

For all course providers in each service sphere

# Quality Maintenance, Enhancement and Assurance

# Course-Level Review

## Results Review Exam board

Quality Assurance Annual Reviews

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QGI AWARD

**V2** February 2024

City  
of Dublin  
Boird Cúrsaíochais agus Oiliúna  
Education and Training Board

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**Course-level review meeting click on link to download a sample agenda and report template**  
*(you must have a cdetb.ie email account to access these templates).....11*

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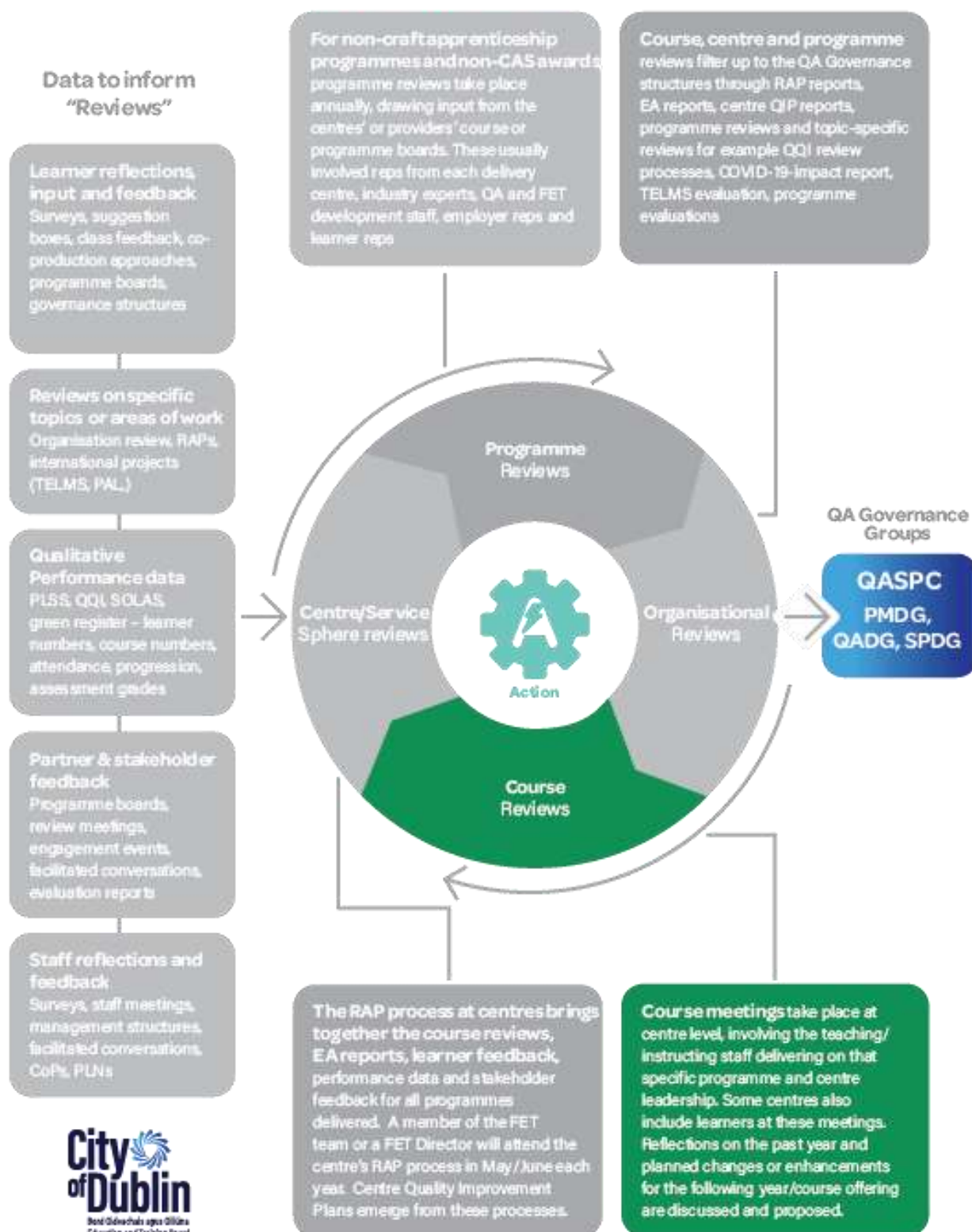
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## Quality Improvement Processes

### Course-Level Review and Results Review Exam Board



## Course Level Review and Results Review Exam board

### Frequency

- **Annually or on completion of the course to review, the examination of assessment outcomes for learners through the Course Level review and Results Review Exam board.**
- **A thorough examination of the curriculum and course should be conducted within a three-year cycle.**

The Course-Level Review and Results-Review Exam board plays a key role in the management of quality and standards, and provides the opportunity to view the entire course through the eyes of the learner in a holistic manner by the course team.

This should be conducted annually and includes an examination of assessment outcomes for learners across the course. Aspects of annual review form part of the Results Review Exam board.

It is recommended that each course is reviewed thoroughly in a three-year periodic basis.



Quality Review Communication Loop



## Course Level Review

The Course-Level Review asks the course team to look at the overall programme in delivery. It should examine the programme descriptors along with the relevant module descriptors and overall intended learning objectives of the programme; it should also confirm that the programme is operating in accordance with the award structures and standards, ensuring learners are not being disadvantaged by excessive or insufficient levels of assessment. It provides an opportunity for staff to propose course changes that may improve the overall delivery.

This may include a change of module and require course applications or programme applications to be made by the centre<sup>1</sup>. This is approved at organisational level through the [City of Dublin ETB Approach to Quality Assurance, Maintenance and Enhancement](#) policies and processes.

The review may provide an opportunity for staff to highlight issues with their course modules, and if they observe issues within the module (City of Dublin ETB, QQI-validated module) that should be corrected or updated for maintaining the courses integrity.

The review provides an opportunity to discuss these matters formally and any course actions are forward to the [Centre-Level/Service-Sphere-Level Review](#) to be actioned by the centre who can support an application to apply for a programme/module modification.

The organisational policies and procedures enable centres to apply to modify certain aspects of the City of Dublin ETB validated programmes and programme modules. ([more information can be found in the QA section on the CDU City of Dublin ETBs website](#)).



<sup>1</sup> City of Dublin ETB corporate governance processes via [the CIA or Programme management applications processes](#).





## Preparation for Course Level Review

may include the following:

- Declarations regarding any conflicts of interest should be sought and noted where relevant.
- Learner feedback, and other stakeholder feedback<sup>2</sup> has been collated for discussion.
- Data from the year that have been compiled for discussion:
  - Minimum and maximum learner numbers per course; profile of the learner group
  - Learner satisfaction rates (surveys)
  - Learner progressions
  - Learner attrition or drop-out rates/completion rates
  - Graduation/certification rates, including grade analysis; career paths of graduates.
- EA reports from current/previous years
- Centre QIPs (quality improvement plans) and centre action plans from previous years to reflect upon the priorities and update for next year.
- Mode of delivery
  - Look at the mode of delivery – how it could enhance or hinder the learner?
  - If a change to the mode of delivery is required, it should be put forward by the course to the centre level review to request the change of mode application through the [CIA application process](#).
- Requests for professional development (PD) for staff to upskill.
- Notes from on-going course meetings may provide agenda topics to be covered.
- Reports from the guidance and counselling services at the centre, learner support services (where applicable), and any times during the year when learner perspectives/feedback may have been offered to the course team.
- Previous year's data and outcomes/recommendations of previous course-level reviews
- General information relating to the subject: - trends in applications and job market. New approaches and developments in the subject area for inclusion.
- Employer input - including work placement supervisors reports.

Data received from feedback sessions may be included in course level reviews.

See guidance instructions on how to [run course/centre-level/service sphere-level review sessions](#).

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<sup>2</sup> Stakeholders can encompass staff, including academic and non-academic support, work-based supervisors and assessors, strategic partners (industry and community) which contribute to the course and the learner experience





### Role of the Chairperson

A chairperson will coordinate the order of business in the course-level review, programme and results exam board. They should be a senior member of the centre/service-spheres' Quality Team and be independent of the course where possible.

### Participants can include:

- educators teaching on the course
- support Staff (this can include academic and non-academic)
- learner Representative (where appropriate)
- work based Learning Supervisors/Assessors External Partners (Community/Industry)
- independent Experts (external to the course/centre)

### Evaluation of the Learner Journey/Experience

Course reviews should involve an evaluation of the quality of the learner journey/experience from Access through to Progression or Transfer (**see – [Learner Journey](#)**), this includes checking in with all stakeholders that both contribute and benefit from the course and would cover the following:

- a. **Accessing the Course** – activities which raise awareness of FET/City of Dublin ETB/Centre/Service, advertising learning opportunities, recruitment, and selection, assessing learning needs, support needs, induction – how do we do this, and how could the elements of it be done better?
- b. **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 mechanisms to hear the voices of learners and other stakeholders, self-reflection and amending practice to improve the course in response to feedback in a timely manner
- c. **Progression/Transfer/Outcomes** – retention levels, what opportunities were created for the learner from the course? If the learner exited early, where did they 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 learners more empowered and confident?



### Access through to Progression, considerations

It is necessary to consider the following when evaluating that the quality of the learning experience:

- provides formal mechanisms for learners to make representations to City of Dublin ETB 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 (Face to Face/Blended/Hybrid)
- uses a variety of pedagogical/andragogical methods for different learning styles that are evaluated and monitored and adjusted accordingly using principles of universal design for learning (UDL)
- fosters a sense of autonomy in the learner, while providing adequate guidance and support for the learner
- promotes mutual respect within the learner-educator relationship
- recognise and respect the many contexts in which learning opportunities emerge. For example, learners may work 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 of 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.
- takes account of learning off-campus, For example, practice/work placements 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. Regularly reviews the effectiveness of the premises, equipment, and facilities to ensure their continuing adequacy and effectiveness in relation to the programmes of education and training, research and related services
- examines the outcomes of the course for the learner including assessment results.





## The Learning Environment

The learning environment includes pastoral educational care supports provided for learners by staff, such as educators, mentors, counsellors and other advisors and learning support.

The adequacy and effectiveness of all academic and other support services related to the programme of education and training should be regularly reviewed. These support services include:

- Access to Library and online journals and resources, access to information and computing services
- [Learner support services](#) (both academic/non-academic). The needs of a diverse learner population (mature, part-time, employed, international, and learners with additional needs) is considered when planning and providing learning resources and supports. Meeting these needs will involve the following services:
  - administrative services
  - technical services
  - premises servicing and maintenance services
  - learner Support and Engagement Service
- 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

## Course Resources



## Course Delivery

The monitoring of course delivery enables the identification of needs and the appropriate modification and adjustment of the course and mode of delivery. The course monitoring and review process provides opportunity to:

- ensure that the course remains appropriate
- to create a supportive and effective learning environment
- ensure that the course achieves the objectives set for it and responds to the needs of learners and the changing needs of society
- review the learner workload
- review learner progression and completion rates
- review the effectiveness of procedures for the assessment of learners
- inform updates of course content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners
- to the course(s)
- review quality assurance arrangements that are specific to that course



**If as a result of the course review a CAS award module descriptor needs to be changed, please follow the Programme Review, Course Changes and CAS Awards section.**

**If there are programme changes required for non-CAS programmes, please contact the FET Development Unit<sup>3</sup>.**

**Where there is a need to change the module selection or update the title or mode of delivery for this course, please use the [Course Innovation Application \(CIA\)](#) process to request approval from City of Dublin ETB to proceed with changes. (City of Dublin ETB Governance and Oversight of courses and programmes)**

<sup>3</sup> [Contact information for the CDU and FET Development Unit](#)





### **Evidence collated from meetings for the duration of the course**

Evidence gathered by the course team throughout the duration of the course will provide the necessary evidence and form part of the agenda of the course-level review. This is an opportunity to re-visit the challenges/weaknesses of the course delivery and propose modifications for the next iteration of the course.

Areas of difficulty may include recruitment, induction, attendance, engagement, deadlines, learner supports among many others. The solutions created to address these issues should be captured in the course-level review report to reflect the on-going efforts towards course quality improvement and modification taking place for the duration of the course.

### **Feedback**

If a course meets learners throughout the course duration, the feedback gathered from these meetings should be incorporated into the discussions at the course level review, it can provide evidence to support solutions.

Following the meeting a course-level review report is completed and forward to the centre-level/service-sphere-level review.

Sample templates for agenda and report can be found on the following pages with links to download the Word file format templates.





[1 of 2 pages]

## Course-Level Review Meeting

[Click on link to download a sample agenda and report template](#)

*(you must have a cdetb.ie email account to access these templates)*

**Course Title & Class Code:**

**Programme Title and Code:**

Date | Time | Venue of Meeting | Attendees

### Agenda

1. Chair welcomes everyone, introduces membership and any apologies
2. Chair appoints a secretary/record taker
3. Any potential conflicts of interest are noted.
4. Confidentiality statement members are reminded that the proceedings of the board are confidential as they pertain to learner data.
5. Course-level review – evaluation, recommendations, and improvements:
  - a. accessing the Course
  - b. teaching, Learning, Assessment, Feedback, the Learning Environment
  - c. progression/Transfer/Outcomes

<Insert additional agenda items>

### Actions for QIP

- 1 List any quality improvement actions to be considered by the centre or service-sphere QIP

There should be a balanced appraisal of the course by looking at the above areas on the basis of what worked/what didn't work/what can be built on and what needs to be addressed (Strengths/Challenges/Opportunities and Threats). It is essential the course team celebrates its successes.

### Closing

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



**Course-Level Review Report** (submit to the Centre-Level or Service-Sphere-Level Review and available to the Results Approval Panel)

<b>Course</b>		<b>Review Date:</b>	
<b>Award and Code /Programme Title</b>			

<b>Chairperson</b>		<b>Record taker</b>	
--------------------	--	---------------------	--

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

Indicate the areas requiring action

<input type="checkbox"/> <b>Course</b>	<input type="checkbox"/> <b>Module Selection</b>	<input type="checkbox"/> <b>Assessment</b>	<input type="checkbox"/> <b>Workload</b>	<input type="checkbox"/> <b>Learner Retention</b>
<input type="checkbox"/> <b>Marketing</b>	<input type="checkbox"/> <b>Learner Supports</b>	<input type="checkbox"/> <b>Work based Learning</b>	<input type="checkbox"/> <b>Progression pathways</b>	<input type="checkbox"/> <b>CAS Award modifications</b>

*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 items for Centre-Level/Service-Sphere-Level Review and Results Approval Panel.

*Balanced appraisal of the course looking at these areas*

What worked well that we want to repeat		
What didn't, what can be learned		
Course quality improvements to feed into the centre (QIP) quality improvement plan		
Does the programme descriptor and/or programme module(s) need to be updated to reflect the needs of the PLC programme	<input type="checkbox"/> <b>YES, CAS Award Programme modifications required</b> <i>Add comments</i>	<input type="checkbox"/> <b>YES CAS Award Module(s) modification required</b> <i>Add comments</i>

List the names of the attendees

Name	Role

*Add additional rows as needed.*



Quality Maintenance, Enhancement and Assurance

## Course-Level Review

# Results Review Exam board

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Education and Training Board



## Results-Review Exam Board

### Examination of Learner Results

It is important that teaching staff are open to reviewing the totality of the learners' work, taking into account any mitigating/extenuating circumstances. The following points should be borne in mind by the Results-Review Exam Board.

- Where grading anomalies or borderline grades appear, they should be reviewed, and a decision made by the **Course-Level Review - Results Review Exam board** in outcomes. Decisions should be taken regarding the learner after all the information that would have a bearing on their grades has been presented.
- In determining whether a learner should receive an award for achieving partial certification, course staff may identify student evidence supplied in another module that may fulfil missing learning outcomes necessary to reach the pass level already achieved in another module. *(e.g.: a learner has demonstrated a high level of achievement in the other course modules but has not achieved a pass in one module to achieve the Full Award, with a small gap in marks needed to reach a Pass grade).*
- The Course-Level Review, Programme and Results Exam Board may modify any grade in certain cases. There should be a clear record, noting how the decision has been reached.
- All sensitive material and learner records should be handled with care, learner personal data should be securely archived.
- Arrangements for repeats or resubmissions of assignments, where relevant should be agreed; It is important that relevant learners should be informed and equipped with repeat assessment and dates to submit/re-sit exams at the time of issuing the provisional grades.



### Immediately following the Results Exam Board

- The **Results Exam board Report** should be prepared for the centre-Level or service-sphere-level review which, should reflect the key issues arising from the Course-Level Review, decisions taken and how they were reached. It should identify any areas/gaps in need of support across the system.
- Identify any **Quality Improvement Plan (QIP)** actions that should be considered by the centre to inform the centre or service spheres' QIP
- Learner results should be updated on all systems (internal and external awarding body systems e.g: QBS for QQI awards) and in records within the centre and online awarding body systems.
- **Repeats:** Educators will need to be informed of repeat exam or repeat assessment which relates to their module.







[Template]

## Results Review Exam Board

[Agenda and Report – Sample Templates link](#)

Course Title & Class Code:

Programme Title and Code:

Date | Time | Venue of Meeting | Attendees

### Agenda

1. Chair welcomes everyone, introduces membership and any apologies
2. Chair appoints a secretary/record taker
3. Any potential Conflicts of interest are noted.
4. Confidentiality Statement - Members are reminded that the proceedings are confidential as they pertain to learner data.

### 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

### Results Review Exam board

1. Review and check the learner groups set of results;
  - that results are transferred to the Awards system (E.G: QBS) and are accurate.
3. Identify any issues met in the course during its duration and corrective actions taken.
4. Recommendations for:
  - Borderline grades
  - Repeats – exams / Assignments (see [City of Dublin ETB repeats Policy](#))
  - Progression/Transfer/Outcomes

### Closing

**Thank all staff for their participation. All documents are returned to the Chairperson or if online, documents are deleted following the meeting – care to be taken when handling sensitive data.**



## Results Review Exam board Report

[Link to download Results Review Exam board – Agenda and Report Template](#)

(submit to the Centre-Level or Service Sphere-Level Review Results Approval Panel (RAP))

<b>Course Title</b>		<b>Review Date:</b>	
<b>Award and Code /Programme Title</b>		<b>Starting numbers</b>	<b>Finishing numbers</b>

<b>Chairperson</b>		<b>Record taker</b>	
--------------------	--	---------------------	--

**Areas for discussion** - areas requiring actions following Results Review

- Borderline grades
- Progression
- Repeats – exams / assignment
- Internal and external verification process
- QIP actions for this course to be reported to centre-level / RAP review.

↳ *Actions to be completed following meeting.*

- Grades amended
- Repeats – exams / assignments
- QBS/result record corrections
- QIP actions identified
- Progression
- Other

*Balanced appraisal of the course results looking at these areas – insert comments and expand text box as required*

<b>Overview of Results</b>			
<b>Exemptions /Compassionate considerations</b>			
<b>Proposed grades modifications</b> <i>– if any grades have modified</i>			
<b>Issues arising from internal verification</b>			
<b>Issues arising from External verification</b>			
<b>Repeat – exams / assignments details</b>			
<b>Learner progression</b>	<input type="checkbox"/> Employment	<input type="checkbox"/> Further/Higher Education	<input type="checkbox"/> Other

**The Results Review Exam board agree to this set of results**

YES

*List the names of the attendees*

Name	Role



For all course providers in each service sphere

# Quality Maintenance, Enhancement and Assurance

# Appendices

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## 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**

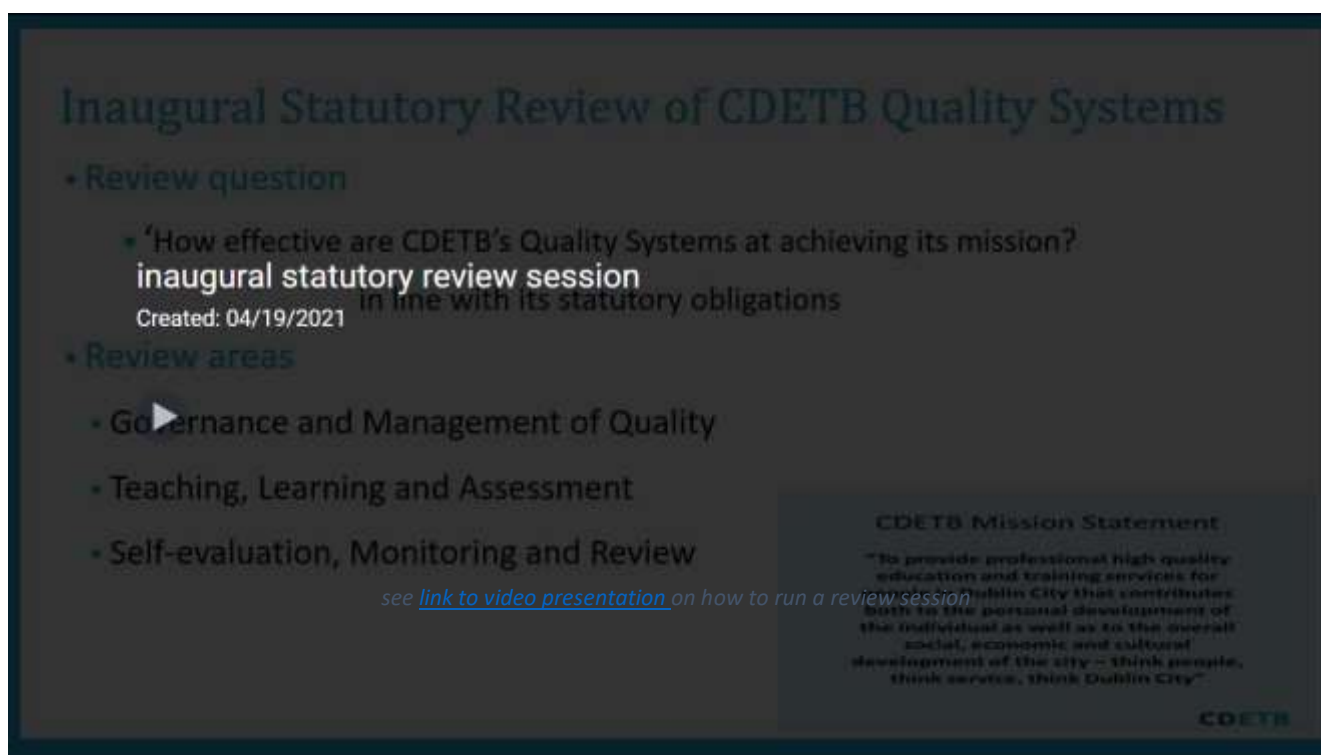
- a. Secure employment
- b. Progress to further or higher education or other
- c. Apply learning to existing role-professional development of the learner
- d. Graduation

## 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

## Review 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** (next page)

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 – (for organisational reviews 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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