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Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin

*Cavan and Monaghan
Education and Training Board*

Evaluation of the impact of COVID-19 on Teaching, Learning, and Assessment in CMETB June 2020 – June 2021

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Introduction

The Evaluation of the Impact of Covid-19 on Teaching, Learning and Assessment in CMETB from June 2020 to June 2021 represents the inputs received from all CMETB services and second providers. The report considers their individual centres key learnings from engaging with mitigating processes and procedures implemented as a response to the challenges posed by Covid-19 interruptions to teaching, learning and assessment.

The following CMETB centres are represented in the analysis:

- Adult Education
- Cavan Institute
- Monaghan Institute
- Apprenticeship - Craft Apprenticeships and Post 2016 Apprenticeships
- Specific Skills Training
- Traineeships
- Youthreach

Second Providers were also consulted, with responses received from:
- the National Learning Network and
- Contracted Training (TMTS).

Four key questions were considered as part of this analysis:

1. What did you do that was different (in response to Covid-19)
2. What worked?
3. What did not go as expected and what did you learn from that?
4. What should be kept post Covid-19 and why?

These questions were answered with respect to 12 thematic areas:

1. IT access and TEL ability
2. Learner recruitment, selection and retention
3. Semesterisation
4. Work experience/work placement
5. Remote teaching and learning
6. Alternative Assessment
7. PD and upskilling
8. QA procedures and supports
9. College Life
10. Management and administration
11. Supports for learners
12. Other

The inputs under each thematic area are represented on a centre by centre basis in the report.

Annual review of teaching, learning, and assessment

Enhanced process to capture learning from COVID 19 mitigation processes.

Section 1: IT- access and TEL ability

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
		Adult Ed		
IT-access and TEL ability	• Digital leaders trained within Adult Ed to rollout TEL training to all tutors in group and one to one sessions. • Loan device system implemented to enable learners to continue with lessons. • CMETB email accounts setup for all learners to allow access to Microsoft Office suite. • IT Inductions provided to all learners commencing programmes. • 1:1 IT support provided to learners as requested. • Delivered Get Connected to all literacy learners in September 2020.	• All worked well. • Tutors very flexible and quickly adopted to new way of working. • A tutor worked on updating old laptops, and these were lent out to learners. • Learners successfully used laptops to engage remotely. • 'Get Connected' helped to get lower level learners to access technology. • At level 4 some classes adapted easily to online learning. • The Tutors work and determination enabled this to happen. • The Loan scheme for learner ensured learners had the resources to continue.	• A lot of administrative effort setting up emails. • Some people simply don't want to work online: they are not interested in learning about technology. This included some learners from CE schemes as well as some literacy learners. • There was a fall off in level 3 and below, this was expected as not all learners were willing to engage in online learning. • Some classes split as those who engaged online	• Tutors should be allowed to continue to deliver on a blended learning basis. • Have a pool of laptops to lend out to disadvantaged learners. • An online offering that can be advertised that way, to attract new learners.

			others preferred to get their work by Post and with a follow up phone call. • Others did not engage at all.	

Cavan Institute				
IT-access and TEL ability	• Delivering classes and accepting assessment via Teams. • All student resources made available via teams. • Used instead of Moodle. • Remote access. • Hardware - surface pro, second screen, stylus, headphones provided. • All modules taught online using alternative apps for video recordings. • Theory based subjects delivered significantly on-line. • Software supplied to students. • TEL support. • Use of Microsoft 365 Apps for delivery – forms, stream, Flipgrid, OneNote etc.	• Training and Support. • The platforms selected for ERL delivery were robust and fit for purpose. • Access to hardware, devices and software. • Remote guest lecturers and workshops. • Breakout Rooms. • Recorded classes. • Online Submission of assessments/assignments. • Corrections using a device stylus. • Class Notebook. • Microsoft Forms. • Frontloading the delivery of Practical skills on each course wherever possible early in the academic year worked really well and allowed for a focus on academic content during the post Christmas closure.	• Interaction with the students. • Student engagement. • Practicals were impacted, standards were not reached and students were unsuccessful in some cases. • Allocation of class time was insufficient in some modules and added to anxiety for students.	• Digital Assessment/electronic submission. • MS Teams as VLE. • The ability to switch to remote learning should be kept. • Training and support should be kept for teaching staff and students. • Continue to accept assignments on Teams (audit trail). • Classes split in two worked really well for practical skills up to Xmas…..this was hugely beneficial for students as smaller groups. • On-Line theory worked well.

• Kahoot Quizzes.	• Timetabling – bringing students onsite for full days • Assignments stored in one location and were accessible while remaining securely stored.	• Online learning a barrier for some SEN students. • Labelling assignments on Teams . • Timetabling issues to be resolved in consultation with tutors. • Students logging in i.e. Connectivity issues. • The online nature of teaching. • Using one note for work experience. Students submitted work in dual ways. • Correcting online was very time consuming and challenging.	• Division of the student week into four-days teaching and one day for work experience worked well, in that some students were able to access work experience while others took the opportunity to catch up on coursework. • Student messaging using teams. • Student engagement reports introduced after Christmas time flagged students who may find it difficult to complete their programmes. • Some elements of blended learning.

			• Student engagement once assignments submitted decreased. No extra work completed.	
		Monaghan Institute		
IT-access and TEL ability	• Introduced ICT Device Loan Scheme for Learners. • Encouraged BYOD to college. • Staff were encouraged to complete CMETB TEL CPD programmes to support their teaching. • Emphasis on accessing TEAMS, Moodle, OneDrive at induction for all learners. • On line remote learning from home taster days held in the first term for learners and staff. • During Registration & Induction, the Director's welcome, Covid-19 procedure's introduction to college devices, office365, teams, moodle, library were pre-recorded and tutors delivered direct to learners. Also, these videos were made accessible to all learners online via MI website.	• ICT Device Loan Scheme for Learners. • CMETB TEL CPD programme. • Emphasis on accessing TEAMS, Moodle, OneDrive at induction for all learners. • Online remote learning from home taster days. • Recorded induction. • Learner agreement forms being digitised. • STAFF meeting had good attendance being online. • Moving learner payments online. • Moving learner applications fully online.	• Reluctance on behalf of some learners to return ICT Devices at the end of the year. Some are living in other counties and are not planning on travelling to Monaghan any time soon, Others didn't complete the course and are not responding to contacts. • Volume of staff resources required to operate the IT Device Loan Scheme. • Volume of IT support required	• ICT Device Loan Scheme. • Emphasis on accessing TEAMS, Moodle, OneDrive at induction for all learners. • Use of TEAMS for meetings/contact with learners. • On line remote learning from home taster days held in the first term for learners and staff. • Recorded induction. • Learner agreement forms being digitised. • STAFF meetings online. • Learner Payments online. • Learner applications fully online.

	• Learner agreement forms (BYOD, Internet usage, data protection) were circulated and returned digitally. • Staff meeting all took place via MS teams. • Learners completed most monetary transactions online via MIT/Enrol system. • Most administrative functions were provided remotely pre and post building closure including: VTOS payments, staff pay via DCS, processing accounts, processing new applications, accepting course fees from both current learners and new applicants, PLSS administration, upload of results on QBS etc.		in getting learners set up with devices and then in checking/cleaning the machines when they return. • WiFi - Unreliable broadband at home for both staff and learners.	• Learner contact with the office to be primarily by email.
**Apprenticeship & Apprenticeship 2016+**
IT-access and TEL ability	• On line teaching. • We used teams for class work, meeting and training. • Used Microsoft Teams to deliver the Academic elements of the program remotely. . • Engaged with the apprentices Monday to Thursday as opposed to just Monday and Tuesday. • Individual calls on Friday.	• Math and Science. • Training and meetings. • Teams worked really well engagement was good. • Keeping them engaged every day. • Friday 1/1 was productive.	• Difficult to teach the science curriculum online. • Access to teams (internet connections). • Keeping cameras on proved vital for proper engagement. • Ability for students to connect	• Classroom is best if possible. • On-line not suitable for apprentices. • Online training worked well for some topics but not all i.e. if they are hands on topics. • A form of blended learning should be kept.

			• regarding wifi issues.	
			• Substandard IT software.	

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Specific Skills Training				
IT-access and TEL ability	• The course was delivered using MS Teams. Email and Phone was used for review and feedback.	• All worked well.	• Occasionally internet and IT issues were a problem. Hardware was a problem for some but laptop loans scheme worked well.	• Laptop loan scheme should be enhanced and kept. Also blended approach to delivering course.

Traineeships				
IT-access and TEL ability	• I had worked on-line at the end of last year so was reasonably prepared this time. • Emergency blended learning via Microsoft teams, all content delivered from MS teams. • All learners were issued with a laptop which they could use to access remote learning & complete assignments from home. • All learners were given training in the use of Microsoft Teams & Moodle.	• Team sessions worked well overall. • It all essentially worked very well. • Provision of 2nd screen/stylus/headphones, IT support from CI. • Laptop scheme for trainee's. • Remote live lessons on Microsoft Teams worked very well & learners engaged well. • Uploading of class files to Moodle & having learners submit assignments on Moodle worked well also.	• Internet connections would sometimes drop on earners or some were hot spotting from their phones to laptops. It was always best to keep cameras off which prevented some of the outage. • Wi-Fi issues for trainees. Some of their assignments not syncing or updating as a result of their poor Wi-Fi. Highlight this with trainee's	• Loan of Laptops to students. It enables them to have a strong hardware to complete tasks at home as required. • IT support, support for trainees in relation to the laptop scheme and additional funding if required. IT support for trainees throughout the year. • Learners should be issued with laptops for their own use every year as some would not have their own device & would struggle to complete work at home. • The option to work remotely when

			earlier to ensure their understanding of this. • All went well.	completing theory classes in certain conditions e.g. bad weather, snow, people unable to travel etc.
		Youthreach		
IT-access and TEL ability	• Learners and staff received training on One drive and Teams. • Centres moved from individual servers to One drive. • Purchased laptops and dongles for learner.s	• Teams worked well for online classes. • Dongles worked in giving learners accessibility to the online classes.	• Learners and some staff had difficulty using the One Drive,; more training will be required.	• Laptops for all learners. • Learners to have the option to work from home when necessary. • Using Teams and One Drive. • TEL support to continue.

Section 2: Learner Recruitment, Selection & Retention

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
Learner Recruitment, selection & retention	• Strong promotion of Adult Ed courses on Social Media. • Pre assessment continued via Guidance and use of MS Forms. • FETCH was promoted via text and Tutors. • Learners were asked if they had access to Wi Fi , and technical equipment when being recruited. Those that did not have WI FI had to be waitlisted until the classroom teaching resumed, if an alternative option was not available.	• FETCH. • Adult Learners Week was very successful: there was a huge demand for hobby type courses as part of this. • Some classes attracted learners who normally won't engage in the service because the classes were predominately on-line and allowed more flexibility for the learner. • Also some classes attracted learners from other counties. • Learners from level 3 and below it were difficult to complete portfolios especially where there was a language barrier.	• Some learners couldn't participate due to family constraints e.g. childcare not available, so kids were disruptive when participant was trying to attend online lesson. • Some learners couldn't participate due to wellbeing issues. • Some learners couldn't participate due to technology issues e.g. poor broadband, old device. • Very hard to cater for low level learners: any that were referred are generally waiting for classes to return in person. • Early on in Covid-19, there was a noticeable drop in enquiries and referrals from all sources.	• Offer hobby-type courses both online and in-person.
Cavan Institute				
Learner Recruitment, selection & retention	• Increased planning with a shift in emphasis to online recruitment. • New website. • Online interactions with applicants.	• Applications are increasing due to virtual marketing and recruitment measures. • Additional Student support structures within schools.	• Enrolment numbers were down. • Class sizes were limited – issues in timetabling.	• Blended Learning approach. • Small groups.

	• Contact with applicants via email. • Development of evergreen content. • Selection –Class sizes were smaller due to space restrictions/social distancing. Waiting lists applied. • Additional Student Support structure within schools. • The level of planning undertaken. • Smaller groups allowed for better opportunity to engage with students and support them during the year. • Registration online. • Student induction online. • Webinar and Virtual open week for recruitment of students. • Student retention increased and was managed more effectively via Teams. • Student engagement reports. • Breakout rooms for feedback to support student retention.	• Students more willing to engage on a one-to-one basis via Teams. • Students who stayed the course and completed done really well. • Teams platform worked well. • Timetable blocking practical classes worked well. • Teams worked well for communication with students and also ensured staff had records of communication with students. • Semesterisation – worked well in some areas – e.g. Beauty Therapy. End of year theory and practical exams were not as daunting as a section was already completed. • Could see when students were last active on teams. • Recording of online classes helped students who missed a class for any reason to catch up, aiding retention.	• Some students didn't complete due to a range of issues outside the control of tutors e.g. getting work. • Some students really struggled with full online learning. • Practical contact hours reduced, poor student experience. • Students expect immediate replies to emails and messaging. • Retention rates for students were very good. This may be due to blended learning. • Difficult to know if student had course resources open in front of them during online classes. • Initial expectations from students around instant replies from staff even outside of college hours. • Student fatigue with full online delivery during closures post Christmas. • Virtual open week went better than expected.	• As much practical content as possible. • Time to be allocated to maintaining one-one contact with students.

Monaghan Institute			
Learner Recruitment, selection & retention	• All applications taken on line for 2021/22. • No printed prospectus, just digital format. • Virtual Open Day/Evenings held. • Virtual School Visits. • Non-standard applicants contacted by phone/email for additional information/advice, no interviews held. • Staff liaised with learners who were not attending via Teams calls/email.	• Applications taken online. • Digital prospectus.	• Virtual Open Day events, not well attended. TEAMS may not be a user friendly platform for the general public – ZOOM easier. • If learners are opting out of on line classes they can be difficult to reach/engage if they choose to switch off technology. Easier to talk to them face to face in college. Impact on retention.	• All applications taken on line. • No printed prospectus, just digital format – less costly and easier to amend, if required.
Apprenticeship & Apprenticeship 2016+			
Learner Recruitment, selection & retention	• No new program was started. Recruitment process went ahead a constant engagement with employers went on throughout. • Good retention - all apprentices stayed on the current program.	• The PUP payment kept the apprentice secured in their employment which assisted in retention.	• On the job assessments couldn't be fulfilled. • Decoupling of on the job and off the job, came with a bit of negativity from apprentices.	•
Specific Skills Training			
Learner Recruitment, selection & retention	• Online course briefing. • Online interviews using MS Teams.	• Online Interviews for recruitment worked well.	• N/a.	• Online course briefing and interviews should be kept as it allows for greater chance of attendance.
Traineeships			
Learner Recruitment,	• Classes managed to stay on campus and then moved on-line after Christmas.	• 4 students required loan of laptops from college. This worked reasonably well,	• A lot of extra hours required as there are more individual needs of learners that cannot	• It worked well so remain the same.

selection & retention	• Got practical on-site work carried out before Christmas. • Spreading the classes over a longer day to suit internet connections/shared household computers etc. kept the group intact and retained. • Classroom sizes were limited to 12 due to the numbers in facilities being restricted. Impacted on recruitment. • Engagement with online remote learning was almost 100%. • Only one learner did not return to training after lockdown.	however the makeup of the laptops just about managed the specific software required for 3D. • Spreading the classes over a longer day with shorter team time sessions allowed learners to have short constructed classes /manage work loads/class recap etc. • The small class worked well. Excellent classroom in CI. • Having live lessons commencing at 9:30 each day kept learners in the course routine & kept them engaged. • Managed to cover all theory components of Modules online.	be achieved in a Teams group environment. One to one facetime was necessary for added learner support. • Groupwork was difficult when there was not the class interface. • Some trainees were disadvantaged due to emergency blended learning however I am not sure these trainee's would have received their full award regardless. • Worked well.	• The option to conduct some theory classes online remotely.
		Youthreach		
Learner Recruitment, selection & retention	• Online interviews. • Learners started the programme online. • Offer of an additional year to learners who struggled with the online classes.	• Online interviews worked. • Learners adapted to working online from the outset.	• Lower numbers than expected. • Unable to fully assess the new learners. • Some learners left the programme due to relocating because of the pandemic.	• Return to face-to-face interviews.

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
Semesterisation	• Classes had to be given further extension to deliver modules.	• Class such as L4 Book keeping and L4 Word Processing and L4 General office skills kept within the 12 week schedule because of learner selection, access and existing IT ability.	• The length of extensions that had to be given to some modules and the individual support that was needed for some learners to complete portfolio work, which would have been easier in the classroom. This was a huge drain on resources and has affected learner numbers on recruitment and certification.	•
Cavan Institute				
Semesterisation Cavan Inst	• Semesterisation continued for some Computing modules. • Semesterisation in Beauty Therapy Department - Body Treatments. • Front loaded all the practical skills to ensure students were equipped prior to placement.	• Staff and students being flexible. • Students felt that they had achieved something by Christmas and it encouraged them to continue with their programme. • For AIT students, having all practical classes timetabled on the same day worked to the groups advantage.	• Teachers had to deviate from their timetable. • Students engaged with the practical skills but fell down on the academic side of the course. • Had to enrol students and liaise with exam body. • Learning how to navigate the ITEC booking system and how to use e-portfolio.	• Practical hours should be allocated as per pre-Covid-19times. • Semersterisation could be an option for some of our modules, particularly for students on courses who can struggle in the later part of the year. • Overall semesterisation allows students to complete an element of their programme and to then be assessed immediately. Puts less pressure on students. • ITEC Eportfolio meant that student work was all located in one area. ITEC had access to it and it was backed up if system went down.

			• Students have access to their results and reports from ITEC. • Possibly semesterise other ITEC subjects -manicure and pedicure.

Monaghan Institute			
Semesterisation	• N/A.	•	•	•

Apprenticeship & Apprenticeship 2016+			
Semesterisation	• Communications & Team Leading online. • We still used Semesterisation but front loaded theory elements.	• Don't know as it was a different tutor. • This worked well, but it was a lot of theory in places at once.	• Because of frontloading there was a lot of academic work out for submission.	• Communications & Team Leading online. • Keep semesterisation of the program.

Traineeships			
Semesterisation	• Classes were moved on-line from Christmas.	• On-line classes worked but there was no real peer working as groups would do in a classroom.	• Group did not get to know each other as well as they could have being on-line.	•

Youthreach			
Semesterisation	• N/A.	• N/A.	• N/A.	• N/A.

Section 4: Work Experience/Work Placement

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
Work Experience/Work Placement - Full hours - Reduced hours - Simulation	• The format for work experience depended on the group of learners completing the module. Those working in the discipline field were able to fully carry out all hours within the setting. • We usually expect 120hrs for Health Services Skills and 80hrs for ECCE. Allowed all other participants to do minimum 60hrs. • Simulation was carried out as part of skills demonstrations that could not take place on the job and these went through our alternative assessment. • Level 5 Personal and Professional Development was offered as part of a Level 5 award in Business Administration, in place of Work Experience.	• Reduction in hrs for Work Experience. • Introduction of PPD in place of Work Experience for Business Admin Award.	• Some learners were let go due to COVID so had to delay submitting portfolios until return to work when they could complete Supervisors Report and Timesheets. • Learners wanted to complete the Work Experience module, as they wanted to use it as a path into employment. They asked a few times if it was possible to do it instead of PPD.	• 60 hours for Work Placement. • Revert to the Work Experience module, as it is of more benefit, and learners would prefer that option.
Cavan Institute				
Work Experience/Work Placement	• PPD in place of Work Experience.	• The module was excellently laid out in OneNote.	• Tutors would like to have the option of choosing Work	• Return to offering Erasmus work experience opportunities - restrictions permitting.

• Work simulation in place of external placement.
 	
• Reduced external work placement combined with Learning outcomes developed across the award in place of full external placement.
	• PPD was a good alternative to work experience.
	
	• One note worked well for:
	  o Submission .
	  o Live feedback
	  o Live teaching and correcting.
	
	Centrally developed CI resources, materials and supports for delivery of PPD module were very useful.
	
	• Professional Cookery – combination of reduced external placement for Work Practice combined with Work Simulation to allow for teaching, learning and assessment opportunities for Los.
	
	• Healthcare/Nursing - Microsoft Forms created worked really well.
	
	• Opportunity also for face to face interaction with students.
		Experience rather than PPD.
		
		• Not enough timetabled hours were allocated to the delivery of this module.
		
		• PPD was a suitable replacement in the pandemic but post pandemic it should not be considered as a replacement for the work placement experience in most programmes.
		
		• Some students felt that it was a tick box exercise and were not content with this.
		
		• Students struggled to engage with the module as some do not have enough life experience required to be reflective in this area.
		
		• Some classes engaged with PPD and other groups did not.
		
		• When students knew simulated placements were an option, they did
			• Continue to use Class Notebook for submission of portfolio for Work Experience/Work Practice. Excellent tool.
			
			• Actual Work Placement is essential for Healthcare / Nursing Students.
			
			• A computer room would be more suited to the delivery of the PPD module if it was scheduled for face to face delivery.
			
			• Work placement is a requirement to increase students learning and experience.
			
			• More discussion needed in relation to length of work placement. In a COVID environment Work simulation allowed the college the flexibility to increase the simulation hours completed by students to ensure they met had the necessary skills to progress as a safe novice into industry. This is not possible usually when students complete Work Experience.
			
			• Where a return to Work Experience is possible in the next academic year, this is

			not look for Work Placements.	the preferable option in all class groups.
			• Animal Care completed work experience module using work simulation. As some students had completed work experience in industry by the time that simulation was approved the simulation was disjointed and confusing for students who had to change to simulated experiences.	

Monaghan Institute				
Work Experience/Work Placement - Full hours - Reduced hours - Simulation	• Replacement of Work Experience module with Personal & Professional Development for many awards e.g. Business, Multimedia etc. • Simulation of Childcare observations using Siren Films for Child Development and to complete Learner Records for Early Care Education & Practice. • **Reduced Hours for Work Placement** • All Health Service Skills learners and 43% of Nursing group got the		• Marking sheet that was presented for full Work Experience simulation didn't really cater for the learner who had partial simulation and partial placement –had to be adapted (10 Diaries). • Decision re reduced hours for Work Exp and what alternatives were in place re simulation was made too late in the year (March 2021) – it was stressful for the learners not knowing what was happening re a mandatory module. Staff couldn't give	• Option to complete PPD module as an alternative to Work Experience for learners across many awards. This would allow learners to achieve a full award in instances where they cannot get suitable work placement locally or where they are unable to complete placement for some reason, for example ill health/ pregnancy. • Simulation of Childcare observations using Siren Films for Child Development and to complete Learner Records for Early Care Education & Practice. **N.B The new ELC programme**

	reduced 60 hrs Work Experience and more in some cases -depending on where they were placed, the vaccination schedule for clients, the providers policies re taking students, the no of clients with Covid in the setting, the results of the Covid testing regime for workers in the setting. • **Simulation** For learners who didn't get placement, full simulation for Work Experience, with additional assignments was used. • For learners who got some work placement, but less that then min 60 hrs, partial simulation was used.		guidance to learners, when they didn't know the decision themselves.	**doesn't allow for observations outside of a TUSLA setting. This may not be realistic with ongoing Covid restrictions.** • Propose to retain the option of simulation an/or reduced hours for Work Experience, as policies in care settings may not allow student placements going forward. Decision to be made early in the year e.g. Sept when assignment briefs are being written, so that integration of assignments can happen earlier and in an organised manner.
Apprenticeship & Apprenticeship 2016+				
Work Experience/Work Placement - Full hours - Reduced hours - Simulation	• No work experience was available. • The program with regard to on the job and off the job got decoupled.	• This worked ok it enabled us to get the off the job elements finished.	• The apprentices had to do their off the job hours on return to work. It extended their program.	• Back to original plan for program where modules are thought and assessed across the board in college and industry at the same time.

Traineeships				
Work Experience/Work Placement - Full hours - Reduced hours - Simulation	• Group did not get out to workplace until May. All workplace training was done in the college classroom with the Host company coming in to do the training. • Trainees completed work experience on two weekly blocks instead of two days per week. • We changed from the Work Placement Module to the Work Experience Module which has a reduced work placement requirement.	• Classroom training worked with company, however there was limited resources compared to what was on their own site in-house. • This worked extremely well. It allowed for the trainees to get their COVID screening prior to each two weekly work experience block. It allowed for continuity in their work experience. • Very positive feedback from their work experience employers. • COVID 19 vaccinations provided to trainees work experience. • Learners were able to fulfil the module requirements & get credits. • Learners still got to complete a work placement giving them valuable instructing experience.	• The class number restricted the learner numbers attending on site. • I did not anticipate the magnitude of the 3rd wave of COVID-19 infections over the Christmas period. • All good.	• Weekly blocks for work experience rather than two days per week. • COVID screening prior to starting work experience will have to continue. • The provision of the COVID-19 vaccine from the work experience employers. • Keep the option of switching between modules if necessary. • Make sure we keep accreditation for both.
Youthreach				
Work Experience/Work Placement	• Changed to Career Planning and Preparation module.	• New module worked and we have had a successful outcome.	• The Career Preparation module should be kept as an option as learners and	• Career Planning and Preparation should be kept as an additional module so that

| - Full hours
- Reduced hours
- Simulation | | | Tutors found it an excellent module that worked well for learners who would have difficulty in obtaining Work Experience. | centres have a choice to use it when learners find it difficult to gain Work Experience. |

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
Remote teaching & learning	• All L5/6 classes went online delivered though TEAMS during lockdown. • Adult Ed Monaghan rolled out ERT from Sept-Dec to accommodate all learners based on capacity in room- learners alternated on site each week and participated remotely the following week. • Classes on Zoom for unaccredited and Levels 1-4. • In addition we provided Teams training to Monaghan County Council and Zoom training to Clones Hen's Shed. • One-to-one IT support classes for learners and the general public.	• Classes worked best where learners had some IT ability, and where tutor was enthusiastic. • Learner and tutor attitude as well as ability played a part. • Supportive family also helped get learners online. • Teams and Zoom were very effective in the delivery of classes. • Access to IT equipment for learners.	• Some learners couldn't participate due to family constraints e.g. childcare not available, so kids were disruptive when participant was trying to attend online lesson. • Some learners couldn't participate due to wellbeing issues. • Very low level learners struggled to engage online. As time went on, more were willing to try. . • There is no easy way to work around lack of broadband or Wifi. • Some tutors found it difficult to adapt and while others embraced the online learning. This was overcome by training, and a lot of support by means of technology and discussion and is still not fully overcome or resolved. • Skills demonstration were more difficult online.	• ERT – participants need to keep up to date with technology. Suits part time learners to learn from home. Attractslearners from other counties. • Keep the option of online courses, for example for apprentices who travel to Dublin, and do not live near the centre. • Some literacy learners prefer online, as there is no risk of anyone seeing them enter the classroom. • IT support for learners .
Cavan Institute				
Remote teaching & learning	• Taught remotely for first time – used a variety of T&L tools to enhance student learning – e.g. One note, Kahoot quizzes, Stream, Narrated PowerPoints, Breakout rooms, whiteboard.	• Excellent TEL support from ERL Support staff in CI for both staff and students.	• Internet access/connectivity issues. • Hardware and software access issues.	• Online submission of assessments – do not revert back to paper submission.

	• 2 Week Timetable. • Delivery of a significant portion of course/curriculum online. Some modules were delivered entirely online. • Reduced practical class time with students. • A very new environment. • Submission of assessment online. • You tube videos used as a resource to demonstrate a skill/activity in an online environment. • Live demonstrations when students were not in class. • Self-directed learning. • Teachers spent considerably more time preparing for classes and correcting assessments.	• Attendance across most class group was higher than in other years. • Collaborative space. • Microsoft Teams. • Ability to record classes. • Videos • Using Breakout rooms to facilitate tutor engagement with individual students to discuss progress using Teams. • Submission of assessment online. • Live demonstrations by tutors.	• Laptop scheme - some devices need to be hi spec to suit course requirements. • Reduced class time caused a lot of stress and anxiety for students. • Gaps in time between classes caused lack of continuity. • Students got demotivated and uninspired at times. • Student engagement issues (attendance, camera, participation, reluctant to do on-line quizzes). • Some SEN students struggled with their assignments. • Practical experience - difficult to maintain remotely. • Where classes were completely online it was hard to get to know students. • Too many different sections within the module. • Students and staff IT issues. • A minority of students did not engage. • Marking of class notebook was challenging at times.	• A mixture of online and on-site would work if scheduled correctly – either all day online or all day on-site for both staff and students. • Blended Learning Approach i.e. Teams, Sharepoint. • Teams as the preferred VLE. • Student Laptop Loan scheme to be built upon. • Blended delivery at course and module level. • Theory modules, skills demo LOs onsite and collection of work LOs online or perhaps a mix of the above. • Ongoing support for Tutors will be essential. • Ongoing support for students will also be required. • More collaboration between tutors teaching other modules.

Monaghan Institute			
Remote teaching & learning	• Learner support classes were delivered online and via Teams . • Online classroom etiquette guidelines developed for learners and tutors. • Staff were encouraged to investigate different teaching methods such as flipped classroom, pre-recording lessons during summer 2020 to prepare for return to college during Covid. • Good learner feedback at end of year on the success of online provision. They felt they had more time to focus on assignments rather than long commutes to/from college. • IV, EA and RAP processes were completed online successfully in 2021.	• Good feedback from staff and learners re. Online etiquette. • Staff were well prepared for the January 2021 lockdown and move to emergency online delivery due to focus on preparation of alternative teaching approaches.	• Students with SEN requirements benefit from face-to-face resource classes. • Volume of manpower required to operate the IV, EA and RAP administration on line. • Some EAs required a lot of support to adequately complete their tasks and to access the assessment material.	• Online etiquette guidelines. • Will there be an expectation from some learners for classes to be available both in college and on line? • Some remote Teaching & Learning days, for staff and learners?
Apprenticeship & Apprenticeship 2016+			
Remote teaching & learning	• On line. • I used teams for the classroom work, theory. • Taught through Microsoft Teams.	• Maths only. • Worked for some of the read through topics. • This process worked to keep students motivated.	• Difficult to keep learners engaged. • The class didn't retain the information covered from the online class for the exams. Different types of chapter exams/tests. • Poor Wifi. • Some computers poor quality.	• Access to students on teams. • Not Ideal. • Maybe some of the classroom maybe able to be covered remotely.

	• Interacted with students every day to keep them engaged and motivated.		• Learning in the home not ideal conditions in some case .	• Some format of remote teaching should be kept.

Specific Skills Training

Remote teaching & learning	• Delivered online sessions. Had 1 :1 online sessions. Used phone or Teams for feedback on work.	• All worked very well.	• Sometimes internet was poor. Also sometimes leaners did not have appropriate hardware.	• Laptop Loan scheme should be kept. Blended learning approach maintained.

Traineeships

Remote teaching & learning	• A lot of extra unpaid hours put in. • Emergency remote teaching was in place from January through out to June. • Used remote teaching from Christmas 2020 – March 2021.	• Got results, but hard work 24/7. • This worked well for the majority of trainees, Enhanced the IT skills of trainees, ensures preparation for further education. Ensures adequate IT skills for workplace. • Live lessons on Microsoft Teams worked well.	• One learner did not submit assignments and did not work well online. Much better input from him when he was in the classroom. • Emergency blended learning did not suit all trainees. I found it affected the weaker trainees more. However I feel that they would have struggled getting their full award regardless.	• Rigorous IT induction for all trainees at commencement of course. On going support throughout academic year. Access to resources, WIFI, laptops, skills. • Option of remote learning.

Youthreach

Remote teaching & learning	• Live online timetabled classes. • Used new I.T. methodologies. • Keyworkers set up for learners. • Online counselling. • Online assemblies.	• Live classes worked, learner engagement was positive and as a result QQI submission could continue. • The use of I.T. methodologies.	• The use of One Drive due to learners and staff facing confusion when using it. • Practical classes did not work online.	• Online classes when necessary. • The new I.T. methodologies.

Section 6: Alternative Assessment

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
Alternative Assessment	- Submitted some exams for alternative assessment approval. - Converted some observations to skills demonstrations- these were processed through alternative assessment protocol. - Alternative assessments were devised for Level 3 and 4 courses.	Most assessments transferred fairly easily online.	- There was some confusion about whether things like running interviews online rather than in person constituted a change of assessment. - Some things like File Management are very difficult to assess online and in some cases were postponed until we returned to the classroom.	
Cavan Institute				
Alternative Assessment	- End of Year Assessment as opposed to End of Year Exams. - Work Experience replaced by Work Simulation in a number of instances. 100% Digital Assessment submission. - Simulated Work Placements. - Flipgrid videos for some practical assessment. - Stream recordings.	- Covered the learning outcomes. - Suited students who do not perform well in exam situations. - Flipgrid videos for some practical assessment. - Stream videoing. 'Handing out' and submission of written assessment was easy using MS teams. - Students were given more time per alternative assessment as opposed to end of year exam	- Students were fatigued at the point of beginning new assignments at the end of the year. - Some exam content did not migrate well to assignment format. - Final date for submission of work i.e. End of Year and continuous Assessment. - Length of time that it takes to mark each students work.	- Give some thought to interim exams as opposed to final year exams. - Alternative assessment kept as choice for tutors. - Retain End of Year Exams in the majority of cases e.g. online year end exams could be accommodated. - More training on video downloading during student induction. - Some staff considered that assessments would more suitably

		and this resulted in higher grades.	• Poor broadband so video downloading took time. • It was onerous to ensure students had access to the necessary equipment in their homes to carry out some alternative assessments.	replace end of year exams in their modules.
Monaghan Institute				
Alternative Assessment	• On line exams. • Assignments instead of exams. • Traditional in-college examinations were again replaced by Alternative Online Assessments which included alternative assignments, skills demos and open book examinations.	• Alternative Examinations successfully completed by learners, for the most part. Learners were also given the opportunity to use the college building where their wifi was poor.	•	• Retain the option to have alternative assessments available for modules if required, due to the uncertainty of the global pandemic situation. Not have to wait for a long time for a QQI decision.
Apprenticeship & Apprenticeship 2016+				
Alternative Assessment	• Theory exams were changed to exam assignments for Commis Chef. . • Practical exams were paused and academic elements frontloaded.	• Exam assignments were good.	• Some papers needed to be adjusted to fit marking schemes.	• I can see remote Assessments working in the current format. • Some students preferred theory exams.
Specific Skills Training				
Alternative Assessment	• Written assessments were submitted by email. Skills Demonstration conducted online by video.	• Soft copy submission worked very well.	• Practicals are better conducted in attendance	• Online submission of assignments and projects.

Traineeships				
Alternative Assessment	• 3 alternative assessments were prepared for three modules. • Used in 3 modules. • No alternative assessments were used.	• These worked fine as it gave the learners an opportunity to research and give better quantitative answers. • On review with all of my trainees they preferred the alternative assessment than an exam approach. I feel that the group overall got better results in the alternative assessment than they would have if they had have done an exam.	• All fine in this area. • A lot of assessments had to be completed towards the end of the year as a result.	• I am in favour of the alternative assessment as there is a more in-depth answering and research completion of work given. • I would advocate for the use of alternative assessments going forward but this decision will have to be made very early in the academic year to ensure that trainees are not overwhelmed with assessments towards the end of the year.
Youthreach				
Alternative Assessment	• Exams were changed to assignments. • Career planning and Preparation was used instead of Work Experience.	• The assignments worked well. • The new Career Planning and Preparation module worked well.	• The Career Planning and Preparation worked well and proved a positive addition to the programme for learners who face barriers when looking for Work Experience.	• The new Career Planning and Preparation module as an option for learners who have difficulty in getting Work Experience

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
PL & D and upskilling	• All PD and upskilling took place online. • Tutors informed of webinars by other stakeholders to assist in online delivery.	• Many tutors were enthusiastic and took on the challenge of adapting to online delivery.	• Some tutors, even those with good IT skills, simply didn't enjoy online delivery. • Many found it much more difficult, especially when delivering at lower levels. • There was so much on offer that it was difficult to make the space for everything that you wanted or needed to attend.	• Give the option of online interviews instead of face-to-face, as some learners find them less stressful.
Cavan Institute				
PL& D and upskilling	• CI Educator Team was set up. • Intensive Microsoft Teams Training ahead of classes commencing and structured training sessions throughout the year with ERL Support Staff in CI. • Ongoing tutor support throughout the year. • Weekly/Daily Q&A sessions available. • Videos to support tutors. • One to one mentoring.	• Everything mentioned in column 1. • Excellent support from staff and student support from ERL Support Staff in CI. • Regular training sessions with tutors. • Some really good practical CPD sessions provided by external providers to CI staff.	• More time needed to learn new approaches and technologies. • All internal CPD excellent. • Some external CPD on wellbeing did not work at all. • Trying to combine teaching and implementing the training received was very time consuming. • Steep learning curve. • Teachers suffered fatigue from being online all day	• Continue TEL support for teachers and students (both individual and group). • CMETB Microsoft Training. • One-to-One Training from ERL Support Staff in CI. • Also retain the group training. • More training to refresh our knowledge. • Functional movement screening course to be re-introduced.

	• Real time support - ERL Support Staff in CI team responded very quickly to staff queries. • More focus on Wellness.		and having to prepare every evening. • Timing of Wellness training during Croke Park sessions may not be the most appropriate time to do this.	

Monaghan Institute				
PD and upskilling	• Staff were encouraged to complete CMETB TEL CPD programmes to support their teaching. • Numerous on line training sessions/ workshops held for management and admin staff – CMETB, ETBI, other. • Online CPD for EA's re remote EA process . • Staff instructions about tasks such as registering their class attendance; IV and EA procedures such as file management and form filling, were pre-recorded and circulated where necessary.	• CMETB TEL CPD programmes to support teaching & admin staff. • On line training sessions/ workshops held for management and admin staff – CMETB, ETBI, other. • Online CPD for EA's. • Recorded instructions for staff re IV & EA procedures etc.	•	• Continue with online CPD for staff as much as possible, rather that travelling long distances to attend training sessions, taking a whole day out of college time and substitution required. • Use of recorded instructions re new procedures for staff, so they can watch them in their own time.

Apprenticeship & Apprenticeship 2016+				
PD and upskilling	• Teams training. • IT up skilling was brilliant in CI and CMETB.	• Visualizer was very good. • Teams Useful Tool for remote training & Viewer.	• Extended Course length. • Support was brilliant. • Time management.	• Keep the up skilling. • Visualiser.

		• The training was essential and delivered well.		

Traineeships				
PD and upskilling	• I am happy enough with using the online teaching tools.	•	•	•

Youthreach				
PD and upskilling	• TEL training. • TEL one-to-one training . • Covid-19 Induction. • Training for the LWR.	• TEL one-to-one training very effective.	• N/A.	• TEL one-to-one training.

Section 7: QA Procedures & Supports

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
		Adult Ed		
QA procedures and supports - Form 1 and Form 2 process for alternative assessments - Agreement of changes to work simulation - Modifications to CAS Awards i.e. use of PPD, CPP etc.	• Opted for skills demonstrations in small groups. • Some skills demos done in breakout rooms. • Online interviews carried out as opposed to in person. • Modification of CAS to include PPD was relatively straightforward, and did not cause delays. • Form 1 and Form 2 were rather confusing, especially when they were issued for the second time. • Some of the classes moved from exam based assessment changed to Case Studies or online assessment. • They went though alternative assessment process.	• Tutors were able to adapt their assessments to online use. • Tutors developed skills in MS Forms etc. to allow for online assessment. • Form 2 focused the tutor and the co-ordinator on the module descriptor and exam brief .It allowed us to refreshed the memory and made us rethink about what was actually involved in assessment by reviewing how it currently be assessed and how to improvements can be made, if necessary.	• PPD wasn't an option for HSS or ECCE. • Once a module had been approved by QA for alternative assessment, it had to reapply again on a different format. For example L4 Book Keeping and L5 Pastry Baking and desert were approved in May 2020 and they had to be resubmitted in March 2021 – no changes had been made to the assessment. • The new process in March 2021 was very confusing and lead to a lot of misunderstanding and miscommunication.	• PPD should be optional for HSS. • Form 2 is a useful document, but would suggest that once approved by committee, and where no changes are made to the assessment, it should not have to be submitted again for approval.

Cavan Institute				
QA procedures and supports - Form 1 and Form 2 process for alternative assessments - Agreement of changes to work simulation - Modifications to CAS Awards i.e. use of PPD, CPP etc.	• Additional forms and processes created. • PPD pre-populated marking sheets. • Seating plans and Health declarations for completion of Practical exams. • Alternative Assessment Form Stage 1c. • Remote IV process. • Remote EA process. • 100% Digital Assessment. • Online exam board meetings. • Remote entering of results. • Delivery of course material online • Simulated Work Placements. • Submission of work online.	• Fully digital assessment permitted remote IV and EA processes. • All points noted previously worked well. • PPD centrally devised marking sheets for CI tutors. • Additional forms and processes created which added significant workload to staff.	• Need more streamlined marking system to improve workflow. • Need to incorporate preparation for EA earlier in work calendar to avoid bottleneck of work at the end of the year. Links/channels/folders can be set up earlier in the year. • IV needs to be done within departments or at least with same subject tutors. • Needs more holistic, cross moderation approach. • Entering Provisional Marks is very time consuming and multiple entries can lead to error. • Sync Team calendar with staff hub calendar with links to appropriate files in a timely manner.	• Digital assessment. • Standardised format for marking schemes. • EAs must be fully digitally competent if using full digital assessment process – causing some issues this year. • Exam board meetings should be kept online even if we are onsite next year. • Investigate the possibility of joining Marking Schemes and Marking Sheets in an effort to reduce the number of times results are entered in order to avoid human error i.e. linking of systems.

Monaghan Institute				
QA procedures and supports - Form 1 and Form 2 process for alternative assessments - Agreement of changes to work simulation - Modifications to CAS Awards i.e. use of PPD, CPP etc.	• There was less negativity from staff in embracing alternative assessment administration such as Form 1 and Form 2 as staff had completed the process last year. • • Staff more proficient in ICT/TEL. • Applications to modify CAS awards to use PPD instead of Work Experience across a range of programmes. • Applications to allow work simulation and reduced Work Experience hours for some awards where PPD wasn't acceptable.	• While the national decision making process re alternatives was slow, CMETB QA were leading the process on behalf of both learners and staff. By asking the questions, consulting with managers, presenting our proposed solutions - we all eventually got a workable solution.	• The time/resource involved in filling forms, summarising alternative assessment requests and the no of meetings it takes to reach approval is onerous on all the staff involved.	• Retain the option to have all these alternatives available for modules/programmes if required, due to the uncertainty of the global pandemic situation. • Forms completed and approved already should do, unless being change. • Not have to wait for a long time for QQI approval, since alternatives were previously agreed.
Apprenticeship & Apprenticeship 2016+				
QA procedures and supports - Form 1 and Form 2 process for alternative assessments - Agreement of changes to work simulation	• It was difficult to get signatures from students for signoff or work.	• Got the students to email when they received briefs as opposed to signature.	• The amount of times students had to sign for each module. • This took a lot of time when we got back into college.	• Try and do digital signature on paperwork.

- Modifications to CAS Awards i.e. use of PPD, CPP etc.				

Traineeships				
QA procedures and supports - Form 1 and Form 2 process for alternative assessments - Agreement of changes to work simulation - Modifications to CAS Awards i.e. use of PPD, CPP etc.	• Forms were filled in and approved last year. Same concept was used and approved this year. • No alternative assessments used. • All modules including work experience completed fully.	•	•	•

Youthreach				
QA procedures and supports - Form 1 and Form 2 process for alternative assessments - Agreement of changes to work simulation - Modifications to CAS Awards i.e. use of PPD, CPP etc.	• Exams were changed to assignments. • Career planning and Preparation was used instead of Work Experience. • Subject area consultation with all staff ahead of completing forms 1 and 2.	• All QA supports worked and communicated with the centre in terms of the next steps.	• N/A.	• The option to use alternative assessments when required.

	• Forms were then sent for approval through the governance structure .		

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
College life	• There were no class trips and face to face meets.	•	• Again expected, the social interaction was missed by the more vulnerable learners.	• There is no replacement for the social side of education.
Cavan Institute				
College life	• Students missed out on the college experience - college events, charity events, socialising, clubs or societies. • No opportunities to chat with their peers. • Worked remotely. • Limited interaction of staff. • More on-line ice breakers than normal. • Virtual gatherings, graduation and songfest. • Breakout rooms to facilitate students/classes to communicate.	• Less expense for students associated with commuting. Renting etc… • Some events went ahead online but lacked atmosphere. • Environmental impact of not using as much paper . • Having the space to complete practical skills - this has transformed the way T&L has taking place in some departments. • Team Teaching particularly for Practical Skills - more time for students. • Record maintaining – online. • Online staff meetings. • Financial student support – once off grant at Christmas.	• This year students did not have access to social events, clubs and societies, field trips, library/digital library, a social area between classes. • Students did not have the chance to meet each other and experience a full college year onsite. • Restricted canteen space and early closing of canteen. • Online working more time consuming for staff and students. • Learned to appreciate the face-to-face experience and student engagement in the classroom. • Peer support difficult online for students. • Less opportunities to communicate informally. • Timing of wellness programmes.	• Environmental approach to T&L e.g. assignments submitted online, no cardboard boxes. • Keep the collaboration going with Tutors e.g. Team Teaching on Practical Skills. • Breakout rooms used effectively in some modules can help with student engagement for students who have reservations about carrying out skills demonstrations in front of a large group. • Access to virtual tours for students. • Enhancement of library facilities. • Virtual guest speakers. • Enhancement of social areas for students. • Teaching Space in Healthcare Hub.

		• Student Council attempted to address the mental well-being of students. • Guest speakers online easier to organise. • Virtual tours so students did not have to travel.	• Hands on experience and use of specialised equipment for skills development was missing.	
Monaghan Institute				
College life	• SU Events held virtually – meetings, clubs. • Supervision of the canteen to ensure social distancing – not usual in FET. • No sports events/ college trips organised due to Covid-19. • Gym not in use, except for supervised classes, due to Covid-19. • Limited no of staff meeting in the staffroom for breaks .	•	• Poor attendance at on line SU events, enthusiasm decreased as too much screen time for classes to be bothered for SU too. • Neither staff nor learners were keen on the supervision of the canteen. • Limited staff or learner social interactions – greater isolation, less collegiality, impacting mental health and wellbeing. • SEN learners in particular missed out on peer support and class interaction.	•
Apprenticeship & Apprenticeship 2016+				
College life	• The apprentices had no College life. • When we got back in we frontloaded practical work.	• This worked well and ensured good attendance when every day was an assessment day.	• Class bonding and forming. • If a student missed an assessment getting it rescheduled was difficult.	• Go back to teaching all elements of modules at the same time.

	Traineeships			
College life	• None as everyone was restricted to the classroom when on site. • Canteen facilities, college facilities. • Learners were working from home from Christmas 2020 – March 2021.	• The restrictions in college life allowed students to feel safer particularly when COVID-19 numbers were high in the Cavan are . • Online lessons worked well & we managed to make good progress & get theory components of modules completed.	• It definitely had an impact on the trainees. They were quite a tight knit group and enjoyed each other's company. As a result of COVID restrictions they couldn't spend as much time or in close proximity to each other. • Learners were becoming bored of online learning towards the end & were glad to get back to practical skills training.	• I don't know if I could change anything as this was as a result of public health policy being implemented. Ongoing support to trainees.

Section 9: Management & Administration

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
Management and administration	• Held twice monthly meetings with tutors to keep informed, short 'Tips and Trick' sessions, hear feedback, share experiences. • Used PLSS a lot more for communication. • Used TEAMS for meetings and webinars. • More use of OneDrive for working on shared documents. • COVID Guidelines. • Meeting people through TEL i.e. teams. • Better use of resources available to us i.e. form, SharePoint. • Weekly team meeting between co-ordinators and Admin staff has proved very successful. • No travel to meeting has saved time.	• Management and admin continued on very effectively once we all got use to our new teams and our home working environment.	• The challenges were the coordination of classes remotely when normally on the ground. The service was more reliant on on IT Support and admin staff to streamline everything. • Face to face with learners and the open door policy was definitely missed by the learner.	• Online weekly team meetings. • Options not to travel to attend meeting.

Cavan Institute				
Management and administration	• All meetings online. • New SharePoint Site for staff and students. • Additional School Head allocated to support students in each school. • Module withdrawals and exemptions online. • The reorganisation of administration staff workloads to support teachers within each school. • MS Forms very user friendly.	• New SharePoint sites for staff and students. • Additional School Head in the area of Services. • More frequent discussion/meetings with tutors within the Dept/School. • Administration support. • Breakout rooms for Department meetings. • Feedback given to students on-line. • Using MS forms for feedback. • Online meetings – especially at the end of the year and assessment. • Entering results on the QBS system and later amendments.	• Communications outside working hours. • Boundaries of work/home life extended. • Detailed email communication. • In some cases duplication of emails. • Emails from CMETB – filter by management as to what is relevant for teaching staff - too many. • Submission of end of year forms to be submitted to one central email . • When students didn't take feedback on board. • CIDESCO centre guidelines for all paperwork should be accessible centrally. • Detailed emails.	• Meetings online. • Croke Park hours online. • Review of communications protocols for staff and students, more clarification required. • Teams or SharePoint or emails – select one platform and channel communications via this platform. Students may not be reading their emails. • Additional School Head. • Support from Admin. • Career Guidance allocated to each School. • More submission of forms using MS Forms. • Croke Park hours carried out online. • The system for entering results on the QBS system. • Use of the chat function in teams during meetings.

Monaghan Institute				
Management and administration	- Learner fees paid on line. - Admin staff working from home. - Staff meetings, BOM meetings, CMETB QA meetings and National fora all held on line. - Interviews held on line, as arranged by CMETB. - Staff were advised that all assessment evidence was to be digital for 20/21, therefore both IV and EA could be completed remotely.	- Learner fees paid on line. - Better attendance at staff meetings, as staff were at home, rather than staying late in college. - Easier to focus on the core college work with no requests for use of meeting rooms/ facilities by CMETB or other bodies. - Learners got used to submitting assessment evidence digitally.	- Getting Board meeting papers signed was more difficult and took longer to sort out following on line meetings. - Keeping on top of building maintenance requirements, deliveries, servicing of equipment was less focused, with admin staff working from home and at a distance from caretaker/cleaning staff.	- Fees paid on line. - Admin staff will want to continue some working from home, due to government policy. - Staff meetings, CMETB QA meetings and National fora to continue to be held on line. Some BOM members may wish to return to face to face meetings (Hybrid model?). - Maintain CMETB system of holding Interviews on line. - Continue to collect assessment material digitally from learners, so that IV and EA can be completed remotely.
Apprenticeship & Apprenticeship 2016+				
Management and administration	Kept in contact regularly.	This proved important for progression.	- Not be able to contact or get feed back from certain departments. - A lot of extra meeting took up time but were of great benefit.	Keep meetings remote.
Traineeships				
Management and administration	- Good contact always. - On-going access to management and administration throughout academic year.	- Everything. - Meetings via Microsoft Teams throughout the academic year.	- Duplication of email content from the ETB, Cavan institute, training services. - Large meetings/briefings via MS teams with very little engagement from staff.	On going access to management and administration.

	• No issues with management & administration.			
Youthreach				
Management and administration	• Uploaded all administration files to One Drive. • Worked from home. • Staff meetings online. • Attended all meetings online.	• Meetings were more focused and efficient. • Less time away from the centre. • Less physical paper.	• No access to printers. • Difficulty in accessing files. • Overloaded with meetings. • Less face-to-face interaction.	• Using One Drive for administration files. • Online meetings in moderation. • Option to work from home when doing administration.

Section 10:Supports for Learners

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Adult Ed				
Supports for learners	• Device Loans. • CMETB emails. • Learner Wellbeing Initiative. • One-to-one IT Support for learners and the general public. • Vaccine registration support for the general public. • Tutors delivered "Get Connected" course during September to December, to ensure learners could access online classes, in case of future lockdown.	• IT Support generally worked well. • Vaccine registration support was given to 6 learners. • Get Connected allowed learners to work online, when they may previously have been unable to do so.	• Some people who looked for Vaccine registration support believed we were the HSE, and complained to us about things that were not ours to resolve. • If a learner is badly dyslexic, or very inexperienced with technology, or has no broadband or Wifi, it is very difficult to provide support under Level 5 Covid-19 restrictions.	• Learner wellbeing. • CMETB Emails. • Device Loans. • Deliver "Get Connected" or similar to all literacy and basic IT learners from now on. • Continue the 1:1 support options for vulnerable learner with IT.
Cavan Institute				
Supports for learners	• Online guidance and counselling. • Teams meetings with parents/guardians. • Increased support structures/follow up within schools. • Structured weekly support schedule for students delivered by ERL Support staff in CI.	• Parents and guardians' meetings facilitated online. • Online support in the area of Microsoft Teams. • WRAP supports for students. • Extra equipment in the Healthcare area. • One-to-one tutor support.	• Students very stressed in early days in terms of accessing Teams etc. • Long wait for counselling services. • Online SEN supports did not work for many students. • Access to OLC for some students was provided late in the year for students who needed that support.	• More guest lecturer opportunities and event available to students. • Tech support for students. • Recorded screencast tutorials. • Guidance staff per school. • Additional counselling services for students

	• Hardware supplied through CMETB laptop loan scheme. • Software supplied to students. • Online support in the area of Microsoft Teams. • WRAP support for students. • Extra equipment in the Healthcare area, worked well. • One-to-one tutor support. • More contact with students in relation to their concerns.	• Extra supports to students from ERL Support Team in CI.	• Some students not availing of the range of supports available. • Students didn't have access to digital library.	required going forward post-Covid-19. • Access to online Journals. • Online support in the area of Microsoft Teams. • WRAP supports for students. • Extra equipment in the Healthcare area, worked well. • One-to-one tutor support. • Guidance Support for students. • Booking system for councillor support. • Investment for a digital library. • CI Team educator.
	Monaghan Institute			
Supports for learners	• Guidance used Teams calls to meet/support learners. • Learning Support classes delivered through Teams. • PA's supported SEN learners in class and for additional sessions through TEAMS calls.	• Guidance via Teams calls to meet/support learners. • PA's supported SEN learners for additional sessions outside of class through TEAMS calls. • Learner Assistance Fund.	• Learning Support classes delivered through Teams didn't work that well. Some SEN learners need to be reminded to attend support classes and didn't always turn up to online sessions. When in college it's easier to follow up with learners. • Some SEN learners needed more one on one support from PA's during class than could be delivered online through the chat function.	• Guidance via Teams calls to meet/support learners . • PA's available to support SEN learners for additional sessions outside of class through TEAMS calls, as required. • Learner Assistance Fund.

	• Wellbeing pack done up and circulated on line to learners via the students union. • Details of local agencies providing support and of online wellbeing events were circulated to all learners. • Learner Assistance Fund introduced, supported by SOLAS.			
Apprenticeship & Apprenticeship 2016+				
Supports for learners	• Laptops made available. • Provide Laptops to students. • We give them Laptops. • Just kept encouraging and engaging to ensure they were ok and gave the support needed.	• Good if good internet is available. • Worked well if broadband available. • Supporting students.	• Some students had to use data on their phones. • Poor Wifi. • That they couldn't get connected (internet problems). • A lot of time spent on 1/1. • This proved vital for students.	• Teams training for students. • Laptops remain Available. • Keep 1/1 sessions with students.
Specific Skills Training				
Supports for learners	• Used MS Teams and whatsapp.	• All worked very well.	• Some tech issues experienced by learners. Perhaps IT support could be provided directly to learners..	• Online support for feedback etc.
Traineeships				
Supports for learners	• Good support with Social needs. • Laptop loan scheme additional funding .	• Karol Harvey on hand to meet on teams with learners. • Laptop loan scheme was excellent, for trainees. I do	• Lack of engagement with some trainees with the supports that were provided , additional IT supports, guidance counsellors.	• Cavan Institute provided additional supports to on learners in career guidance or guidance counsellors and IT support.

	• Access to enhanced services in CI. • Issued with laptops. • Daily online lessons. • Contact with Coordinator & tutors via email or Microsoft Teams at all times.	not believe they would have been able to complete the course if they did not have this.		• Learners should be issued with laptops for their own use every year as some would not have their own device & would struggle to complete work at home.
Youthreach				
Supports for learners	• Food hampers for learners . • Laptops supplied to all learners. • TEL training for learners. • Counselling for learners. • Supply of dongles for internet access. • Keyworkers assigned to learners.	• All measures worked	• N/A.	• Laptops for learners. • Dongles should they be required. • Continue TEL training. • Counselling should continue into the summer. Programme and budgets should be increased to reflect this.

Other

Theme	What did you do that was different?	What worked?	What didn't go as expected, and what did you learn from that?	What should be kept post COVID 19 and why?
Cavan Institute				
Other	• Purchasing Procedures. • Videoing students for practical classes. • One note notebook was successful. Using live documents. • Teambuilding in Cavan Canoe Centre. • Practical exams took place onsite with a combination of onsite and remote examiners .	• Students were able to review their presentations when recorded.	• Gave rise to issues with stock. • Food ordering needs to go back to tutor. • ITEC/CIDESCO Practical examinations process was very difficult to navigate resulting in very high stress levels for students.	• Access to additional resources through the Institute i.e. Mentimeter, Kahoot (college subscription) Video library made available. New students could utilise these resources. • Extra supports for students in the area around ERL September. • Flagged the importance of Referencing i.e. Video Tutorial be completed on how to properly reference. Consistent approach to referencing as a result . • All practical exams should take place onsite with onsite examiners.
Youthreach				
Other	• No traditional summer programme in 2020. • No Work Experience. • The structure of the Youthreach day changed.	• Most centres set up base classes for groups where it was feasible.	• N/A.	• Base classes for the individual groups will be kept by those centres who used this practice. • Most centres will return to serving traditional meals where possible.

• **Other reports or data considered when preparing this template.**

Centre / Service Training Services	Key Actions Taken to Maintain Continuity of Teaching and Learning	Key Actions Taken to Provide Alternative Assessment Options for Learners	Key Actions Taken to Support Learners	Key Challenges for Learners	Key Actions Taken to Support / Upskill Staff	Key Challenges for Staff
Rehab Learning NLN National Learning Network Cavan & Monaghan	Rehab Group Learning NLN has moved provision to online/remote contact in line with Government public health guidance. Ongoing contact and engagement is in place with active learners on a 4-point basis: Stay Well Stay Engaged, Stay Connected, Stay Learning. Staff are providing support and lessons through phone, email, post and on	Rehab Learning NLN are currently completing an assessment audit to identify Learners who need to complete assessment remotely and remote assessment plan developed. The plan considers whether the Learner has received adequate training to complete	Staff are providing support through check-in by phone/ email/zoom with Learners and via on line e learning methodologies. Multi-disciplinary supports are also being provided through digital health interventions. NLN's Rehabilitation Psychologist highlights a marked increase in the amount of interventions with Learners in relation to	We would highlight the vulnerability of the Learners we provide services to and the need to re-engage physically with them as soon as possible in line with public health guidelines. The lack of interaction with each other and with staff may lead to low mood, a sense of isolation and the risk of development of psychological stress. NLN is a specialist training provider of learner	Rehab Group's Learning & Development Department launched an "Online Training' SharePoint site in response to COVID-19 Public Health Emergency to ensure staff continue to receive ongoing mandatory and other essential training in support of their roles. An Instructor resources area has been created on the e learning	Lack of having in-centre resources to hand. Time management in remote working. Staff are more familiar with working in a face to face environment and absence of this interaction with learners is limiting. While online interactions are helpful they remain somewhat artificial. The lack of physical interaction with peers and peer support may be challenging for some staff. Resources not being physically "to hand"

line e-learning methodologies. Learners have access to our e-learning platform which contains training materials, exercises, quizzes, interactive games and LDE (Learning development environment) through which Learners can access software used on their course from home. For Learners who have limited access to online facilities or devices, staff print and post training materials. Training is delivered through Zoom group calls and one to one sessions.	assessment, the Learner has a suitable area and equipment at home to complete assessment and the Learner has capacity to complete assessment. Rehab Group's Quality & Governance Dept. have developed guidelines for developing alternative assessments. Any alternative assessments will be agreed with CMETB before use.	anxiety, specifically COVID related. Wellbeing supports are available weekly with NLN's Rehabilitation Officer and emergency support available with the Rehabilitation Psychologist by phone. We are collating contacts and monitoring engagement on an ongoing basis.	focused training and related services that address the needs of people with disabilities and those with additional support needs including learning difficulties, cognitive or mental health challenges. Comprehension of the on-going COVID19 situation may be problematic for some learners. Maintaining motivation levels and staying on task may also be arduous for some learners. Connectivity and IT issues may arise for some Learners.	platform where Instructors can share resources and activities. Online webinars and short courses for staff are available and Zoom and Microsoft Teams tutorials have also been provided. Rehab Group's People & Culture Dept. provide regular online wellness initiatives, further supports are available on SharePoint and EAP support is also available to all staff.	can be inconvenient. Multi-disciplinary team staff report an increase in the number of professional consultations with staff on supporting Learners in adapting to the change in training style.

Centre / Service	Key Actions Taken to Maintain Continuity of Teaching and Learning	Key Actions Taken to Provide Alternative Assessment Options for Learners	Key Actions Taken to Support Learners	Key Challenges for Learners	Key Actions Taken to Support / Upskill Staff	Key Challenges for Staff
Training Services: TMTS Training						
Multimedia	Learning materials uploaded to Moodle. All learners given Moodle account. Training videos created and uploaded. Mock assessments graded. Regular and frequent contact with learners. Created videos that can be accessed via smartphone for those with no computer access.	MOS exams have been booked for those learners with access to PCs. I have emailed ICS regarding the same for ECDL learners.	Zoom meetings. WhatsApp texts (both group and individual) and video calls. Emails. Phone calls. Skype calls.	Access to PCs and software. CMETB have enabled learners to access Office 365 via their account, however, a number of learners do not have access to a computer or are sharing it with family members taking school/college exams.	Oiliuna have created tutorials for tutors on using Moodle, recording training videos and using Zoom for meetings.	Maintaining contact with some learners, especially those who have no computer access and so cannot complete the work. Keeping learners motivated when they cannot test. Assessing/inducting new learners; they must have moderate computer skills to begin with to be able to access remote learning.

MCSA (Microsoft Certified Solutions Associate)	New Cavan Moodle site developed specifically for students online, containing training video's, technical documents, weekly schedule etc	Using test engine called Testout & have run & scheduled exams on topics being studied as per online schedule	Moodle subject forum, Daily chat sessions which transitioned to weekly chat sessions, email contact & Whatsapp, setting a easy to follow schedule online	As MCSA class had completed 8 out of 9 months in class, we were about to go into exam prep for last exam, it is more difficult online to keep learners motivated rather than in person, also lack of exam date due to test centres being closed-motivation!		To keep students motivated, it is a difficult challenge to transition from class based training to online especially so near the end of an intensive course such as MCSA
Welding and Fabrication	As a mainly practical course little opportunity existed to maintain continuity once the course delivery was suspended, especially given the speed it happened at.

Actions to be taken on return to training: | Not an option currently– Practical Welding and Fabrication assessments remain to be completed. | We gathered each learners email address and we have been sending out their payslip weekly by post. We have no updates to communicate to them regarding when or how the course will restart so it is difficult to offer | Lack of IT skills, lack of IT equipment.

Understanding how their training and working career will change post COVID 19.

When the course restarts: Receiving practical tuition and | Training Manager is in regular contact with course Tutor with a view to developing a Risk Assessed approach to restarting the course once the restrictions are lifted. The | From the Tutor's perspective: being able to communicate with learners accurately as to when there will be a restart of the course.

Upon restart:

Implementing new safety measures and getting courses |

	1.Social distancing to be adhered to at all times. 2. Utilise the benefits of having a remote location for the Welding and ensure no interaction with main building. 3. Have a pre-approved Visitors list to minimise visitors and monitor compliance. 4. Increase PPE stock levels.		support. Difficult to gauge what level of participation online classes would receive. Phone calls.	maintaining a 2m personal distance. Staying safe and not getting the virus.	following are preliminary discussion points: Covid 19 Safety Awareness Training for all Staff, Tutors and Learners. Extra PPE for staff. Learners & Staff temperatures to be taken every morning on arrival at the training centre. Consideration given to Learner Self Declaration, reducing class sizes, Isolation of premises, Course Visitor	completed to the required standard, impacting delivery time by certainly making courses longer and more expensive. Issues surrounding: Proximity to Learners Ensuring Learners wear goggles, masks and gloves at all times – visor to be worn by everybody in the classroom Break time – 2m distance at breaks Learners to stay in the building when they arrive at the course and not go to the shops at break times.

| | | | | | Management Cleaning arrangements, First Aid Isolation room, Video tutorials on-site. | Delivering practical tuition and maintaining a 2m personal distance. |
| Textile Floor Covering Installer | Currently course is suspended the following suggestions could form part of a plan to restart practical training.

2 bays apart in the workshop – widest point would be 3.5m apart – bays can be moved further apart to make the distance wider if required.

All materials cut beforehand for the learners, so they do not come into | Alternative assessment options not viable, as this is a mainly a practical course.

2 practical modules remain and also customer service modules. Tutor for Customer service said that learners are not up to speed with IT skills to complete this module online.

Practical modules need to be completed in front of | Little opportunity currently exists to support learners until course recommences;

PPE for all learners and Tutors to include face masks, disposable gloves, visors, disposable jump suits | Staying safe and not getting the virus.

Lack of IT skills and Equipment.

Dublin learners travelling to Cavan.

Receiving practical tuition and maintaining a 2m personal distance. | Training Manager is in regular contact with course Tutor with a view to developing a Risk Assessed approach to restarting the course once the restrictions are lifted. The following are preliminary discussion points:

Covid-19 Safety Awareness Training for all | Being able to communicate with learners accurately as to when there will be a restart of the course.

Upon restart: Implementing new safety measures and getting courses completed to the required standard, impacting delivery time by certainly making courses longer and more expensive.

Issues surrounding: Proximity to Learners |

	contact with other learners' materials. Disinfect the tools day at the end of every day. Workshop disinfected on a daily basis.	the tutor to ensure that they are doing the skills properly. Again this could not be completed online as they do not have the right computer skills.			Staff, Tutors and Learners. Extra PPE for staff. Learners & Staff temperatures to be taken every morning on arrival at the training centre. Consideration given to Learner Self Declaration, reducing class sizes, Isolation of premises, Course Visitors, Cleaning arrangements, First Aid Isolation room, Video tutorials on-site.	Ensuring Learners wear goggles, masks and gloves at all times – visor to be worn by everybody in the classroom Break time – 2m distance at breaks Learners to stay in the building when they arrive at the course and not go to the shops at break times. Delivering practical tuition and maintaining a 2m personal distance.