

For all course providers in each service sphere

# Quality Maintenance, Enhancement and Assurance

# Centre-Level /Service Sphere -Level Review

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**V2** February 2024

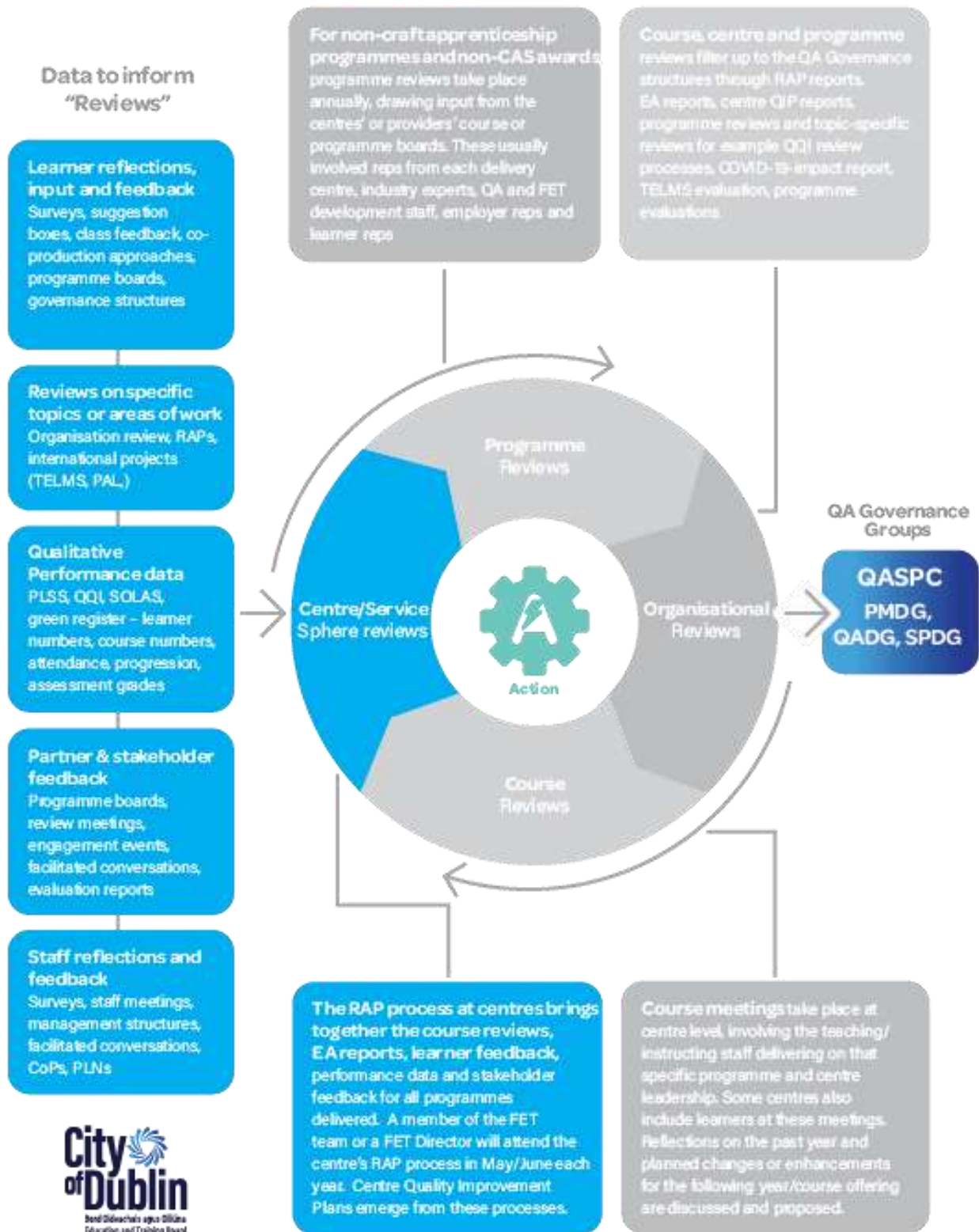
City  
of Dublin  
Bord Oideachais agus Oiliúna  
Education and Training Board

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# Quality Improvement Processes

## Centre-Level/Service Sphere-Level Reviews





## Centre-Level/Service-Sphere-Level Reviews

Quality Teams in Colleges of FE, Youthreach centres, Adult Education Service, Education Service to Prisons & Training Centres carry out a centre level review annually.

- Centre-Level/Service Sphere-Level Reviews – annually, these feed into the organisational review.

### The Purpose of Centre-Level/Service Sphere-Level Reviews

The centre quality team conducts this review which takes place annually and follows the course, programme and results reviews within the centre or service-sphere and the work of external authenticators/examiners. The Centre-Level/Service-Sphere Level Review takes an overview of the learner experience within the centre. This may coincide with the results approval panel (RAP), E.G. the review may take place in May at the end of the academic year with RAPs taking place as required throughout the academic year depending upon course duration or completion.

### Data to Inform Reviews

- course Review, and Results Review Exam Board Reports
- learner reflections, input, and feedback
- reviews on specific topics or areas of work.
- qualitative Performance data PLSS, QQI, SOLAS, green register, learner numbers, progression, grades.
- partner and stakeholder's feedback
- staff Reflections and feedback
- documentation relevant to RAP.
- programme Reviews – if applicable
- all relevant Reports/data related to Organisational level reviews where relevant.

### Membership of Centre Review Team

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 members of the Centre/Service Sphere Quality Team.

- additional membership members of senior leadership team/digital learning team/guidance/support services
- student body representative: - to give input to discussions for the following year.
- external observer: - this may be a member of a leadership team/SME from another City of Dublin ETB centre/service



- external stakeholder – community/industry partners
- external expertise from outside of City of Dublin ETB

### Conducting the Centre-Level/Service-Sphere-Level Review

Conducting a review and self-evaluation of quality, including review of programmes of education and training, research and related services, is a fundamental part of City of Dublin ETB quality assurance system. The purpose of such self-evaluation is to review, evaluate and report on the education, training, research and related services provided by City of Dublin ETB and the quality assurance system and procedures which underpin these. In doing so, existing effective practices are identified and maintained, while areas needing improvement are addressed.

### Centre-Level/Service-Sphere-Level Review



This should involve an evaluation of the quality of the learner journey/experience from Access through to Progression or Transfer for the Centre/Service/College, this includes checking in with all stakeholders ([see link to conducting a feedback session](#)) that both contribute and benefit from the course and would cover the following:

1. **Accessing the Course** – activities which raise awareness of FET/City of Dublin ETB/Centre/Service, advertising learning opportunities in City of Dublin ETB, recruitment, and selection, assessing learning needs, support needs, induction – how do we do this, and how could the elements of it be done better?
2. **Teaching, Learning, Assessment, Feedback, the Learning Environment** - this includes teaching and learning methodologies, course content, integration of assessment, timely feedback on assessment, monitoring of learner performance, non-academic/extra-curricular activities, work based learning, access to resources, support services which include how we support learners with set-backs, mechanisms to hear the learner voice/other stakeholders, self-reflection and amending practice to improve the course in response to feedback in a timely manner
3. **Progression/Transfer/Outcomes** – retention levels, what opportunities were created for the learner from the course? If the learner exited early where they did go, how were they supported with this? Did learners who fully completed go to industry/HE? What were the outcomes in terms of grades? How does this relate to the other centres/providers nationally delivering the same course? Are learner more empowered and confident learners?



## Areas for Consideration from Access through to Progression

When considering the quality of the learning experience, it is useful to consider that a quality learning experience:

- Takes account of learning off-campus. For example, practice/work placements in off-campus learning. These are often integrated into professional or training programmes. Such placements also define learning environments.
- Takes account of physical premises, equipment, and facilities. We regularly review the effectiveness of our premises, equipment, and facilities to ensure their continuing adequacy and effectiveness in relation to the programmes of education and training, research and related services.

### The Learning Environment

This includes pastoral care supports provided by staff for learners. This includes both pastoral and educational care, such as tutors, mentors, counsellors, and other advisors and learning support and will have a focus on the following:

The adequacy and effectiveness of all academic and other support services related to the programme of education and training are regularly reviewed, such as:

- Provides formal mechanisms for learners to make representations to CDETBA about matters of general concern to the learner body.
- Respects and attends to the diversity of learners and their needs, enabling flexible learning pathways.
- Considers the use of different modes of delivery.
- Uses a variety of pedagogical methods for different learning styles that are evaluated and monitored and adjusted accordingly.
- Fosters a sense of autonomy in the learner, while encouraging adequate guidance and support for the learner
- Promotes mutual respect within the learner-Educator/instructor relationship.
- Recognises and respects the many contexts in which learning opportunities emerge. For example, learners working collaboratively on projects in a suitably equipped training facility under supervision, with necessary technical support and access to required reading material/research, technical and information systems. All these elements work together to support learning.
- Takes account of different learning environments - Equal attention is paid to quality assurance of the learning environment in any type of distributed learning context, such as outreach centres or in collaborations with other providers or organisations.
- Library, information and computing services and access to same
- Learner support services (both academic and non-academic). The needs of a diverse learner population (mature, part-time, employed, international, as well as learners with disabilities) is considered when planning and providing learning resources and supports. This will include:
  - administrative services



- technical services
- premises servicing and maintenance services
- Services aimed at communicating City of Dublin ETB's mission and operations to learners, potential learners, other providers, employers, professional and training bodies and the general public.
- Other support services relevant to provision e.g. administration

#### **Progression/Transfer/Outcomes**

- Examines the outcomes of the course for the learner including assessment results.
- Investigation to where students progress to (PLSS)



#### **On completion of the Centre-Level/Service Sphere-Level Review**

A Report of the Centre-Level/Service Sphere-Level Review should be completed and inform actions for the centre in the future. See sample agenda and Report templates below.



## Centre-Level/Service Sphere-Level Review

[Link to Centre-Level/Service Sphere-Level Review Agenda and Report in Word file format](#)

Date | Time | Venue of Meeting | Attendees

### Agenda

- 1 Chair confirms quorum (min of 4) and introduces membership
1. Examination of the following:
  - a. course/programme and results review exam board reports
  - b. learner reflections, input, and feedback
  - c. qualitative performance data PLSS, QQI, SOLAS, green register, learner numbers, progression, completion rates.
  - d. external Authentication /Examiner Reports
  - e. partner and stakeholder's feedback
  - f. staff reflections and feedback
  - g. documentation relevant to RAP
  - h. programme Reviews – if applicable
  - i. all relevant reports/data related to organisational level reviews where relevant.
2. Student representative/internal & external stakeholders/external experts may be invited to give their perspective.
3. Identify areas of good practice and issues/themes arising (to be reflected in Centre/College Service Review Report). Successes should be celebrated and can be the subject of case studies (Case study guidance and template in guidance document).
4. Make recommendations for improvement.

### Actions for QIP

1. List any quality improvement actions into the centre Quality Improvement Plane (QIP) – [Follow the QIP template](#). Forward 3 priorities to be forward to Organisational Quality Plan

### Closing

Thank all staff for their participation – care to be taken when handling sensitive data.





[Link to Centre-Level/Service Sphere-Level Review Agenda and Report in Word file format](#) (be considered when inputting to QIP and available to the Results Approval Panel)

## Centre-Level/Service Sphere-Level Review Report

Centre		Date:	
Chairperson		Record taker	

**Discussion Notes** – expand text box as required

Indicate  areas requiring action

<input type="checkbox"/> <b>QIP priority area 01</b> <i>Add comments</i>	<input type="checkbox"/> <b>QIP priority area 02</b> <i>Add comments</i>	<input type="checkbox"/> <b>QIP priority area 01</b> <i>Add comments</i>
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expand text box as required

- EXAMPLES: increase social media advertising – appoint staff to...
- gather Learner support needs in early September – link with Learner Supports & Engagement Services
- programme application to modify indicative content in the City of Dublin ETB validated CAS award programme and/or module.
- QIP action list any quality improvement actions into the centre quality improvement plane (QIP) – [Follow the QIP template](#). Forward 3 priorities to be forward to organisational quality plan

*Balanced appraisal of the course looking at these areas*

What worked well that we want to repeat	
What didn't work well? what can be learned?	
Centre quality improvements to feed into the Centre (QIP) quality improvement plan	

List the names of the attendees

Name		Role	

Add additional rows as needed.



Quality Maintenance Enhancement and Assurance

## **Centre-Level/Service Sphere-Level Review**

# **Results Approval Panel (RAP)**

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QOI AWARD

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## 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 [fetga@cdu.cdetb.ie](mailto:fetga@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 [fetga@cdu.cdetb.ie](mailto:fetga@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

2. Chair confirms quorum (min of 4) and introduces membership
3. 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.
4. Identify areas of good practice and issues/themes arising (to be reflected in centre/college service review report). Successes should be celebrated.
5. Make recommendations for improvement (to be reflected in centre-level/service-sphere-level review report and/or centre QIP)

### Actions for QIP

6. 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? 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:	Number of Courses:	Full Awards:	Part Award:	Further Submissions:
								May Extra Submission	June Exceptional Circumstances	August Repeat Assignment	Enrolled for a Full Award:	Retention:	Attendees:			
<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!								
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							0	#DIV/0!								
<b>Totals</b>	12	10			8	8										
<b>Department: Title</b>										Enter any Issues, Challenges and Recommendations						
		0	0				0									
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		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

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QQA AWARD

City  
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Boird Oideachais agus Oiliúna  
Education and Training Board

## List of Appendices

Glossary of terms used in this document

Learner journey

Appendix 01 | [Sample of review session – course/centre-level/service-sphere-level and programme-level review](#)

Appendix 02 | Centre-level contribution to City of Dublin ETB organisational-level review

Appendix 03 | [Sample review session - for organisational-level review](#)

Appendix 04 | [Case study for organisational-level review](#)

Appendix 05 | [Organisational-level review – educator survey](#)

Appendix 06 | [Sample questions for stakeholder groups](#)



## 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. 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 (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>
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## 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
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

October

6. **Course Planning**
  - a. Course Department preparation and planning
  - b. Assessment planning and co-ordination across programme
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
  - c. Educator self-evaluation; Educator to Educator; giving and receiving formal feedback, cross moderation, reflective and consultative practices

November

8. **Course Assessments**
  - a. Assessment Plan
  - b. RPL

December

January

February

March

- 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.

**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

April

**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).

**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

May

- 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

**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

June

**19. QIP report – 3 priorities for centre**

**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

August

**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

September

**22. Learner progression**

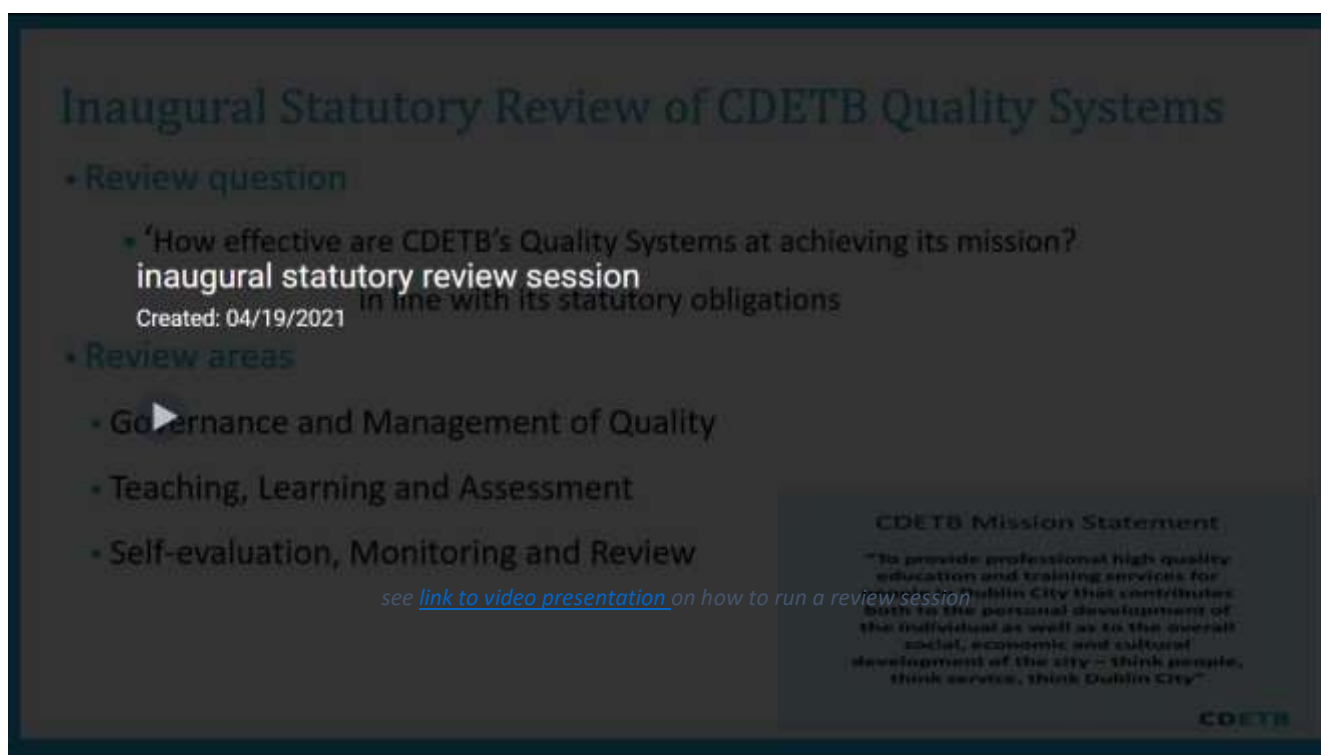
- a. Secure employment
- b. Progress to further or higher education or other
- c. Apply learning to existing role-professional development of the learner
- d. Graduation

## Appendix 01 | Sample of Review Session - Course/Centre Service-Sphere

Review sessions can be conducted separately or on the same day as the other review meetings, depending on what works best for the centre.

1. Hold a number of these sessions at course level, subject/department level in each centre or at service sphere level using the relevant template to enable staff to contribute to the centre level review
2. Hold a review meeting with a larger number of invited staff and interact using technology e.g. mentimeter, to gather the feedback.
3. Hold a session online with a larger number of invited staff – create themed **break out rooms for discussions/contributions**

[Link for video presentation](#) on conducting a review session



**Time:** 120 -150 mins – depending on group size

**Materials:** **Review template** (should be sent to all members before the meeting to help prepare for the review)

For bigger groups/centre wide event – a mentimeter, padlet or teams chat function may be more appropriate to capture the full group discussions. There is also an option to put staff into breakout rooms to complete the different topic areas. (For example, 6 breakout rooms with 2 groups looking at the same theme area from the template – the template may be updated annually)

# Organisation Statutory Review Session

'How effective are City of Dublin ETB's Quality Systems at achieving its mission?'  
– How do we know?

## Review areas

- Governance and management of quality
- Teaching learning and assessment
- Self-evaluation, monitoring, and review

## Options for running sessions to gather staff feedback

**Deliverable:** 1 template per centre/service sphere to the Research team by <Insert dates>

### Roles

**Facilitator/chairperson:** - to lead the process

**Note taker:** to capture the feedback (bullet points)

**Materials:** **Review template** (sent to all members before the meeting in preparation for the review)

**For larger groups** – a mentimeter, padlet or teams chat function may be more appropriate than a full group discussions.

### Roles

**Facilitator/chairperson:** - to lead the process

**Note taker:** to capture the feedback (bullet points)

### Objectives:

- to contribute to the findings of the organisational statutory review process <insert objectives/themes>
- To further embed a culture of reflective practice and continuous improvement into the course team/centre/across the scheme



## Session Agenda

Chairperson/facilitator welcomes everyone to the session; outline what it is about and how it fits into the statutory organisational review processes. (5 mins)

**Opening** – (to help get the group to begin to focus on the topic and prepare for the discussion)

Ask everyone to ‘*Pause for a minute and picture the learner who you think has developed the most from their time on a course at your centre, and what it is they have gained*’. Then go around the room asking each person to concisely share what it is that the learner gained from their learning experience, make sure everyone contributes (for centre level review meetings a mentimeter or chat function might be best for this) (10 mins Max)

**Complete Organisational Review Template** (template will be provided to centre)

The job of the facilitator is to keep the discussion moving, include as many people as possible in the discussion and to answer as much as possible.

### Options

- Series of small groups, areas groups or course level review groups carry out the session to complete the whole template, these will be collated into the centre or service sphere level template
- larger groups complete the template using a padlet, mentimeter or online chat function, with the chairperson keeping the session going and allowing no more than 20 mins per topic
- Online sessions with a larger group with breakout rooms, will take one of the question areas for discussion and feedback. (more than one group can work on the same question areas)

All staff should be sent the [template](#) in advance to allow them to prepare for the meeting. If they want to, they can give the note-taker a copy of their template so that it can be reflected in the centre level feedback.

### Closing

**Ask everyone to finish by stating the main learning they are taking from the session** – (for bigger groups the word cloud on mentimeter or similar may be the best option to capture this)



## Sample of a Review Template

Course-level/centre-level/service-sphere-level review and programme review – (Return to [fetqa@cdu.cdetb.ie](mailto:fetqa@cdu.cdetb.ie))

Name of course/centre/service sphere : \_\_\_\_\_

Theme	What did you do?	What worked?	What didn't go as expected, and what did you learn from that?	Further Action?
IT- access and Digital Learning (TEL ability)	•	•	•	•
Learner Access/recruitment, selection & retention	•	•	•	•
Semesterisation	•	•	•	•
Work Experience/Work Placement	•	•	•	•
Blended	•	•	•	•
Alternative Assessment/Early Appointment of EA/Online IV/EA	•	•	•	•
CPD and upskilling	•	•	•	•
QA procedures and supports	•	•	•	•
FET/College life	•	•	•	•

Management and administration	•	•	•	•
Supports & Services for learners	•	•	•	•
Other	•	•	•	•

Template: [Course/Centre Service-Sphere and Programme review](#) - Table Template (download template at this [link](#))

## Appendix 02 | Sample Review Session – Organisational Review

[Click this link](#) for a video presentation on giving a sample session

**Time allocation:** 120 -150 mins – depending on group size

**Materials:** Review template (sent to all members prior to the meeting, in preparation for the review)

For larger groups or a centre wide event – a menti-meter, padlet or online chat function is more appropriate than a full group discussion. The online option can facilitate putting staff into breakout rooms to complete the different topic areas. (For example, 6 breakout rooms with 2 groups looking at the same theme area)

### Organisational statutory review question

‘How effective are City of Dublin ETB’s Quality Systems at achieving its mission?’ – How do we know?

### Review areas

- Governance and management of quality
- Teaching learning and assessment
- Self-evaluation, monitoring, and review

### Options for running sessions to gather staff input into the template:

They can be held on the same day and the annual review meeting or at a different time, whatever works for the centre.

- Hold a number of these sessions at course level, or area level in each centre/service sphere with the template used to contribute to the centre level/service sphere level review
- Hold a review meeting with a larger number of staff invited, - using technology to interact
- Hold a online session with a larger number of staff invited– create **break out rooms by theme area**

**Deliverable:** – 1 template per centre/service sphere sent into the Research team by (Dates TBC).

### Roles

**Facilitator/chairperson:** - to lead the process

**Note taker:** to capture the feedback (bullet points only)

**Materials:** Review template (sent to all members before the meeting to help prepare for the review) for bigger groups – a menti-meter or teams chat function may be more appropriate than a full group discussions.

## Objectives:

- to contribute to the findings of the Organisational statutory review process (objectives TBC)
- To further embed a culture of reflective practice and continuous improvement into the course team/centre/across the scheme

## Sample agenda, for session

Chairperson /Facilitator welcome everyone to the session; outline what it is about and how it fits into the statutory inaugural review processes. (5 mins)

**Opening** – (to help get the group to begin to focus on the topic and prepare for the discussion)

Ask everyone to '*Pause for a minute and picture the learner who you think has developed the most from their time on a course at your centre, and what it is they have gained*'. Then go around the room asking each person to concisely share what it is that the learner gained from their learning experience, make sure everyone contributes (for centre level review meetings a mentimeter or chat function might be best for this) (10 mins Max)

### Complete Template

The job of the facilitator is to keep the discussion moving, include as many people as possible in the discussion and to answer as much as possible.

### Options

- Series of small groups, areas groups or course review groups carry out the session to complete the whole template, these will be collated into centre or service sphere level template
- large group completing the template using padlet, mentimeter etc with the chairperson keeping the session going and allowing no more than 20 mins per topic
- large group with breakout rooms by one of the 3 question areas (2 or more groups can work on the same question areas)

All staff should be sent the template in advance to allow them to prepare for the meeting. If they want to, they can give the note-taker a copy of their template so that it can be reflected in the centre level feedback.

### Closing

Ask everyone to finish by stating the main learning they are taking from the session – (for bigger groups the word cloud on mentimeter or similar may be the best option)

# Session Plan and Review Template

Centre-level contribution to City of Dublin ETB organisational statutory review of quality systems

**Name of course/centre/service sphere:** \_\_\_\_\_

‘How effective are City of Dublin ETB’s Quality Systems at achieving its mission?’ – in line with its statutory obligations

**1. In reviewing the annual [learner journey/course delivery cycle](#) in your centre**

- a. What is helping the delivery of high quality professional education and training that supports the personal development of your learners?
- b. What are the blocks experienced to providing the highest quality outcomes for your learners?

**2. How does your centre contribute to the social, economic, and cultural life of your local community and Dublin city?**

- a. What contributions are you most proud of?
- b. What causes the most difficulty in supporting the development of the community?

**3. How do you use learner, employer and staff feedback, internal and external data and evaluations, or research to inform practice?**

- a. How do you review your course content, teaching approaches, course offerings, QA systems, delivery modes etc.?
- b. How is the findings of those used to improve practice?
- c. How you keep abreast of changes and best practice in your field?

**How do you know?**

- Do you have any reports, evaluations, case studies etc. that demonstrate or evidence any of the points made on the template? If so, can you list them or submit them to the research team to aid the inaugural review process. (Thank you)
- Do you have a practice or programme going on or happening in the City of Dublin ETB that could be turned into a case study to demonstrate points made in this template? If so, will you [submit](#) if for inclusion in the review process? (Thank you)

**See table below**

## Centre-level contribution to City of Dublin ETB organisational statutory review of quality systems table

Name of course/centre/service-sphere: \_\_\_\_\_

<b>Area</b>	<b>Review Question</b>	<b>Bullet point answers please: -</b>	<b>Development opportunities</b>
<b>Learner Journey /course cycle</b>	<i>In your centre what is helping the delivery of high-quality professional education and training that supports the personal development of your learners?</i>	•	•
	<i>In your centre what are the blocks experienced to providing the highest quality outcomes for your learners?</i>	•	•
<b>Fulfilling our mission</b>	<i>How does your centre contribute to the social, economic, and cultural life of your local community and Dublin city?</i>	•	•
	<i>What contributions are you most proud of?</i>	•	•
	<i>In your centre what brings the most challenges in supporting the development of the community?</i>	•	•
<b>Self - evaluation, monitoring and</b>	<i>How do you review your course content, teaching approaches, course offerings, QA systems, delivery modes etc.?</i>	•	•

	<i>How is the findings of those used to improve practice?</i>	•	•
	<i>How you keep abreast of changes and best practice in your field?</i>	•	•

Template: Centre Level contribution to City of Dublin ETB Organisational Statutory Review of Quality Systems ([download table at this link](#))



## Appendix 04 | Case study for organisational reviews

### Guidance and template

#### What is the case studies for?

The purpose of the case studies is to understand, document and demonstrate innovative practices and responses that were developed to support and enhance teaching, learning and assessment.

They can also be used to understand and demonstrate the impact of the changes on teaching, learning and assessment.

#### Who can submit a case study?

The case studies will be written by a member of the research team based on a semi-structured interview with staff or learners from any of the 60+ centres under the City of Dublin ETB FET service spheres. This includes, Colleges of Further Education, Training Centres, Youthreach, CTC's, Specialist Training Providers, Adult Education, Night Schools, Education Service to Prison etc., or cross service sphere support services for example, FET Development Unit, Employer Engagement, Corporate Services, IT supports, Psychological Services, Learner Support & Engagement Service.

#### What types of actions are suitable for a case study?

Aiming to capture actions or practices that helped assure the integrity of FET awards and supported teaching, learning and assessment. This can include any new practices implemented for example semesterisation, virtual/hybrid open days, virtual clubs or groups, staying in touch with learners, supporting learners to access technology, developing alternative assessments, upskilling yourself and others in new teaching methodologies.

To supplement case studies, video interviews with staff, learners or other stakeholders may be used to illustrate the impact of the change described.

#### How will the case study be written?

The nominated contact person will be interviewed about the process either by phone or in a MS teams meeting. The meeting should take no longer than 1 hour. If in an online environment, the interview may be recorded so that it can be revisited when writing up takes place. The interview will be deleted once the case study has been written up. A draft of the case study will be sent to the nominated contact person and the principal/head of centre afterwards to insure accuracy. Once any factual inaccuracies have been addressed, the case study will be forwarded either for use in the City of Dublin ETB insitutional review process.

To demonstrate some of the findings emerging in the case study a short video may also be included. This may be of the contact person or another person deemed appropriate. This video will be done using Zoom and screencast-o-matic with a copy of the video sent to the participant and Principal/head of centre for agreement prior to inclusion in any report.

To support the development of the case studies **please email in one to two bullet points on the headings below**, don't worry if you can't answer all questions at the moment this can be explored with the research team when it comes to writing up the case study:

### Case Study Proposal

1. Name of FET centre
2. Who is the best person to contact about this?  
(name, phone number and email address)
3. What was the issue you were facing /trying to address?
4. What did you do?
5. What happened as a result?
6. How did learners or staff benefit as a result?
7. What are they key lessons for your centre, City of Dublin ETB or FET education arising from this change?

### When is it needed and who do I send it to?

Send it to the Quality Assurance email [fetqa@cdu.cdetb.ie](mailto:fetqa@cdu.cdetb.ie) dates will be issued to centres. If you intend to submit a case study please contact FET Development Unit in advance using the above email address.

### Appendix 05 – Organisational Review - Educator Survey

The Educator questionnaire will be issued by centres/services as a live link in MS forms.

All feedback will be anonymous and will be used as part of the annual and Organisational review process and contribute to the continuous improvement processes across the City of Dublin ETB.

The Educator questionnaire will be issued to Colleges/centres/services as a link in MS forms. Centres will receive an excel sheet to look at the detailed feedback from their centre.

## Appendix 06 | Sample Questions for Stakeholder Groups

### Academic manager perspective

1. What kinds of modifications were made by the organisations communications processes to keep learners informed of unforeseen arrangements?
2. What were the main lessons learned (what worked well and what did not) regarding unforeseen related communications?
3. What kinds of modifications to organisational processes/structures were put in place to respond to unforeseen circumstances?
4. What were the main lessons learned (what worked well and what did not) regarding modifications to organisational processes/structures?
5. What kinds of internal consultation (e.g. approval processes) were involved in establishing modified Teaching Learning Assessment arrangements?
6. What kinds of organisational support were involved in establishing modified teaching learning assessment arrangements?
7. What kinds of external factors (e.g. PRB requirements or availability of internships and placements) complicated the establishment of modified Teaching Learning Assessment arrangements?
8. What kinds of external support were involved in establishing modified teaching learning assessment arrangements?
9. What were the main lessons learned (what worked well and what did not) relating to academic integrity in respect of the modified assessment arrangements?
10. What do you see as the biggest challenges for the forthcoming academic year?

### More Information - Quality Assurance in City of Dublin ETB

See the website <http://cdetbcdu.ie> to access City of Dublin ETBs Quality Assurance Section and quality assurance information, guidance documents and supports for centres.



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