

Interim Quality Report

Mayo, Sligo and Leitrim Education and Training Board

Date: February - 2025



PREFACE

The inaugural review by QQI of the quality assurance in the 16 Education and Training Boards (ETBs) took place between March 2021 and May 2022. Following the review, each ETB provided an **action plan** and **follow-up report** in response to the recommendations made in the individual review report. QQI's role is to monitor and review the QA of providers, and the effectiveness of provider's internal QA system. Systematic quality reporting by providers is an integral part of this process. The development of an integrated and systematic annual quality reporting model for ETBs has commenced; for this quality reporting period, ETBs are submitting an interim quality report. This interim quality report records progress, developments and impacts in furtherance of recommendations arising from each ETB's review report, as well as other QA enhancements and initiatives.

In addition, the interim quality report requires each ETB to include updated links to its published quality assurance policies and procedures.

This is the interim quality report for Mayo, Sligo and Leitrim Education and Training Board

It is to be submitted by [28/02/25]

The interim quality report has been approved by MSLETB FET Quality Council and is submitted by MSLETB Quality Assurance on behalf of Peter Egan Director of FET

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GUIDELINES ON COMPLETING THE REPORT

This **interim quality report** provides a progress update to the ETB's inaugural review follow-up report, in addition to information regarding quality plans and initiatives in the ETB. Whereas details regarding all inaugural review recommendations were included in the follow-up report, please note that information relating to completed actions in response to recommendations, if any, are not required in this interim quality report.

Links to the published quality assurance policies and procedures of the ETB must be included in this interim quality report. Each ETB should ensure before submission that all links within the report are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available.

The ETB is asked to give particular attention to specific impacts arising from QA actions/initiatives, this includes:

- the key areas of focus prioritised for action and any specific changes arising as well as links to any associated outputs (e.g., procedures, reports etc.)
- reflections on the Follow-up reporting **process** and any barriers or challenges arising in implementation of the review recommendations.

The ETB is also asked to include additional **reflections** in the commentary.

The ETB is invited to provide up to 3 short case studies, 1-2 pages, demonstrating QA enhancements and their impacts.

There is a short survey on the follow-up process in Section 6. The results of this will be used to inform QQI and will not be published as part of this report.

1.0 Interim Quality Report

Include all links to published QA policies and procedures relevant to each section in the table below.

Please add or delete rows in the tables below, as required.

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB use the experience gained through developing the SER to strengthen further its engagement with external stakeholders. This will further enhance its capacity to identify emerging needs and to develop services to address them	In line with Future FET: Transforming Learning MSLETB have created Mayo College of Further Education and Training which encompasses 3 locations of PLC provision and VTOS centres across Mayo. This has continued with the creation of both Leitrim College of FET and Sligo College of FET in 2024. Leadership teams have been established at a county level to support the planning of provision, rollout of programmes and providing needed services across the region. Stakeholder engagement at a county level (College of FET level) and continuing to foster relationships is at the core of this strategy. Each of these Colleges of FET will be supported by the Central College of FET which includes functions such as QA, Learner Supports, Communications, Professional Learning and Development, FET Reporting and Technology Integration. These wraparound services will ensure consistency of services to all learners.
Click here to enter text.	MSLETB-SOLAS next Strategic Performance Agreement is currently being devised, and this will be fed into by FET provision and will monitor MSLETB performance and provision.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

Click here to enter text.

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB complete development of the QA Manual including integrated QA policies and procedures across its services. This should become the primary resource for staff members on all QA requirements.	Work has continued in the area of QA to align policies and procedures across all FET Provision. MSLETB have completed the development of a QA Manual including integrated QA policies and procedures. All procedures developed in 2022-2023 have gone through their first review cycle and are re-approved by MSLETB's FET Quality Council.
Click here to enter text.	MSLETB's Module Management System is still a goal of MSLETB but due to budgetary constraints this is currently on hold.
	MSLETB's FET Governance groups were reviewed and membership refreshed in 2022/23 but this will be an ongoing process with the establishment of the Colleges of FET. MSLETB's FET

	Quality Council includes learner representation, and the learner voice has been a vital component of the Quality Council meetings.
	A decision has been made to not publish Quality Council minutes at this point; however this will be reviewed in the future.
	ToR for QA Working Group were reviewed and approved in Q4 2024. Membership will continue to be reviewed to ensure representation across the organisation.
Commentary and Reflections Click here to enter text.	
Link to published policies and procedures Click here to enter text.	

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that the ETB continually reviews and develops its QA documentation systems to ensure that QA policies, procedures and associated materials are readily available and accessible to all staff requiring such information.	Staff QA handbook published in Q3 2024.
Click here to enter text.	Staff handbook is available on MSLETB's website and all internal documents on MSLETB's SharePoint.

	Teaching and Learning Framework development is ongoing.
	Consultation events led to the development and updating of multiple policies and procedures and this is an ongoing process due to the nature of the feedback that is gained from open conversation and experience of utilising the procedures.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends setting up additional Communities of Practice (COPs) to support staff and promote peer learning.	MSLETB's PL&D Coordinator actively engages with all staff to assess staff learning and promote peer to peer learning. PL&D monthly sessions take place with both internal and external speakers including recent talks on Programme Development, AI in Education, Professional Development Opportunities and Erasmus Opportunities. MSLETB are heavily involved in Erasmus+ initiatives to support staff development and encourage sharing of learning experiences not just nationally but internationally.
The review team recommends that MSLETB streamline its human resources approaches by defining the skills and knowledge required to	Ongoing – national agreements need to be developed.

realise its strategy and QA objectives and by establishing a training needs analysis system to ensure that access to PD activities is based on identified needs and that PD can be linked with staff progression.	
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
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The review team recommends development of a systematic programme review process incorporating scheduled review of existing programmes to ensure continued relevance.	Programmes are currently in a review cycle at a national level coordinated by ETBI. MSLETB developed programmes are tied into QQI's revalidation cycles.
Click here to enter text.	MSLETB is committed to expanding the national apprenticeship provision as they recognise that it offers opportunities for apprentices to upskill and reskill in niche areas as well as developing talent pipelines within organisations. To explore opportunities to expand apprenticeship programmes, MSLETB will consider the industries that are in need of skilled workers, as well as the current workforce development initiatives and trends. Seeking input from current apprentices, employers, and stakeholders can provide valuable insight into where the skills gaps lie and how MSLETB can achieve their goal in line with the government action plan for apprenticeships. In 2024 MSLETB validated a new Level 6 Apprenticeship in Digital Marketing MSLETB is the academic partner for 3 apprenticeships currently in development • Level 6 Apprenticeship in Immersive Technology • Level 6 Apprenticeship in Operations and Business Management (Name TBC) • Level 5 Apprenticeship in Meat Processing (Name TBC) MSLETB are also developing in partnership with the Construction Industry Federation a Level 4 Skilled Operative Traineeship. Collaboration with industry leaders through a Consortium Steering Group (CSG) is essential for developing high-quality national apprenticeships that meet sector demands. Chaired by an industry representative, the CSG ensures that apprenticeship standards, curriculum design, and skills development align with real-world workforce needs.

	In addition, MSLETB are collaborating with Microsoft to revise its Microsoft Cloud Traineeship.
	With all programme development MSLETB have close collaboration with industry partners to design relevant and innovative content that aligns with current trends, workforce needs, and emerging best practices. Development Officer plays a key role in designing and structuring new programmes, ensuring they align with organisational goals, stakeholder needs, and industry standards. During 2024 MSLETB validated • Level 5 Specific Purpose Certificate in Immersive Technology (5 credits) • Level 5 Specific Purpose Certificate in Wind Energy with Immersive Technologies (5 credits) • Level 5 Specific Purpose Certificate in Remote Working (15 credits) • Level 5 Specific Purpose Certificate in Podcasting Essentials for Business (5 credits) And secured SOLAS Innovation through Collaboration Funding for two projects in the areas of Sustainable/Indigenous Agriculture and Data Analytics.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB develop a standard initial assessment system to identify learner needs and the supports required. This system could be developed and piloted in partnership with other providers.	Learner needs are assessed by an individual basis through MSLETB's services to identify the needs and supports required. Assessments are completed to ensure the learner is placed on the programme that best suits their needs with adequate supports in place.
The review team recommends that MSLETB build on existing agreements with higher education providers and continue to develop clearer progression pathways. In doing so, the review team recommends that the ETB further develop its Transition Programme for learners exiting school and progressing to FET programmes	Tertiary Degrees ran in 2023/24 and are continuing with ATU, GRETB, DETB and MSLETB.
	An MOU have been signed University of Ulster re access to programmes for MSLETB learners. Discussion with other HE Providers on the Island of Ireland are ongoing.
	MSLETB continue to build and promote FET Pathways not only to HE but from Post Primary to FET. In addition, MSLETB have rolled out and are continuing to expand FET provision in the areas of Irish Language due to Public Sector Obligations and supporting the needs of learners with the geographic area.
The review team recommends that MSLETB take an active role in developing systems for Recognition of Prior Learning in consultation with QQI and other certification bodies.	MSLETB has successfully piloted RPL in specific programmes and aim to roll this out across programmes but due to budget constraints this has not progressed further.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

Click here to enter text.

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that the work of integrating and harmonising assessment-related policies and procedures across its services and locations be completed and resulting policies and procedures included in the proposed Quality Manual.	As above QA Manual published and procedures developed or updated
The review team recommends sharing the insights and recommendations of EA reports across centres to enhance QA-related learning. This would enable heads of centres and teachers/tutors/instructors to benefit from the good practice and areas for improvement identified in other locations and contribute to harmonising practice.	Recommendations from EA reports are discussed and shared to enable improvements across all centres. RAP members as managers disseminate this information and learnings across services from this process. Evidence of these improvements are seen year on year via EA reports and RAP meetings.

Commentary and Reflections

Click here to enter text.

Link to Published Policies and Procedures

Click here to enter text.

1.08 Information and Data Management

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends the establishment of meaningful KPIs for all services and using the qualitative and quantitative data available to effectively measure and analyse performance	SOLAS and MSLETB through their Strategic Performance Agreement set out targets in a number of areas that establish KPIs for MSLETB's FET provision. These targets are reviewed on an annual basis by MSLETB and SOLAS.
	MSLETB QA and Programme Development have developed a KPI for Programme Development for 2024 and on an ongoing basis (dependent on staffing and budget) In 2024 the target for Programme Development was:

	Validate 1 post 2016 Apprenticeship Validate 1 full award or validate 3 microcredentials. In 2024 MSLETB validated one post 2016 Apprenticeship and 4 micro-credentials. Ongoing KPI is to: Validate 1 post 2016 Apprenticeship in every 24-month period Revalidate or validate 1 full award or validate 3 microcredentials.
The review team recommends that MSLETB continue to review and update its management information systems to streamline data collection and processing across the organisation.	Ongoing
The review team recommends that MSLETB develop an overarching policy and procedures on the collection and use of data as part of a new, harmonised QA system and describe these in the Quality Manual.	Data collection and it's use is governed by MSLETB's Data Processing Policy and this is outlined in MSLETB's QA Manual.
The review team recommends that MSLETB explore effective ways of using data to inform FET provision, monitoring and evaluation.	Ongoing
In conjunction with the Quality Manual, the review team recommends that the ETB develops and implements a set of indicators for each service to measure the effectiveness	Ongoing

of these policies and procedures, in particular their impact on learner achievement and progression.	
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB carry out its intended review of all linked websites to consider their viability and redesign and appoint a Communications Officer to streamline current communication activities.	MSLETB to engage in review of all websites and social media usage. Review completed, and website updated. New website provider appointed Dec 2024 and full review again to take place – preliminary meeting Q1 2025. Work has been completed to ensure the website is accessible to all. Work is in process to streamline all communications activities across social media channels
	MSLETB style guides to be developed in Q2 and Q3 2025 and a full rebranding of MSLETB and new College of FET branding to be created.
	Annual communications/event strategy developed each year with key focus areas.
Commentary and Reflections Click here to enter text.	

Link to Published Policies and Procedures

Click here to enter text.

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB develop an integrated strategy and action plan for service delivery post-Covid. The strategy should define the future role centre-based, online and blended learning methodologies, taking account of learner needs and circumstances.	MSLETB to submit Blended and Online Learning Approval in Q2/Q3 2025
Click here to enter text.	Due to budget constraints and learners needs the Learner App development is currently paused.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that a structure be established to integrate assessment methods across programmes and centres, to promote efficiency and uniformity across services. Assessment requirements should be incorporated into the proposed Quality Manual	QA manual is now available on MSLETB's website
Click here to enter text.	The Colleges of FET as larger centres are creating cohesive assessment practices across locations are sharing best practice. The CoPs also aid in this on a subject matter level.
	MSLETB aim to create an TLA (Teaching, Learning and Assessment) Working Group in 2025 that will be a subgroup of the FET Quality Council.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

2.03 Supports for Learners

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends development of a Learner Support Unit as a “one stop shop” for learners requiring assistance, based on UDL principles. Such a unit would contribute to integrating and streamlining the inputs of existing support services	Each of these Colleges of FET will be supported by the Central College of FET which includes functions such as QA, Learner Supports, Communications, PD, FET Reporting and Digital Learning. These wraparound services will ensure consistency of services to all learners.
Click here to enter text.	Review of current MSLETB QA Policies for move to Plain English language supporting documents for Learners. Standard across all centres to add to their localised Learner Handbook.
	Due to budget constraints, Digital Learning Hubs and other initiatives are currently on hold.
	Following the successful participation of MSLETB learners at the AONTAS Learner Voices Across Ireland Report Launch 2024 in October 2024, Athlone MSLETB set up a learner voice event for our learners for Feb 2025, which was oversubscribed by Dec 2024
	MSLETB ESOL standardised assessment for QQI Levels 1- 5 agreed in June 2024
	The Cambridge Placement Tests are a language assessment tool designed to evaluate English language proficiency. They place the learner on the Common European

	Framework of Reference for Languages (CEFR) ranging from beginners (A1) to advanced (C2). The test is suitable for apprenticeships, PLCs and tertiary courses that lead to university qualifications and require a B1 or B2 minimum standard of English. The test is mobile and can be conducted at any centre within MSLETB.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB continues to develop its monitoring and review processes, in the context of its strategic plans and goals.	Development of a Monitoring and Review Process Q3 2025 – this has been reprioritised due to completion of QA Manual.
Click here to enter text.	Pilot centre-based evaluation process in selected centres. Evaluate process and report findings to FET Quality Council. Q4 2025
	During the RAP process – centres are asked to complete an online form where they can outline any improvement areas outlined by the EA process and this would become part of a centre-based improvement plan and possibly feed into a provider level initiative.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends rollout of the proposed centre-based evaluation process, initially on a pilot basis. This process should include a self-evaluation instrument to be completed by each centre manager in consultation with learners and staff. The process should result in a centre QIP, feeding into the organisation QIP.	Feedback gathered in EA reports (and any other feedback) fed back to centres in RAP reports to initiate this process.
Click here to enter text.	During the RAP process – centres are asked to complete an online form where they can outline any improvement areas outlined by the EA process and this would become part of a centre-based improvement plan and possibly feed into a provider level initiative.
	MSLETB have developed a programme revalidation in line with the post 2016 apprenticeship provision and this is supporting revalidations of other programmes.
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that MSLETB develop meaningful KPIs in consultation with second providers and use these as the basis for future monitoring and review of service provision by these providers.	The National Contracted Training framework is procured in consultation between ETBI and the OGP and service level agreements form part of any contracts.
The review team recommends that MSLETB strengthen its engagement with employers by formalising its existing engagement activities carried out by its Employer Engagement Team. The proposed CRM system being developed under the SEED project is likely to facilitate this process in the future.	SEED project is completed and is now in use by Employer Engagement staff and related staff. Training sessions were held with all relevant staff
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

4.0 Quality Developments and Enhancements

In this section, please provide an update on QA developments and enhancements within the ETB. This could include programme and curriculum developments and initiatives, and enhancements of teaching, learning and assessment.

Guide:

An update should be provided on any objectives/planned actions for the year **not already addressed in the Interim quality report** in sections 1-3.

The table is designed to assist in this process and should include headline information only.

No.	QA Objectives These should relate to objectives not already discussed in the progress report.	Update on Status Provide brief update on status, whether completed or in progress.	Link to updated/new Policy
1	Programme Delivery, Development & Validation Procedure	Approved by FET QC	Click here to enter text.
2	Establishment of College of FET and QA structures internally	Colleges of FET established and QA structures linking to Central College developed.	Click here to enter text.
3	Leaner Voice Event –/MSLETB	6 th February 2025	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click or tap here to enter text.	Click here to enter text.	Click here to enter text.

5.0 Additional Themes and Case Studies (optional)

Guide:

The ETB is invited to provide up to 3 x **short case studies**, 1-2 pages, demonstrating QA enhancements and their impacts (these may relate to topics covered in sections above). **You are encouraged to reflect on and highlight areas that may be of interest to other providers and would benefit from wider dissemination.** Note: Submission of case studies are not mandatory. However, please know that any submitted case studies will be published on QQI's website in full unabridged format.

Guideline for Case Study

QQI recommends that written case studies should:

- ⇒ Be between half a page and two pages in length
- ⇒ Limited to 2-2500 words
- ⇒ Relate to a specific time- and subject-bound issue
- ⇒ Include an introduction that sets out a brief overview of contextual matters
- ⇒ Include any relevant supporting data and data analysis
- ⇒ Include links to any sources cited
- ⇒ Include a clear concluding paragraph with overview of key outcomes/learning

Case Study Title: Part -Time Services QA Lead

Introduction

Mayo, Sligo, and Leitrim Education and Training Board (MSLETB) Back to Education Initiative (BTEI) identified a growing need for enhanced support for educators in ensuring high-quality teaching, learning, and assessment practices.

Description of issue

With new staff members, new procedures and new programmes, it became evident that additional support was required to improve quality and compliance in the delivery of further education and training programs. Due to the part-time nature of BTEI and the completion times being out of sync with other services there was also a need to make the internal verification process timelier, for example to be completed within a set timeframe after the programme finished. BTEI Coordinators and their line managers developed the solution after discussions with QA regarding the creation of a new role a BTEI QA Lead.

Action

MSLETB BTEI designed and implemented the QA Lead role with clearly defined responsibilities, focusing on three core areas:

1. Support for Educators: The QA Lead provides direct support to teachers and tutors, offering guidance on best practices in assessment and feedback. This includes training sessions, workshops, and one-on-one mentoring to ensure a clear understanding of QA requirements.
2. Authentication Process Oversight: The role involves coordinating and supporting internal verification and external authentication processes, ensuring consistency, fairness, and compliance with Quality and Qualifications Ireland (QQI) standards. This includes reviewing assessment documentation, facilitating standardisation meetings, and addressing any concerns raised during authentication.
3. Continuous Improvement and Compliance: The QA Lead works closely with programme coordinators and management to monitor and enhance the quality of teaching and learning. By collecting feedback from educators, learners, and external authenticators, they help refine policies and procedures, ensuring alignment with evolving educational requirements.

Key Outcomes/Impacts

The introduction of the QA Lead role within BTEI has had a significant positive impact on the overall quality and efficiency of BTEI programme delivery. Educators now receive structured and timely support, leading to increased confidence in their assessment practices. The authentication process has become more transparent and streamlined, reducing discrepancies and ensuring compliance with national standards. Additionally, the role has fostered a culture of continuous learning and improvement, enhancing the overall learner experience.

The MSLETB BTEI's commitment to quality assurance through this new role demonstrates a proactive approach to supporting educators and maintaining high standards in further education and training. By embedding quality assurance into everyday teaching and assessment practices, MSLETB BTEI continues to uphold its mission of providing accessible, high-quality education that meets the needs of learners and the wider community.

Key Learnings

MMSLETB is now examining this practice to determine if it could be applied to other areas of service provision. The structured approach to quality assurance has proven beneficial not only for educators but also for learners and administrative processes. By evaluating the successes and challenges of the QA Lead, MSLETB aims to explore opportunities for implementing similar strategies in other educational and training programs. This initiative underscores the value of continuous improvement and adaptability in maintaining excellence across various service areas.

6.0 Follow-Up Report Survey

(This section will not be published)

Please complete a short survey in relation to the Follow Up Reporting **process** using this [link](#).