |                                |   |                    |              |             |                      |                            |
|  |           |            |              |            |            |                 | 0                     | #DIV/0!                       |                                |   |                    |              |             |                      |                            |
|  |           |            |              |            |            |                 | 0                     | #DIV/0!                       |                                |   |                    |              |             |                      |                            |
|  |           |            |              |            |            |                 | 0                     | #DIV/0!                       |                                |   |                    |              |             |                      |                            |
|  |           |            |              |            |            |                 | 0                     | #DIV/0!                       |                                |   |                    |              |             |                      |                            |
| <b>Totals</b>  | 12        | 10         |              |            | 8          | 8               |                       |                               |                                |   |                    |              |             |                      |                            |
| <b>Department: Title</b>                             |           |            |              |            |            |                 |                       |                               |                                | Enter any Issues, Challenges and Recommendations                |                    |              |             |                      |                            |
|  | 0         | 0          |              |            |            | 0               |                       |                               |                                |   |                    |              |             |                      |                            |
|  | 0         | 0          |              |            |            | 0               |                       |                               |                                |   |                    |              |             |                      |                            |
|  | 0         | 0          |              |            |            | 0               |                       |                               |                                |   |                    |              |             |                      |                            |
|  | 0         | 0          |              |            |            | 0               |                       |                               |                                |   |                    |              |             |                      |                            |
|  | 0         | 0          |              |            |            | 0               |                       |                               |                                |   |                    |              |             |                      |                            |
|  | 0         | 0          |              |            |            | 0               |                       |                               |                                |   |                    |              |             |                      |                            |
|  | 0         | 0          |              |            |            | 0               |                       |                               |                                |   |                    |              |             |                      |                            |
| <b>Totals</b>  | 0         | 0          |              |            |            | 0               |                       |                               |                                |   |                    |              |             |                      |                            |
| <b>EA Comments</b>                                   |           |            |              |            |            |                 |                       |                               |                                |   |                    |              |             |                      |                            |



For all course providers in each service sphere

# Quality Maintenance, Enhancement and Assurance

# Appendices

Create  
Your  
Future



QQA AWARD

City  
of Dublin  
Boird Oideachais agus Oiliúna  
Education and Training Board



## List of Appendices

Glossary of terms used in this document

Learner journey

## Glossary of terms in this document

| <b>Centre</b>            |   |
|--------------------------|---|
| Learner                  | Refers to learners/students/participants/trainees/apprentices, who attend and participate in courses provided and delivered by City of Dublin ETB.  |
| Educator                 | Refers to teachers/instructors/tutors/trainers – this may also refer to any staff who manage, lead or coordinate a course in a centre   |
| Principal/Manager        | Senior level management in a centre.  |
| Service Sphere           | City of Dublin ETB have 5 Service Spheres: Youthreach, Adult Education Service, Education Service to Prisons, Training Centres and Colleges of Further Education  |
| Quality Team             | All City of Dublin ETB centres or service spheres have a Quality Team which is the local quality governance team responsible for overseeing and ensuring quality within their centre/college or service   |
| Course Team              | The Educators, work-based assessors and support staff involved in delivering the course within the centre to input manage the delivery at course level, programme and results review exam board reviews.  |
| Organisation/Institution | This refers to City of Dublin ETB organisation wide and as Provider of FET programmes.  |
| SMART                    | Specific, Measurable, Achievable, Relevant and Time bound goals or objectives   |
| <b>Award</b>             |   |
| Awarding body            | Organisations who certify awards delivered in a centres e.g: QQI  |
| QQI                      | <ul style="list-style-type: none"> <li>Quality and Qualifications Ireland is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012 by the <a href="#">Qualifications and Quality Assurance (Education and Training) Act 2012</a> (link to Act). <a href="#">See about QQI at this Link</a></li> <li>QQI are also an awarding body</li> </ul> |
| QQI Award                | A QQI Award is a quality-assured qualification awarded by QQI. City of Dublin ETB have validated programmes and modules that are QQI awarded.   |
| CAS Award                | Common Awards System – made by QQI at NFQ Levels 1 to 6   |
| <b>Course</b>            |   |
| Course                   | A course is derived from a validated programme. A programme can give rise to a number of different course depending on the module selection. It is a collection of modules with an overall objective, when successfully completed and combined will result in a qualification   |
| Programme                | The City of Dublin ETB validated programme that iterations of courses are taken from. It can also refer to a course by non QQI awarding bodies.   |
| Assessment               | The process of evaluating the learning outcomes of a programme to enable grading.   |
| Grade or Result          | A Grade/Result is a level of achievement attainment by the learner.   |
| CPD or PLD               | Continuous Professional Development (CPD) or Professional Learning Development (PLD) – Access to PD videos for staff are found on the CDU Moodle site. The PLD calendar is circulated to all centres and staff to access upskilling.  |

|   |  |
|---|--|
| Internal Verification                                 | Centre Quality Assurance checking of assessment evidence prior to External Examiner Centre visits.<br>Each Awarding body has its own internal & external verification requirements.  |
| External Authenticator or External Examiner           | Quality Assurance independent assessors who check the National Standard of assessment is delivered and maintained in line with the Awards. E.G. External Authenticators – QQI  |
| <b>Quality Maintenance, Enhancement and Assurance</b> |  |
| Quality Assurance                                     | The term “quality assurance” describes “the processes that seek to ensure that the Learning environment (including teaching and research) reaches an acceptable threshold of quality. QA is also used to describe the enhancement of education provision and the standards attained by learners. UNESCO defines quality assurance (QA) as “...an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of ... [an] education system, institution or program.” |
| Course-level review                                   | Detailed review of the learner journey experience of a course/programme in a centre at the end of the programme cycle. This includes examination of learner/stakeholder feedback, learner results/outcome data and previous years reports with a view to identifying areas of good practice and areas for improvement.   |
| Centre-level/service sphere-level review              | Detailed review of the learner journey experience annually within the centre, which will include examination of the outputs of course reviews, external examiner reports and relevant data with a view to identifying areas of good practice and areas for improvement. This will include the sign-off of results for a centre (QQI required activity).  |
| Results Approval Panel (RAP)                          | Centre quality check conducted at the end of an assessment period. Centre signs off on results to proceed to submit to Awarding body. Takes place prior to every certification period<br>(6 times per year for QQI)  |
| Quality improvement plans (QIP)                       | Quality Improvement Plans are required by every centre and service sphere to inform the priorities of City of Dublin ETBs organisational QIP which is submitted annually to QQI and Published on the City of Dublin ETB website for public viewing. The QIP sets out the planned priorities for the organisation to address.   |
| Organisational  | Refers to City of Dublin ETB and all its centres and services  |
| Thematic reviews                                      | Thematic Reviews are specific topics that City of Dublin ETB may gather information from across its centres and services, informing quality improvements.  |
| Showcase of Best practice                             | A City of Dublin ETB collaborative quality initiative to foster sharing of ideas and solutions tested on the ground by centres.  |
| <b>City of Dublin ETB Corporate Level</b>             |  |
| SLT   | City of Dublin ETB Senior Leadership Team (SLT) is composed of five Directors and Chief Executive with responsibility for further education and training.  |
| FET Development Unit                                  | City of Dublin ETB unit tasked with providing support in the area of Quality Assurance in Further Education and Training.  |
| Learner Support and Enhancement Service               | Established in 2022 to support City of Dublin ETB FET centres to provide a high quality learning experience for all; sharing of practice, a collaborative development of policies, resources and toolkits.   |

|                                     |  |
|-------------------------------------|--|
| Quality assurance governance groups | <ul style="list-style-type: none"><li>● Quality Assurance and Strategic Planning Council (QASPC) -responsible for overseeing and making recommendations on quality maintenance, enhancement and assurance and strategic planning at City of Dublin ETB level.</li><li>● Programme Management and Development Group (PMDG) – responsible for overseeing the management and development of programmes at ETB level.</li><li>● Quality Assurance and Development Group (QADG) – responsible for the quality assurance developments and enhancements for City of Dublin ETB.</li></ul> |
|-------------------------------------|--|

## Learner Journey QA review

### e.g. College of Further Education

August

1. **Supporting the social, cultural and economic development of the city, creating and responding to demand for education and training,**
  - a. Engaging with local organisations and employers to design responses to their needs
  - b. Reviewing data about economic and cultural changes and developing courses to respond
  - c. Designing and securing right to deliver courses that respond to emerging or created needs
  - d. Engaging with centres providing level 1-4 provision and maintaining entry routes

September

2. **Establishing and maintaining processes to support the delivery of high quality education provision**
  - a. Securing, managing and reporting on funding
  - b. Governance and QA systems
  - c. Recruitment, selection and support of staff
  - d. Professional development of staff
  - e. Development and maintenance of facilities and equipment
  - f. Procurement of equipment
3. **Recruitment of learners**
  - a. Advertising /Open Days/Career Guidance Counsellors/Careers Events/ Learner Queries to Centre
4. **Selection Process**
  - a. Interviews/RPL/Offering of Places/Enrolment/Registration/Fee collection/Assessment of learner suitability

October

5. **Admission:**
  - a. Timetabling and scheduling of course
  - b. Induction: student handbooks, informing students of what we expect from them and what they should expect from us, team building exercises for new classes
  - c. Identify learners in need of reasonable accommodation
  - d. Referrals to support services where appropriate
  - e. RPL where appropriate
6. **Course Planning**
  - a. Course Department preparation and planning
  - b. Assessment planning and co-ordination across programme

November

7. **Course commencement**
  - a. Teaching and Learning begins; -- How we deliver our courses and engage learners; Teaching and Learning Resources for Educators and students
  - b. Monitoring student performance begins; attendance, meeting deadlines, behaviour (academic/non-academic), trips, student progress reports. Dealing with performance issues

December

January

February

March

- c. Educator self-evaluation; Educator to Educator; giving and receiving formal feedback, cross moderation, reflective and consultative practices

**8. Course Assessments**

- a. Assessment Plan
- b. RPL
- c. Assignment Briefs with marking schemes
- d. Cross Moderation of assessments
- e. Assessment and feedback to learners, scheduling feedback at the right time; Educator--Learner, Learner--Educator; oral, formal written and annotated feedback – formative and summative feedback.

April

**9. Interim results reviews:**

- a. In-progress results from across the course issued to learners
- b. Feedback taken from learners on learner performance

**10. End of Course Delivery**

- a. Exams devised with marking schemes and moderated
- b. Assessments/Exams Collected
- c. Scheduling and holding of Exams
- d. Supervision of Exams and information to Learners re regulations
- e. Issues of Malpractice e.g. Cheating/Plagiarism
- f. Repeat Exam/Repeat Assessments

**11. Secure storage of Assessments/work**

- a. Hold Assessment Material until after appeals (as per Data Retention Schedule)
- b. Maintain Final Results Indefinitely

Assessment and work should always be stored securely and not on personal devices. Result files should be securely stored in soft and/or hard copy possibly remotely after a period e.g. in the cloud (See City of Dublin ETBs Data Protection and Data Schedule for instruction on retention of records).

May

**12. Preparation for External Verification/Authentication**

- a. Preparation for QQI Internal Verification and non QQI Internal Verification
- b. Preparation for External Authenticators/External Examiners
- c. Preparation for: --Course-Level /Centre-Level/ Results Reviews and Results Exam Boards.

**13. End of Year: – in-put of grades to QQI and other Awarding bodies**

- a. Preparation for QQI Internal verification of assessments and other awarding bodies
  - i. Inputting grades to QBS
  - ii. Internal Verification as per: - QQI Internal verification
  - iii. Adjusting grades errors or miscalculations on QBS
  - iv. Storing of Submission Summary from QBS for college/centre records
- b. Internal quality checks as per: – QA agreements with Awarding Bodies (other)
- c. Inputting grades to Non QQI Awarding bodies.





May

14. **External Authenticator / Awarding Body External Examiner Visits**
  - a. Engagement of External Authenticators
  - b. Schedule of External Authenticators/EE visits
15. **End of Year: -- Course Level Reviews/Results Review and Exam-boards**
  - a. Chaired by Principal or Deputy Principal
  - b. Focus of Results Review and Exam Board
    - i. Individual learner performance across whole course
    - ii. Course/Programme review performance - self-evaluation
16. **End of year: -- Results Approval Panel Meeting – sign-off of results and submit for certification**
  - a. Meeting to Oversee of Centre-Level/Service Sphere-Level Review looking at current results, assessments and operations
  - b. Identifying actions for Quality Improvement Plan (QIP)
  - b. Final sign off to QBS
  - c. City of Dublin ETB review of results data on a periodic basis to ensure consistency across centres + between courses
17. **Issuing Provisional and/or Final Results to Learners**
  - a. Progression/completion of awards
  - b. Appeals
  - c. Repeats

June

18. **Centre-Level/Service Sphere-Level Review (Self-Evaluation)**
  - a. Data Collection methods
  - b. Findings examined with improvement measures Identified
  - c. Actions to be taken - QIP
19. **QIP report – 3 priorities for centre**

August

20. **External Appeals: processing of appeals to meet QQI early July deadline for CAO offers to FE learners**
  - a. June Appeals Process
  - b. Online Appeal application form
  - c. Remittance Advice Procedures: Office Administration Staff
  - d. MIT system handling payments and reimbursements to successful Learner Appeals at centre

September

21. **Programme Development (arising from self-evaluation and review)**
  - a. New Course Applications; Changes to Course Title.
  - b. Modifying Programmes; New Programme Proposals.
  - c. New Award Proposals
  - d. Learner Queries
  - e. Issues with progression; Admin Staff essential for Red Alert Responses to any progression issues e.g. CAO
  - f. In centre Programme Review – triggering Programme application to develop/modify
22. **Learner progression**
  - a. Secure employment
  - b. Progress to further or higher education or other
  - c. Apply learning to existing role-professional development of the learner
  - d. Graduation



City of Dublin ETB Head Office  
Town Hall, 1-3 Merrion Road  
Ballsbridge  
Dubin 4  
D04 PP46

Tel +353+(0)1 668 0614  
Email [info@cdetb.ie](mailto:info@cdetb.ie)  
[www.cityofdublin.etb.ie](http://www.cityofdublin.etb.ie)

**Create  
Your  
Future**



QAI AWARD

**City  
of Dublin**  
Síod Oibríochtaí agus Oifig  
Eolaíochta agus Tréin

