

KWETB

# Quality Assurance eZine

Summer  
2024



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# Welcome

It gives me great pleasure to introduce the summer 2024 edition of our Quality ezine. This edition includes an overview of the many activities and achievements of our Quality Governance groups, including the Quality Council and Quality Assurance, Programme Governance and Stakeholder Engagement Sub-groups. The work of our Governance groups remains central to FET in KWETB and we should like to acknowledge the role of the members and their dedication and contribution as they complete their first term this summer. The journey started in December 2019 and we were expertly navigated through many challenges including the Covid 19 pandemic. We also completed the inaugural Quality Review which was a first for KWETB. The regard in which the Governance groups are held and the centrality of their work in FET is an accurate reflection of how well-established our Quality Governance structures have become in such a short time. For those of you who have yet to have a chance to participate, please consider engaging with opportunities which will now be arising to participate!

We have also seen the launch of our Quality Framework this year and our Quality Team has been on the road engaging with teams for FET across Kildare and Wicklow. This is truly a case of 'tús maith, leath na hoibre!' The Quality Team has also been busy developing their 2024 work plan which is included in this edition. Our Erasmus engagement continues to grow with a milestone being achieved in the successful application for accreditation. A great thanks is due to the members of the Erasmus Steering Group for their work on this. You will see throughout this edition that increasing numbers of team members have had the opportunity to participate in Erasmus mobilities and exchange learning with peers across Europe.

As always, our learners, staff, centres and services continue to demonstrate how quality is 'lived' within FET, from Afternoon Tea to Global Passports, YSI Silver Awards, Gaisce Awards and the new world of podcasting, there is a thriving learning community in KWETB. Our learners continue to achieve their awards and celebrate their successes! Collaboration is a key feature and is exemplified by the joint project between Wicklow Youthreach and Innovation Training Services to fundraise to renovate the outdoor space in the Riverwalk Café won a deserved Young Social Innovators Silver Award.

As we head into the summer period, we would like to take this opportunity to wish you all a restful and rejuvenating summer break and look forward to continuing to work collaboratively and successful together in the coming months.

**Catherine Byrne**  
AEO for Quality



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# GOVERNANCE OF QUALITY

## KWETB QUALITY COUNCIL

The Quality Council had its first of four 2024 meetings on Wednesday, 17th April through MS Teams. Our 2024 meetings will see a return of in-person meetings with half of meetings online and half in-person. As part of our in-person meetings, the Quality Council is looking forward to hearing from our colleges, centres and services with regard to their work in Quality.

The Quality Council received reports from its Sub-groups including Programme Governance, Quality Assurance and Stakeholder Engagement. The key agenda item for this meeting was our Governance Review with the Quality Council receiving a presentation from Angela Higgins. It was agreed to progress the review through a review day to be held on Wednesday, 19th June.

It was also agreed by the Quality Council to delegate authority to the Quality Council Chair to approve Programme Governance Sub-group recommendations in relation to adding programme modules, giving centres access to programmes and approval of micro-credentials in the absence of a Quality Council meeting in a two week period following a Sub-group meeting. This will assist in the more timely processing of requests.

The next Quality Council meeting is scheduled for Thursday, 20th June 2024.

Catherine Byrne, Secretary, Quality Council





## STAKEHOLDER ENGAGEMENT SUB-GROUP

### **Successful Period for the Group: A Focus on Learner Voices**

The Stakeholder Engagement Sub-Governance Group is delighted to report a highly successful period, marked by significant engagement and positive outcomes. Our recent visits to several educational institutions have been particularly rewarding, highlighting the critical importance of listening to and incorporating learner voices into our strategic planning.

### **Visit to Bray Institute of Further Education (BIFE)**

Our visit to the Bray Institute of Further Education (BIFE) was another highlight, showcasing the vibrant learning environment and the enthusiastic participation of students in their educational journey. We engaged in insightful discussions with both staff and students, gaining valuable feedback that will help shape future initiatives. The positive learner voice at BIFE underscored the importance of personalised learning experiences and the provision of robust learner support systems.

### **Naas Traineeship in Bakery**

The visit to the Naas Traineeship in Bakery program was equally inspiring. Trainees expressed their satisfaction with the hands-on training and the practical skills they are acquiring, which are essential for their future careers. The enthusiasm and dedication of both learners and instructors were palpable, reinforcing the value of vocational training in providing tangible career pathways. Hearing directly from the trainees affirmed our commitment to supporting such specialised programs that directly align with industry needs.

### **Blessington Youthreach**

At Blessington Youthreach, we encountered a dynamic and supportive educational environment tailored to meet the needs of young learners. The feedback from students was overwhelmingly positive, highlighting the individualised attention and the opportunities for personal and academic growth. This visit was a testament to the power of alternative education pathways in fostering resilience and success among young people.

### **Positive Learner Voice: A Foundation for Success**

Throughout these visits, the consistent theme was the positive learner voice, which underpins our entire approach to enhancing the learner experience. Listening to the students' perspectives has provided invaluable insights into their needs, challenges, and aspirations. These insights are instrumental in guiding our policies and initiatives to ensure that we are responsive and adaptive to the evolving educational landscape.

### **Looking Forward**

As we move forward, the Stakeholder Engagement Sub-Governance Group remains committed to prioritising learner voices in all our endeavours. We are dedicated to fostering an inclusive and supportive educational environment that empowers all learners to achieve their full potential. Our recent engagements have reaffirmed our belief in the transformative power of education and the importance of stakeholder collaboration in achieving our shared goals.

**Eileen Cullen, Chair, Stakeholder Engagement subgroup**



## THE PROGRAMME GOVERNANCE SUBGROUP

convened on December 16, 2020, has been a driving force behind KWETB's FET governance evolution. Over the past four years, their tireless efforts have shaped policies and responses that resonate across our educational landscape.

### KEY ACHIEVEMENTS

**1. Programme Approval Hub and Streamlined Processes:** One of the Subgroup's most significant achievements was the development of the Programme Approval Hub. This centralised platform streamlines programme applications and approval processes, ensuring consistency and transparency. As a result, our programmes now undergo rigorous scrutiny, leading to better outcomes for our stakeholders.

**2. Quality Council Recommendations:** The Subgroup actively engaged with the Quality Council, providing valuable recommendations. These inputs have strengthened our governance procedures in Quality Assurance (QA). By aligning our practices with industry standards, learner and employer needs, and changes in our society we've enhanced the overall quality of our programmes.

**3. Innovative Responses to Programme Development:** Faced with evolving educational landscapes, the Subgroup demonstrated adaptability and creativity. Their innovative responses to programme development and delivery in Further Education and Training Centres (FETCs) have kept us at the forefront of educational excellence.

### POLICY CONTRIBUTIONS

The Programme Governance Subgroup has significantly influenced several key policies, including:

**1. Differential Validation Policy:** Their collaborative efforts led to the creation of the Differential Validation Policy. This policy facilitated the validation from QQI to deliver the newly developed Early Learning and Care Professional Award.

**2. Combined Awards Policy:** Recognising the importance of interdisciplinary learning, the Subgroup contributed to the development of the Combined Awards Policy. This policy regulates the delivery of combined awards prioritising academic integrity and learner experience.



**3. COVID-19 Responses:** During the pandemic, the Subgroup supported the ETB in swiftly adapt our programmes to remote and hybrid learning models. Their guidance ensured continuity in education while prioritising student well-being.

**4. Micro Credentials:** The Subgroup advocated for the introduction of micro credentials—short, focused certifications that validate specific skills. These credentials empower learners to upskill and adapt to changing industry demands.

**5. Inaugural Review of Quality:** The Subgroup actively engaged with the QQI Inaugural Review of Quality in 2022 and the ETB Self Evaluation of Quality Assurance. The QQI Quality Review Report 2022 named the effectiveness of the Programme Governance Subgroup.

### PROUD LEGACY

As the Subgroup approaches the end of its term, there's a sense of pride in what has been accomplished. Their unwavering commitment and foresight have left an indelible mark. We celebrate their dedication and the positive impact they've had on FET in Kildare and Wicklow ETB.

Lastly, it's worth noting that the Subgroup members have maintained an impressive attendance record. Their consistent participation over the past four years reflects their genuine passion for improving our programmes and governance. I want to share my appreciation of Tracy O'Shaughnessy, Patrick Flanagan, Ruth McSherry (secretary), and Ashley Stephens who have remained dedicated to the work of the Programme Governance Subgroup since its inception in 2020. Fiona Bradshaw has been an invaluable liaison with the QA Team in contributing to the success of the Subgroup.

Patricia Dalton has assumed the role of Secretary to the Subgroup with grateful support from outgoing secretary, Ruth McSherry.

As the Programme Governance Subgroup transitions to new endeavors, including the review of the Terms of Reference and implementing the QA Framework, their legacy will continue to shape our quality assurance and educational journey.

**Brenda Lynch, AEO**  
**Chair, Programme Governance Subgroup**



# GOVERNANCE OF QUALITY

## Results Approvals



*Well done to all learners who achieved their certification in FE for April certification period!*

Fourteen centres submitted learners for certification. These included Arklow/Carnew ABE, Arklow FETC, Arklow Youthreach, Athy VTOS, Baltinglass ALC, Blessington FETC, Celbridge FETC, Glenealy IT Centre (Wicklow Community Education) Jigginstown, Kildare ALC, Maynooth FETC, Newbridge FETC, Shelton Education Unit, Wicklow FETC

Summary of Grades submitted for April 2024 Certification							
Field of Learning	Successful	Referred	Distinction	Merit	Pass	Exemptions	Totals
Core, Languages	67	82	24	6			179
Education, Health			215	122	58		395
Business, Admin			152	45	14	1	212
ICT			31	10	5		46
Art Craft Design			9	2			11
Sports, Science, Horticulture		1	19	3	1		24
<b>Total:</b>	<b>67</b>	<b>83</b>	<b>450</b>	<b>188</b>	<b>78</b>		<b>867</b>

There was a range of grades across Successful at levels 2 and 3, Distinctions, Merit and Pass achieved.

We are currently working on our June and August certification period.



### Summary of programs delivered in April 24 in Training

F12's	Portfolios
Advanced Certificate of Craft Farriery	47
ILM Leadership & management	16
ILM Leadership & management	19
ILM Leadership & management	18
ILM Leadership & management	21
ILM Leadership & management	2
ILM Leadership & management	37
ILM Leadership & management	38
ILM Leadership & management	38
ILM Leadership & management	18
ILM Leadership & management	13
ILM Leadership & management	12
ILM Leadership & management	18
ILM Leadership & management	18
ILM Leadership & management	18
ILM Leadership & management	11
<b>Total Number of F12's: 16</b>	<b>344</b>



# GOVERNANCE OF QUALITY

## *Acknowledging Good Practice in FET: Insights from External Authenticators*

As the academic year draws to a close, it is important to recognise and celebrate the outstanding efforts of Learning Practitioners and Learners across KWETB FET Provision. Our External Authenticators have reviewed and assessed various programs, and their feedback demonstrates the best practices observed during the six certification periods.

*Some key themes include;*

### **VERY GOOD PHOTOGRAPHIC EVIDENCE**

Across different modules, we have seen a consistent commitment to capturing high-quality photographic and audio evidence. Learners and Learning Practitioners have embraced the importance of visual documentation, ensuring that portfolios and assessments are well-supported with relevant images.

### **EXCELLENT POWERPOINT PRESENTATIONS**

Effective communication is crucial, and PowerPoint presentations have been a standout feature. Learners have demonstrated their skills in creating engaging and informative slides, enhancing their ability to convey complex information concisely.

### **CONSTRUCTIVE INSTRUCTION IN ASSESSMENT BRIEFS**

Learning Practitioners have consistently provided clear and detailed instructions to learners. This practice ensures that learners understand assessment requirements, leading to better-prepared submissions.

### **VIDEO EVIDENCE FOR SKILLS DEMONSTRATION**

The use of video evidence has been commendable. Learners have effectively demonstrated their skills, and Learning Practitioners have signposted video content, making it easy for External Authenticators to navigate.

### **EXCEPTIONAL MARKING SCHEMES**

In Care Skills (5N2770), the meticulous use of marking scheme documents has validated the allocation of marks and final grades. Learning Practitioners' attention to detail ensures fairness and consistency.

### **MEANINGFUL FEEDBACK**

Feedback is a powerful tool for improvement. Learning Practitioners' meaningful and useful feedback has empowered learners to identify areas for growth and celebrate their achievements.

### **AUTHENTIC ASSESSMENTS WITH IT SKILLS**

Internet Skills (3N0931) assessments have been authentic and valid, thanks to learners' adept use of screen recordings.



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# GOVERNANCE OF QUALITY

## *Acknowledging Good Practice in FET: Insights from External Authenticators*

### **REAL-LIFE MATH PROBLEMS IN FUNCTIONAL MATHS**

Learning Practitioners in Functional Maths (4N2138) have devised assessments using real-life mathematical problems. This practical approach benefits all learners, making math relevant and engaging.

### **ACADEMIC WRITING EXCELLENCE IN EQUINE STUDIES**

Equine modules have demonstrated a commendable standard of academic writing and referencing. Learners' attention to detail is exceptional.

### **CONSTRUCTIVE FEEDBACK IN UNDERSTANDING SPECIAL NEEDS**

Learning Practitioners in Understanding Special Needs (5N1709) have provided constructive feedback, guiding learners with grammar, spelling, and content improvements.

### **INNOVATIVE USE OF DIGITAL TOOLS**

Spreadsheet Methods (5N1977) assessments have leveraged digital pens and OneNote displays effectively. These tools help learners visualise their performance and understand where marks were gained or lost.

### **INTEGRATED MODULES**

Drawing (3N0581) and Textiles (4N2048) assessments have seamlessly integrated learning outcomes across modules. Learning Practitioners' guidance and adherence to quality assurance standards have been exemplary.

### **EXCEPTIONAL IV PRACTICES**

Internal Verification (IV) processes have been robust and detailed.

### **UNIVERSAL DESIGN FOR LEARNING (UDL)**

L2 modules have embraced UDL, particularly in the 'Ask the Expert' task. This inclusive approach supports diverse learners.

### **BALANCED SUMMATIVE FEEDBACK**

Summative feedback has struck a balance between recognising learners' efforts and providing constructive suggestions for improvement.

### **EPORTFOLIOS EASE OF USE**

The innovative use of eportfolios, coupled with a paper-free approach demonstrates a commitment to quality and modern assessment practices. Going digital not only saves resources but also ensures that documentation remains organised and accessible for the External Authenticators. The streamlined process allowed External Authenticators to cross-check documents, information, videos and marking efficiently.



*As we celebrate these themes of good practice, let us continue to foster excellence  
in FET, ensuring that learners thrive and achieve their full potential.*

*The Quality Team*



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# GOVERNANCE OF QUALITY

NEWS

## REVIEW OF GOVERNANCE OF QUALITY

A workshop on the recent review of Governance in Quality Assurance in KWETB will take place in Clane on 19th June. Members from the Quality Council, Quality Assurance, Programme Governance and Stakeholder Engagement subgroups will be in attendance. Further updates on the findings will be available shortly.

## THE 5TH VPL BIENNALE



5 <sup>th</sup> VPL BIENNALE		
RPL Practitioner Network Ireland: Collaboration in Practice Angela Higgins		
Introduction	Details	Lessons Learned or Conclusion
<p>A dynamic national network (Est. 2015)</p> <p>A community of (emerging) practice spanning: Urban ↔ Rural Academic ↔ vocational ↔ volunteerism ↔ NGOs</p> <p>In this diversity, it is representative of Irish identity</p> <p>Almost 10 years of sustained energy and determination</p> <p>Collaborative, collegiate and constellated</p> <p>Respect across boundaries</p>	<p>Visibility: Hairdressers; Meat packers; Defence Forces; Sanctuary scholars and migrants; Individuals with their own narratives Serves the interest of society - lifelong learning; pathways and trajectories. (NFQ)</p> <p>A shared enterprise Social in its essence - Inclusive and welcoming of all stakeholders without exception – lots of conversations, F2F and online</p> <p>A rich interface for policy, practice and partnerships fed by innovative thinking and openness</p> <p>A volunteer team of enthusiastic professionals who are practitioners, leaders and innovators</p>	<ul style="list-style-type: none"><li>Starting points are valued (we grow our knowledge from there)</li><li>Stealthy progress</li><li>Make space for conversing and being together</li><li>Great policy learning possible</li><li>Different perceptions, starting points, experience and language</li><li>Equity</li></ul>
LIGHTNING TALK		Things to Consider
		<ul style="list-style-type: none"><li>Participation and Collaboration key</li><li>Listening and making space</li><li>Practitioner learning is valuable</li><li>Who is not at the table?</li><li>Is localized responsibility enough to benefit civic society?</li></ul>

The 5th Validation of Prior Learning Biennale took place in Kilkenny on 6th-8th May. Participants from further education across Europe were in attendance to explore approaches to validation and the potential they offer. Quality Assurance team member Angela Higgins presented a lightning talk on Ireland's RPL Network. If you would like to find out more about VPL or Transversal Skills you can listen to Podcasts from the Biennale [here](#).



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# GOVERNANCE OF QUALITY

SINGLE QA FRAMEWORK



## THE QA JOURNEY FOR LEARNING PRACTITIONERS

Over the past four months, the Quality Assurance team have conducted nine QA briefing sessions for Learning Practitioners. These sessions provided an overview of the Single Quality Assurance Framework. Learning Practitioners gained insights into the Policies and Procedures. This understanding is crucial for aligning practices with quality standards.



Learning Practitioners were introduced to real-life scenarios and had the opportunity to discuss and link back to the new framework. This gave practical insights into applying the Framework effectively



The Quality Assurance team are currently compiling a list of staff who

have not yet attended a briefing session, and will be in touch in early Autumn to provide an extra session for those staff. The QA team would like to thank everyone for their ongoing support and feedback.



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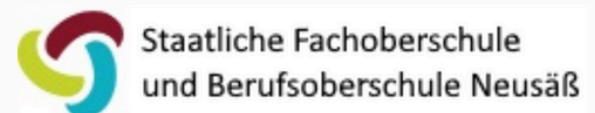
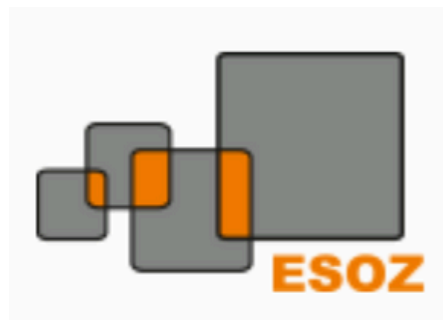
# News & Achievements



Our 23/24 Erasmus mobilities have ended with 4 trips having taken place since 2023. 29 staff travelled to four different locations across three countries (Germany, Czech Republic, The Netherlands), to learn about VET and quality assurance in European VET systems.

The main themes were social inclusion, programme development, digital capacity building in learning practitioners, inclusive pathways, and digitisation in teaching and learning. The locations visited were ISB/Wasserburg, ESOZ Chomutov, MBO Utrecht.

You can view Padlets of the full gallery for each of the trips by clicking on the logos below



Staatl. Berufliches  
Schulzentrum  
Wasserburg a. Inn



## NEWSFLASH

KWETB has been granted Accreditation status by the Leargas and the EU Commission for our future Erasmus projects!

*This prestigious status will enable us to conduct more mobilities on a greater scale.*

*Watch this space!*

# News & Achievements



## ERASMUS DE-BRIEF & CARBON OFFSETTING DAY!



On return, our groups participated in a de-brief day, where they discussed their learnings and key actions which they wish to implement



In order to support the carbon offsetting of our travels, we held the event in a local biodiversity and nature sanctuary, Wildacres.

This educational event involved a workshop on how to implement practices in your own centres to support biodiversity.



[Click here  
for full gallery.](#)



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# News & Achievements

## Irish VET/FET National Team attends Peer Learning Activity in Latvia.

**The Irish Erasmus and VET National Team was invited to send delegates to a Peer Learning Activity (PLA) in Riga, hosted by a Baltic Network of National VET Teams. Attending the PLA were representatives of VET National Teams from Estonia, Lithuania, Finland and Latvia, together with invitees from the Romanian National VET Team, with Finland, Ireland and Romania being invited guests outside the Baltic region.**

**What are the National VET Teams?** These are teams established by the European Commission to promote the possibilities and impacts of Erasmus Mobility for the development of VET (Further Education and Training (FET) in Irish terminology). Each national team is made up of representatives of national Erasmus funding agencies and VET experts. In the case of the Irish VET team, these experts are from the ETB sector, SOLAS and other FET sectors. Deirdre Finlay (Leargas); Mila Popovic (Leargas); Aedin O'Toole (SOLAS) and Angela Higgins (KWETB).

This two-day event was full of interesting information and offered an opportunity to reconsider and think about the focus of the Irish VET team too! On the first day, each delegation introduced their country briefly, giving insights into the systems and regions served and including main achievements, challenges and plans for future directions.

Agris Ruperts, Director of the Liepaja State Technical School. and VET Expert on the Latvian VET Team presented the findings of Latvian team research into what Project Implementers' experiences of quality and sustainability in Erasmus for VET and into their needs associated with Erasmus. The researchers found that EU tools most used by project implementers were the EQF; and EQAVET guidelines, and the least used were, for example, the DigComp framework. Erasmus project implementers suggested that there was a need for more VET tools; greater music and art education participation and further research is planned.

Through the research, the team discovered that there needs to be more teacher involvement in project planning. Project results indicate improved development of teaching materials and resources and improved teaching content. Some barriers identified included too much other workload; lack of knowledge of other EU languages and additional obligations. Benefits included increased cooperation across institutions, and improved communications and a 'ground up approach to development of projects. There was much discussion afterwards, and the learning continued when we participated in walking tours of the beautiful city of Riga during the evening.



Our session started at 08.30 the following morning. We participated in a fascinating online webinar, hosted by the Estonians, on one of the horizontal priorities – the green agenda, and attended by 150 people across the Balkans, as well as those in the room, with schools in Estonia, Latvia and Romania telling us about their projects linked to sustainability and carbon offsetting. This was one of a series of regular open webinars hosted by the Estonian agency. Tartu Art School presented an insight into their projects.

As an example, in Romania, the agency supported the planting of 7 new forests with the help of Erasmus participants; volunteers and local police and fire service members. Their initial goal was to plant 5 forests. This project focused on helping participants to understand the impact of humans on the environment. These activities inform the potential for the development of new vocational qualifications in sustainable development. It was clear that there was strong science underpinning the projects; that there are countries in the EU moving towards ‘slow’ living and improving lifestyle as a result; that community building was at the core; and that cyclical development of projects is valuable and has resulted in considerable development and mainstreaming, building on Erasmus opportunities.

The Latvian team presented their project on green practices for increasing sustainability, which included 100 participants from 19 countries, addressing challenges and changes, and exploring the concept and impact of the ‘infinite growth’ model; decoding carbon footprints; empowering sustainable futures and developing the circular economy.

A member of the Irish delegation, Mila Popovic presenting the results of the research commissioned by the Irish VET Team and Leargas into the impacts of mobility on the acquisition of transversal skills. These transformative skills include those developed by participants through preparing for a mobility, travelling independently; living with new people; navigating a new college, workplace or environment. A framework of transversal skills has been developed through the research, and further research could include further development of the framework and some research on what can be called the ‘articulation gap’ - that gap in terms of understanding and talking about skills acquired in this way.

**Angela Higgins, Quality Assurance.**



In three parallel working groups, we considered options regarding the green agenda; quality and sustainability and development of centres for vocational excellence.

In terms of centres for vocational excellence, the working group were analytical, and questioned who determines the criteria for what describes a 'centre of excellence' and whether there is consistency in the interpretation of the term across Europe.

The group working on quality and sustainability highlighted that there is a role for the VET teams to make the Erasmus projects a tool for change, for example, in informing new strategies for the development of VET/FET.

The 'green' group explored their own habits and habits in their organisations and discussed ways in which people can be enabled to take steps themselves and to raise awareness.

*As an aside, Riga is a very beautiful city, and a visit is very interesting in reminding us of the history of the Baltic region, both as a source of great intellectual development and a site of much change and historical upheaval.*

By Angela Higgins, Quality Assurance Team

This sculpture is based on the old tale 'the musicians of Bremen' which tells us how we are stronger together despite our differences and diversity



Perspectives on growth made possible through intellectual pursuits outside the Latvian National Library

Agris Ruperts presents research by the Latvian Team highlighting how the work by teams can support them.





# News & Achievements

## Afternoon Tea

with our

# ESOL

Learners



## Task Based Learning! ✓



The idea of an Afternoon Tea Party came about as a result of a discussion with the ESOL Tutor & some of the staff. Noella, the ESOL tutor was delivering an ESOL Level 4 class & the topic of discussion was 'Afternoon Tea'. Noella's students had never heard of it & Noella explained how Afternoon Tea was now very popular.

The staff decided that we would host an Afternoon Tea Party for the students. The Staff & Tutors prepared all the food in the traditional way, e.g. -finger sandwiches without crusts, scones with jam & cream & various selections of dainty pastries served in fine China cups.

There were approx. 40 students at the event & it was a great success!



# News & Achievements

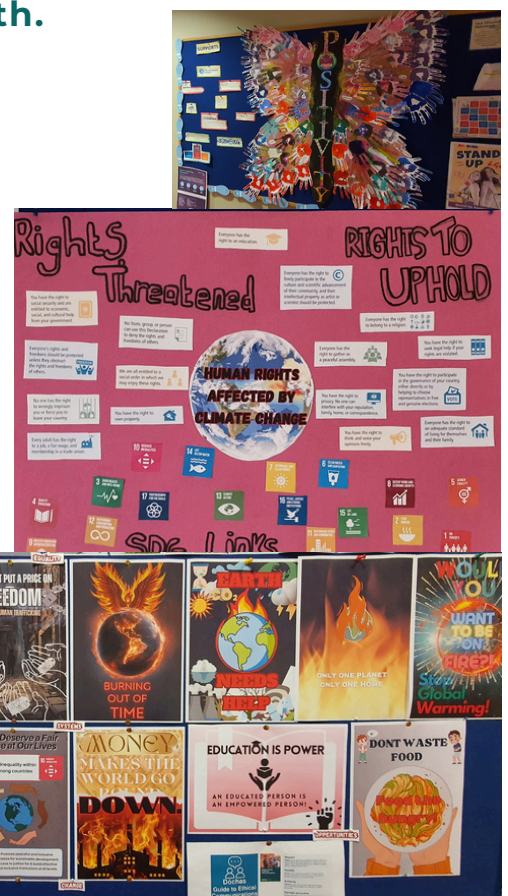


**Congratulations to West Wicklow Youthreach who received a “Global Passport” from WorldWise Global Schools, which is Irish Aid’s national Global Citizenship Education programme for post-primary settings.**

**The work of tutor Emma Doyle supported by Coordinator Caroline McCabe and AEO Caitríona Cullen included sustainable cookbook entitled Eco Eats, the development of an app, ‘SDG Eire’, with games and quizzes on the Sustainable Development Goals (SDGs), and a virtual art exhibition, ‘Single Use Earth.’**



Read the Irish Independent article on West Wicklow Youthreach’s award [here](#)



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# News & Achievements



On the 9th of May, Wicklow Town Youthreach won a Silver Award in the Young Social Innovators Awards 2024 at the Aviva Stadium. This award was for their innovative fundraiser and project to renovate the outdoor space in the Riverwalk Cafe in the Wicklow Enterprise Centre, which was kindly offered by our Training & Innovation Services Manager Eileen Cullen. The learners were presented with the trophy and plaque by Minister for State, Joe O'Brien. [\(Read the article in full here\)](#)



Wicklow Town Youthreach -  
Overall Silver Winners of Young Social Innovators Awards 2024.  
L-R; Eric Kelly, Neda Naeel, Roger Warnock, YSI CEO, Minister for State  
Joe O'Brien, Alex Meehan Murray, Sean Kelly, John Robinson, Josh  
Butler, Fiachra Little, Marguerite Fagan

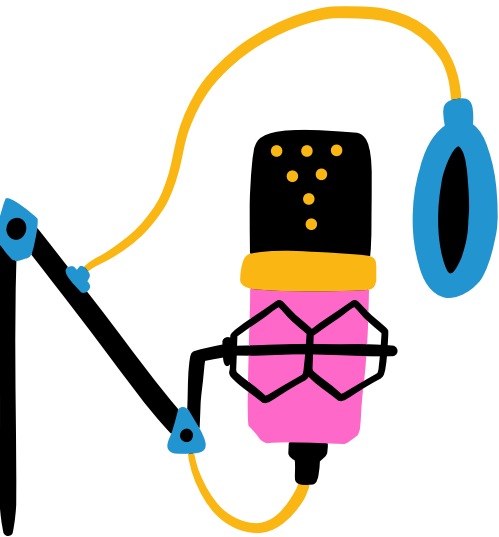


WELL DONE TO ALL THE LEARNERS IN  
WICKLOW TOWN YOUTHREACH  
OVERALL SILVER WINNERS OF YOUNG  
SOCIAL INNOVATORS AWARDS 2024!



# News & Achievements

## Athy, Blessington & Leixlip



# YOUTHREACH

In this first episode of the KWETB Youthreach Podcast we go to a very rainy Wicklow mountains to catch up with Leixlip young people on their Gaisce Adventure Journey



Listen here



. We hear about Blessington Youthreach's collaboration with the National Gallery of Ireland. We travel to Athy Youthreach to find out what happened when students turned the microphone on their teachers. And we return to Leixlip to listen to a thought provoking research report presented in audio form.

The KWETB Youthreach podcast team are seeking ideas for future episodes. If you have a piece of work you would like to tell us about, an achievement you are proud of, or news from your centre you want to share then get in touch.

You can make contact via the Youthreach teachers



WITH THANKS TO  
DEREK O' HALLORAN, RESOURCE WORKER,  
LEIXLIP YOUTHREACH FOR COORDINATING!



# News & Achievements



**Newbridge**  
FURTHER EDUCATION & TRAINING CENTRE

## Newbridge FETC Healthcare Class of 2024



Healthcare Oscars or H-OSCARS ceremony



Healthcare students from Newbridge FETC saying goodbye in the clinical skills room in Newbridge.



**This year's learners have completed a major award in Health Service Skills to include their First Aid Responders Course and Patient moving and handling.**

**Some students are progressing to higher education in Nursing & Midwifery and others to commence full time employment in healthcare.**



**Wishing all the learners the very best on their onward journey!**



# QQI's Rethinking Assessment Masterclass and Events Series 2024

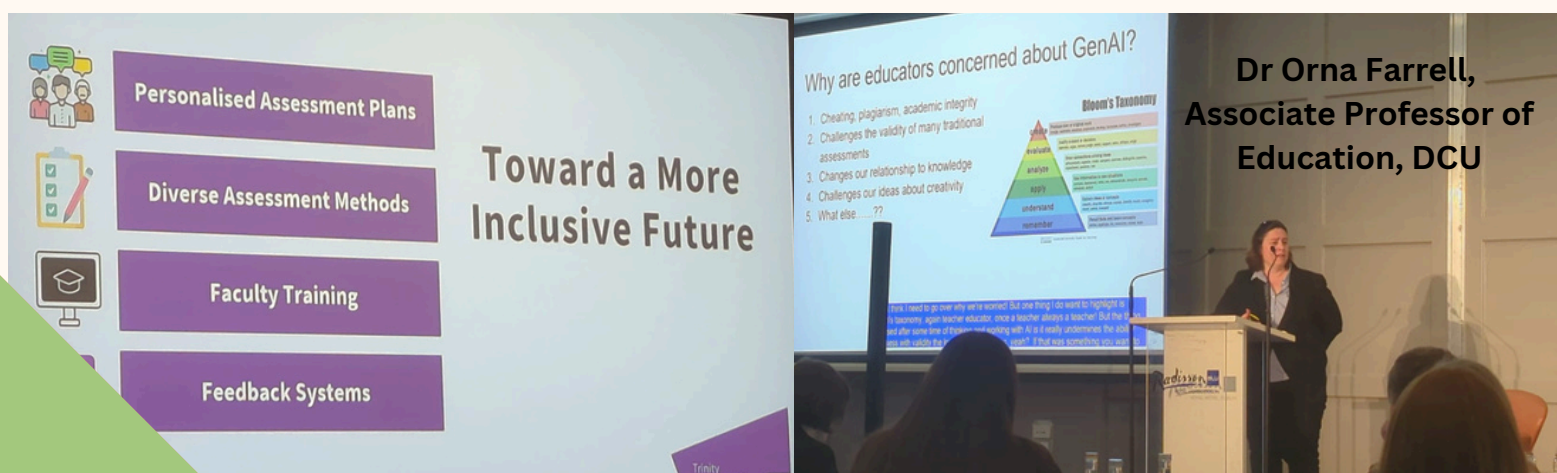
We were delighted to support a large number of staff to attend QQI's Rethinking Assessment Masterclass and Events Series throughout the year. In January, almost 60 staff attended the Rethinking Assessment of Learning Outcomes in FET event in Dublin. Here's what one of our staff had to say following the event.

*"I thought the model of the event was a good one, with a mix of theory to give understanding and context and a practical workshop to apply the learning. There's a lot of work to be done on the current module descriptors in relation to learning outcomes, assessment tasks etc. As the FET Director on the panel referenced - that skillset is out there in pockets but needs to be encouraged and developed."*

In April, two staff participated in the Rethinking Assessment of Work-Integrated Learning: Authenticity, Inclusivity, and Sustainability delivered by Dr Joanna Tai, Senior Research Fellow at the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University in Australia.

Also in April, 10 staff attended the Rethinking Assessment: Inclusive Assessment and Standards in a Dynamic and Changing World event.

Presentations, on-demand recordings from sessions, and further information from the event series is available at [this link on the Quality Enhancement channel in the PD Hub.](#)



## Professional Learning and Development



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CHILL DARACH AGUS CHILL MHANTÁIN  
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# Thank you!



Sincere thanks to each and every one of you in KWETB for your hard work and dedication to our Learners during this academic year.

We hope that you have a wonderful break and look forward to working with you all again in Autumn!

**Click here to  
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autumn  
edition**



**The Quality Assurance Team**

**A brighter future,  
learning with KWETB**



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