

Interim Quality Report

GRETB Education and Training Board

Date: February - 2026



PREFACE

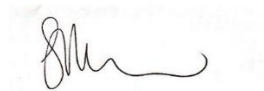
The inaugural review by QQI of the quality assurance in the 16 Education and Training Boards (ETBs) took place between March 2021 and May 2022. Following the review, each ETB provided an **action plan** and **follow-up report** in response to the recommendations made in the individual review report.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

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

This is the interim quality report for GRETB

It is to be submitted by 27/02/26

The interim quality report has been approved by [GRETB Quality Council] and is submitted by:



Sinead Morgan

FET Director.

CONTENTS

| | |
|---|----|
| PREFACE | 2 |
| GUIDELINES ON COMPLETING THE REPORT | 4 |
| 1.0 Interim Quality Report | 5 |
| 2.0 Teaching, Learning & Assessment..... | 19 |
| 3.0 Self-Evaluation, Monitoring & Review | 24 |
| 4.0 Quality Developments and Enhancements | 29 |
| 5.0 Additional Themes and Case Studies (optional) | 30 |
| | |
| Case Study Title 1 From Foundations to Third Level Postgraduate Study: Building a multidisciplinary Art & Design portfolio at Airglorney Education Centre | 31 |
| Case Study Title 2: The Learner Voice | 34 |
| Case Study Title 3: Admission Unit: Guidance and Information Moodle Course | 36 |
| Case Study Title 4: Erasmus+ supporting staff professional development..... | 38 |
| Case Study Title 5: Developing GRETb's Capacity to manage Recognition of Prior Learning Applications. | 40 |
| Case Study Title 6: Levelling the playing field with customised supports. | 43 |
| Case Study Title 7: The TEL HUB | 46 |
| | |
| 6.0 Reporting Feedback Survey..... | 48 |

GUIDELINES ON COMPLETING THE REPORT

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

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

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

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

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

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

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

1.0 Interim Quality Report

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

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

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)

Update - Note progress/changes made to P&P, timeline.

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| N/A | N/A |
| Click here to enter text. | Click here to enter text. |
| Commentary and Reflections Click here to enter text. | |
| No recommendations made in the Review Report | |
| Link to Published Policies and Procedures Strategy Document 2022 – 2026 Local Creative Youth Partnership Strategic Plan 2023 - 2027 Service Plan 2025 www.gretb.ie | |

<https://gretb.ie/further-education-training/quality-assurance/>

<https://gretb.ie/document-category/policy-documents/>

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report) Note progress/changes made to P&P, timeline

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| <p>The review team noted the lack of learner representation on GRETB's governance groups. It is recommended that the ETB examine ways of including the learner voice throughout the 20 organisation and that formal means of ensuring learner representation on executive boards and committees be explored with other ETBs and the relevant government departments.</p> | <ul style="list-style-type: none">• Learner Feedback was sought by the Quality Assurance Department regarding FET Centres and FET courses, and a report was published in June 2025 reflecting this feedback. In total there was 196 responses with the results described as overwhelmingly positive.• Staff training was undertaken in May 2025 facilitated by Aontas.• A Learner Voice information session was held in September 2025 for all centres.• Facilitation Skills Training for staff occurred in October 2025 which enabled staff to undertake facilitated Learner Feedback sessions across Centres.• Bi - Monthly QR Codes requesting feedback were developed on specific topics based on AONTAS National FET Learner Forum (March 2025): e.g., Communicating with Learners & Sustainability as two exemplars. Follow up actions are in progress with a new webpage for learners based on this feedback. Follow up focus group and Sustainability initiatives will be run in Centres for learners in Spring 2026.• A facilitated Learner Feedback Forum was conducted in December 2025. Three learners' self -selected for learner Voice Online Forum and Representation on Committees. |
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| Click here to enter text. | |
| Commentary and Reflections Click here to enter text. | Following review by the Senior Management Team and a FET Management structure change, responsibility for the ongoing development and progression of the Learner Voice will move to the Inclusion Team with the support of other GRETB Teams as required. Progress continues in this area and GRETB is committed to the inclusion of the Learner Voice. Please see case study section, Case Study 2 |
| Link to Published Policies and Procedures Click here to enter text. | https://gretb.ie/further-education-training/quality-assurance/ https://gretb.ie/document-category/policy-documents/ |

1.03 Documentation of QA

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline

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| The review team recommends that all QA documentation be digitised in accordance with GDPR best practice. It should be centralised and made available to staff in accordance with a hierarchy of access depending on role. | QA continue to maintain and develop its digital infrastructure for documentation. The GRETB Connect QA SharePoint remains a key source of information and resources for all staff. Recent additions include calendars with live meeting links to QA Drop-in Clinics, Updates and RAP meetings. The Connect QA SharePoint site was streamlined in July 2025, based on feedback from users, to ensure easy navigation of document libraries, key information was frontloaded, and irrelevant information/images were removed. Further upgrades are planned for 2026 to further enhance the site. The external GRETB Website continues to host policy and procedures relevant |
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| | to FET staff. These are published on the external website following governance approval, translation to Irish and accessibility checks. |
| Click here to enter text. | FET Quality Assurance https://gretb.ie/further-education-training/quality-assurance/ |
| <p>Commentary and Reflections Click here to enter text.</p> <p>Standardisation of all information to all stakeholders continues through this medium and the resource is highly regarded by staff. Regular demonstrations of how to navigate it are provided in the QA Drop-in Clinics. Further upgrades are planned for 2026.</p> | |
| <p>Link to Published Policies and Procedures Click here to enter text.</p> <p>https://gretb.ie/further-education-training/quality-assurance/</p> <p>https://gretb.ie/document-category/policy-documents/</p> | |

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline

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| The review team recommends that, based on COVID-19 experiences, the ETB continue to use the digital environment to support and extend PL&D. This should be extended to | <p>Updating of resources available to staff digitally is ongoing and continuous through the Professional Learning and Development/TEL and relevant priorities and strategies:</p> <p>A new and innovated TEL HUB has been established allowing a state-of-the-art HUB for digital skills training. This will support:</p> <ul style="list-style-type: none"> • Training in digital technologies and content creation |
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include apprenticeship tutors in profession linked PL&D activities.

- Use of specialist spaces such as podcasting, green-screen, and editing facilities
- Opportunities for staff to explore, trial, and build confidence with digital tools and approaches

A planned series of practical workshops for centres focusing on podcasting as a pedagogical and assessment approach is in development. This includes podcasting for teaching, learning and assessment allowing innovative pedagogical and assessment approaches for staff as well as transferrable digital and communication skills that can be adapted across programmes. This initiative supports staff in using podcasting for teaching, creative project work, and learner engagement.

TEL continues to provide ongoing support for online assessment and digital portfolios supporting face-to-face and blended learning approaches in line with GRETB's quality assurance. This supports the development and management of digital and online learner portfolios through Centre management and staff sessions.

Ongoing Moodle Support for Centres is done via TEL. In particular, areas such as course design, assessment and feedback together with monitoring and evaluation are key areas of focus.

TEL One-to-One support for staff in areas including MS Office, Padlet, ThingLink, Canva etc. Furthermore, Centres are supported in identifying appropriate fit-for-purpose educational technologies and digital hardware.

PL&D moved to FET Support & Development Unit in 2025 with increased PL&D opportunities shared on updated Connect HUB site and email (all staff) with increased administrative support.

Management Information Sessions for FET Managers increased in frequency and included sessions in areas such as: HR/Finance/ Health & Safety and FET Updates (Learner Support, Inclusion, RPL, etc.)

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| | <p>Regional Consultations with Centre/Service Management with Training Needs identified and responded to (QA Training, Finance/HR Training, MS Apps, etc.).</p> <p>FET Management Conference in planning phase for 2026.</p> <p>Erasmus+ funding available for relevant staff in areas including: teaching and learning, AI, Blended Learning, EU Project Management, etc.</p> <p>FET Learner Support facilitated a range of workshops in areas including: Positive Behaviour Support, Diversity and Inclusion Training, First Point of Contact Training and Domestic Abuse awareness Training.</p> |
| <p>The review team recommends that the ETB, in addressing the changing needs in programmes, explore the skill sets of existing teaching, instructing and tutor staff, to identify subject matter expertise that they may have, and which could be utilised. In addressing the difficulties of recruiting teaching staff, particularly in Gaeltacht and rural areas, pathways should be explored to encourage recently qualified learners to upskill and become FET practitioners.</p> | <p>GRETB continues to address skill shortages by identifying suitable staff and reassigning where appropriate. Regional consultations, facilitated by QA, allow for regional discussions in terms of skills shortages and focused solutions. Furthermore, these consultations focus on areas of professional development for staff and as such these are addressed.</p> <p>Staff Training Records reporting systems continues to be in development to record training and skills development. The challenges in securing a PL&D Coordinator in 2025 has slowed progress in this and other areas and filling this post is a current active priority for GRETB.</p> <p>The PL&D Policy and support for all staff to avail of professional learning and development is actively marketed during Staff Global Induction days and through Staff communication channels. In terms of staff applications, every effort is made to support staff who wish to undertake further studies whilst being mindful of budget constraints.</p> |
| <p>Commentary and Reflections Click here to enter text.</p> | |

GRETB is committed to the development of these areas to support and enhance learner and staff development. Offerings of CPD have included RPL Training, Facilitation Skills, Staff Learner Voice Training, Down Syndrome Training, Irish classes for staff, Leadership & Management Training, Team Building training with Petersburg Outdoor Centre, Cybersecurity, TEL, etc.

GRETB has been unsuccessful in appointing an PL&D Coordinator in 2025 despite two recruitment competitions in 2025

Link to Published Policies and Procedures

Click here to enter text.

<https://gretb.ie/further-education-training/quality-assurance/>

<https://gretb.ie/document-category/policy-documents/>

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline

The review team recommends that the ETB continue to work on new programme development to address the changing needs of industry, society and learners.

- The QA Department has appointed a new staff member with key responsibility for Programme Development. Furthermore, with the 2026 FET Management restructuring process, a Programme Development Management Team is currently in development who will have strategic responsibilities for Programme Development which will be delivered by QA.
- GRETB continue to expand its programme offering and Differential Validation activity in 2025 have included the following programme approvals.
 - ✓ PG26402 Level 5 Specific Purpose Certificate in Dementia Care and Support
 - ✓ PG26583 Level 6 Specific Purpose Certificate in Sustainability Leadership

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| | <ul style="list-style-type: none"> ✓ PG26598 Level 4 Specific Purpose Certificate in Introduction to Artificial Intelligence ✓ PG26648 - Level 5 Specific Purpose Certificate in Enhancing Productivity with AI - November PAEC. ✓ PG26649 - Level 6 Specific Purpose Certificate in Corporate Sustainability Reporting • New programme development is ongoing, in collaboration with SOLAS and includes the programme Sustainable Finance for Business. • GRETB are also planning collaborations within the sector to revalidate the ELC and Agriculture programmes (Certificate in Agriculture 5M20454, Advanced Certificate in Agriculture 6M20486 and Certificate in Farming 6S20487) • The latter Agricultural programmes will require collaboration on the development of Broad and Defined awards standards by the three ETB's, in conjunction with QQI. |
| <p>Click here to enter text.</p> | |
| <p>Commentary and Reflections Click here to enter text.</p> <p>GRETB continue to collaborate with other awarding bodies and sectorally in the delivery and development of programmes. Examples of this include Tertiary Degrees/Apprenticeships/FDQ/Lantra. The Hairdressing Apprenticeship in collaboration with LCETB is on offer in two GRETB centres. GRETB is also collaborating with Kerry ETB on the Commis Chef apprenticeship. GRETB will continue to work with other ETB's, QQI, and other stakeholders to offer programmes of mutual interest.</p> | |

Link to Published Policies and Procedures

Click here to enter text.

<https://gretb.ie/further-education-training/quality-assurance/>

<https://gretb.ie/document-category/policy-documents/>

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)

Update - Note progress/changes made to P&P, timeline

GRETB has stated its commitment “to ensure that a Recognition of Prior Learning Service is available to learners” and to the development of a Recognition of Prior Learning Policy (SER, 46). The review team recommends that the ETB continue with the development of this service to allow for its early introduction across centres.

GRETB continue to be committed to ensure that a Recognition of Prior Learning Service is available to applicant subject to available resources.

- GRETB adopted and published the Recognition of Prior Learning Policy in August 2025.
- GRETB have held a number of RPL Information Sessions to Management and all staff to develop organisational awareness and understanding of RPL and all its core processes, stages and procedures.
- GRETB have sought expression of interest from staff to take on the RPL roles of Mentors and Assessors and designed training for these roles and an RPL pilot project.
- The main goals of the RPL Mentor and Assessor Training and Pilot Project was to build the capacity of staff to take on the roles and to develop a range of RPL resources and templates needed to manage RPL applications and material to support the RPL Applicants.
- Staff are on the ETBI RPL Network and engage with RPL practitioners in FE and HE through the RPL practitioner Network

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| | <ul style="list-style-type: none"> • GRETB RPL Policy will be reviewed two years following policy publication, or earlier if deemed necessary following QQI ATP White Paper and subsequent ATP Policy. |
| <p>The review team recommends that the ETB work in conjunction with SOLAS and other bodies to develop a system of tracking graduates, to explore use of IT in graduate tracking and in line with European examples.</p> | <p>PLSS is currently the system utilised. GRETB will liaise with SOLAS regarding graduate tracking and any national developments identified in best practice for tracking graduates using CSO Data.</p> <p>Some Centres complete graduate tracking through surveys administered at various intervals after graduation, by reviewing LinkedIn alumni data for PLC learners, and through follow-up phone calls with former Youthreach learners via Youth Advocates.</p> |
| <p>Commentary and Reflections Click here to enter text.</p> | <p>Please see case study section, Case Study 5</p> |
| <p>Link to Published Policies and Procedures Click here to enter text.</p> <p>https://gretb.ie/further-education-training/quality-assurance/</p> <p>Microsoft Word - GRETB RPL Policy August 25</p> <p>https://gretb.ie/document-category/policy-documents/</p> | |

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline

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| <p>The review team recommends that the ETB review the changes to the IV and EA processes that have been implemented as a result of Covid-19 with a view to making them standard thus reducing the paper-heavy trail and making the IV process more streamlined and time efficient. The ETB should also continue to recruit EAs to ensure subject matter experts are available across all centres and programmes.</p> | <ul style="list-style-type: none">• The Risk Analysis Database is now fully implemented and has resulted in a more efficient RAP Cycle for all FET provision.• The effectiveness of both the Risk Analysis Database and the RAP cycle continues to be monitored and refined where necessary. QA meet regularly with the PLC colleges and other centres to ensure the provision of an efficient monitoring and authentication process.• Consultations with all centres were conducted in 2025 by region to ensure timely feedback on all matters QA. |
| <p>Click here to enter text.</p> | |
| <p>Commentary and Reflections Click here to enter text.</p> <p>Membership of the ETBI QA EA working Group remains active and the EA Directory is used to source EA's. QA will continue to consult with all centres regularly to ensure effective monitoring and efficient implementation of the authentication processes.</p> | |

Link to Published Policies and Procedures

Click here to enter text.

<https://gretb.ie/further-education-training/quality-assurance/>

<https://gretb.ie/document-category/policy-documents/>

1.08 Information and Data Management

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline

The basic foundation of information and data management in GRETB is adequately organised and in compliance with GDPR. The review team recommends that GRETB continue to address the issue of staff shortages in the IT department. All data management systems should be checked to ensure they meet GDPR guidelines, including Multi-Factor Authentication, where required.

FET Learner Account MFA was not reviewed or applied in 2025. This has now been prioritised for 2026, and a sample will be tested in the current academic year with greater numbers being applied for the new academic year – subject to testing, comms and learner feedback.

Locations earmarked for testing are Galway Technical Institute, Galway Community College and GRETB Training Centre.

Click here to enter text.

Commentary and Reflections

Click here to enter text.

We have an ambitious roadmap for IT for 2026 and beyond however, staff resourcing continues to be an issue for us, and this will impact on our ability to deliver improved services. Since Summer of 2025, we have advertised the IT Support Team Lead vacancy three times. We have interviews scheduled. This is a key role required to ensure system availability and allow others to focus on planning and delivery of improved services. Emerging Technologies and increased audit and monitoring requirements are also proving a challenge in IT.

Link to Published Policies and Procedures

Click here to enter text.

<https://gretb.ie/further-education-training/quality-assurance/>

<https://gretb.ie/document-category/policy-documents/>

1.09 Public Information and Communication

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline

The review team recommends that GRETB further examine the issue of communications to ensure that members of the public and prospective learners are aware of the extent of the services it offers. It is recommended that GRETB continue with the work already underway to develop a shared sectoral identity and

In Q3 2025, the Communications Team transitioned from the FET Directorate to Corporate Services Directorate to strengthen organisation-wide strategic alignment. Reporting now to the Head of Corporate Services and the Director of OSD ensures closer collaboration with the services delivered and managed by Head Office. This revised structure enhances the team’s ability to support all directorates, contribute to strategic organisational priorities, and access key corporate functions and leadership as GRETB continues to evolve.

communication strategy as outlined in the SER (p 57).

- In 2025, five half-day in-person communications training sessions were delivered across five regions in Galway and Roscommon for FET staff, complemented by a refresher online session delivered with PL&D in November. Communications assets continue to be updated and maintained in a dedicated staff hub to support consistency and quality.
- Development of a GRETB Communications Strategy is ongoing, with audit meetings scheduled alongside all Directors and the CE in February 2026.
- Communications activity continues across digital and traditional channels to highlight the breadth of GRETB services. In Q2 of 2025 the team played a key role in promoting FET, including support for the FET Traineeship feature broadcast on RTÉ's 'Nationwide'. The team also served as a communications lead for the TG4 documentary Eachtraí Foghlama le Kayleigh Trappe, which featured two GRETB learners, showcasing diverse learning journeys through the Irish language. A separate strand of work involved expanding GRETB's professional videography asset bank to strengthen long-term promotional output.
- The Communications Team continues to strengthen GRETB's visibility at key events through consistent, professional branding and clear messaging. Collaborating closely with internal and external stakeholders, the team coordinates major engagements including Erasmus Week, the ETBI Youth Conference, and the launch of the first Tertiary Programme in Roscommon, during 2025. Planning is also underway for significant events in Q1 2026, including the Bursary Launch

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| | <p>in partnership with the Ballymore Group and GRETB Open Day – FET. ensuring all activities remain aligned with organisational priorities and public engagement objectives.</p> |
| <p>Click here to enter text.</p> | |
| <p>Commentary and Reflections Click here to enter text.</p> <p>As GRETB advances its strategic priorities, 2025 marks a period of consolidation and growth for the Communications function. The transition to the Corporate Services Directorate will create a stronger foundation for organisation-wide communication, enabling clearer structures, improved collaboration, and more consistent messaging. The team continues to embed new processes, develop strategic communications frameworks, and enhance support to directorates as GRETB prepares for the next phase of development. Through improved visibility, strengthened governance, and ongoing capacity building, communications will play an increasingly integral role in supporting staff, learners, and stakeholders across the organisation.</p> | |
| <p>Link to Published Policies and Procedures Click here to enter text.</p> <p>https://gretb.ie/further-education-training/quality-assurance/</p> <p>https://gretb.ie/document-category/policy-documents/</p> | |

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)

Update - Note progress/changes made to P&P, timeline

The review team recommends that GRETB continue to develop and implement a consistent approach to blended learning and delivery which would be available to learners across all centre locations. It is recommended that the momentum and the effective internal practice that was begun as a response to Covid-19 be continued and that GRETB liaise with other ETBs to address regulatory and other issues which might arise.

- QQI Blended Learning Application completed and submitted (Dec 2025)
- Digital Steering Group SOLAS ongoing.
- Digital Learning Coordinators (TEL Coordinators) group ongoing, looking at digital standards in FET.
- UDL working groups ongoing.
- Brickfield accessibility plug in secured for Moodle.
- Brickfield academy accessibility training available for all staff.
- Conversational learning ongoing. Apprenticeship instructors supported to create bespoke content for app.
- “Jump Start” Youth Advocacy, self-directed online course pilot complete and ready for roll out 2026.
- Moodle training ongoing focus on inclusive design.
- Continued support for Moodle Hair App.
- TEL training ongoing with close support for GRETB centres.

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| | <ul style="list-style-type: none"> • TEL Hub project completed. |
| Click here to enter text. | |
| Commentary and Reflections Click here to enter text. | |
| Please see case study section, Case Study 7 | |
| Link to Published Policies and Procedures https://gretb.ie/further-education-training/quality-assurance/ https://gretb.ie/document-category/policy-documents/ | |

2.02 Assessment of Learners

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline

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| N/A | |
| Click here to enter text. | |
| Commentary and Reflections Click here to enter text. | |

All policy and procedures related to the Fair & Consistent Assessment of Learners have been revised and updated. These are currently awaiting Irish translation and publication on the external website.

Link to Published Policies and Procedures

<https://gretb.ie/further-education-training/quality-assurance/>

[Fair-Consistent-Assessment-of-Learners-Policy.-Final-2024.pdf](#)

<https://gretb.ie/document-category/policy-documents/>

2.03 Supports for Learners

Recommendation (as recorded in the review report)

Update - Note progress/changes made to P&P, timeline

The review team observed very good practice at the majority of centre locations and recommends that GRETB streamline methods to take this best practice and implement it at smaller and rural locations.

The identification of areas for continuous improvement is ongoing and some exemplars of actions undertaken/underway are outlined below:

- Feedback from Learner Voice suggests quality teaching and learning and a positive learning experience.
- The development of Communities of Practice continues.
- The TEL HUB is completed.
- RPL is established and operational.
- The revision and amendments of Policy & Procedures has occurred.
- A QA Handbook has been developed.
- A TEL Handbook has been developed.

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| | <ul style="list-style-type: none"> • An Educator Handbook has been revised and updated. • A Blended Learning Application has been prepared and submitted. |
| Click here to enter text. | |
| <p>Commentary and Reflections Click here to enter text.</p> <p>Please see the Case Study section for further exemplars of continuous improvements.</p> | |
| <p>Link to Published Policies and Procedures</p> <p>https://gretb.ie/further-education-training/quality-assurance/</p> <p>https://gretb.ie/document-category/policy-documents/</p> | |

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)

Update - Note progress/changes made to P&P, timeline

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| <p>The review team emphasises the necessity of using KPIs to review, monitor and evaluate the quality of the educational process. Consequently, the review team recommends the development and maintenance of a system of metrics based on KPIs to measure and analyse the progression of the training and education provided. In this way, achievements can be recognised, and any shortcomings addressed.</p> | <p>GRETB remain committed to developing a FET Monitoring and Evaluation policy. A Working Group will be established to develop a FET Monitoring and Evaluation Policy to further develop monitoring and evaluation practices with a strategic approach ensuring consistency across services.</p> <p>The utilisation of Tableau to analyse data has increased the capacity within GRETB to use data and data analytic software to monitor key indicators of progress and support the future development of GRETB.</p> <ul style="list-style-type: none"> • Certification benchmarking analysis from QQI is ongoing • Data analysis is used in QA Steering and Quality Council reporting structures • PLSS data analysis is conducted and presented at monthly Programme Board meetings |
| <p>Click here to enter text.</p> | |
| <p>Commentary and Reflections Click here to enter text.</p> <p>A working Group is planned to develop a FET Monitoring and Evaluation Policy.</p> | |

Link to Published Policies and Procedures

Click here to enter text.

<https://gretb.ie/further-education-training/quality-assurance/>

<https://gretb.ie/document-category/policy-documents/>

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline

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| <p>The review team recommends that GRETB continue to focus on the needs of external stakeholders and employers. This would involve linking “graduate tracking” to the programme monitoring and review process to check if the educational needs of the learners have been sufficiently met as they enter employment or continued education and to ascertain why some of them might drop out of programmes completely.</p> | <p>GRETB continues to liaise with SOLAS and ETBI. GRETB will liaise with SOLAS regarding graduate tracking and any national developments identified in best practice for tracking graduates using CSO Data.</p> |
| <p>Click here to enter text.</p> | <ul style="list-style-type: none">• Within some centres, midterm evaluation reports, end of course evaluations and learner feedback is captured in addition to feedback forms. |

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| | <ul style="list-style-type: none"> Formal Systematic Programme Monitoring and Review of courses will be implemented subject to staff resources being in place. |
| <p>Commentary and Reflections Click here to enter text. Ongoing evaluation occurs internally in the form of midterm reports, end of course evaluations. Additional feedback mechanisms include feedback from Guidance and Learner Support. GRETB engages with QNet and QQI in a sectoral approach to programme review</p> | |
| <p>Link to Published Policies and Procedures Click here to enter text.</p> <p>https://gretb.ie/further-education-training/quality-assurance/</p> <p>https://gretb.ie/document-category/policy-documents/</p> | |

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report) Update - Note progress/changes made to P&P, timeline.

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| <p>The review team recommends that GRETB further develop its procedures for engaging in external stakeholder relationships.</p> | <ul style="list-style-type: none"> 2025 has resulted in numerous relationships built with Employers from various sectors across the region. The sectors include Agriculture, Aquaculture, Hospitality, Healthcare, Manufacturing (Medical devices, Pharma, Engineering, Composite Structures). The ongoing relationships has resulted in repeat business for additional training provision. Due to our active engagement with Regional Skills West, and attendance at various events, Employers have been contacting us via WRS with regard to their training needs. |
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- Marketing/Advertising our offerings better has also resulted in more engagement from Employers.
- In September, we presented our provision at a BPW (Business and Professional Women) Event where all Government supports and service organisations also presented. This was a very successful event and was attended by numerous SME's.
- In 2025 we partnered with ILM (Institute of Leadership and Management) in order to deliver short units of Leadership training to SME's under the SOLAS Enterprise Ireland/Leo Initiative This has created a wider reach to SME's.
- Over 500 Learners participated in GRETB's eCollege provision. This was due to a dedicated focus on the marketing, administration and monitoring of applicants for this provision.
- Sustainability training was also ramped up with numerous offerings of Level 4 and Level 5 training throughout the region for online applicants.
- Micro qualifications such as Supply chain/procurement was also offered to the Hospitality industry.
- A concerted effort was made to hire Adult Educators to reduce the use of Contractors and thus reduce costs. These recruitment campaigns provided greater visibility to the general public and Employers. In addition Employer Services hired a full time Tutor to deliver modules in Life Sciences and Sustainability with more offerings being developed.
- Technical Writing training was delivered in GRETB's new Innovation hub in Monksland, Athlone to members of the Pharma Industry with further plans to expand training provision onsite for this co-hort.
- Overall, Skills To Advance targets were exceeded for the first time ever.

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| Commentary and Reflections Click here to enter text. | |
| <p>The Enterprise Engagement division continues to grow in terms of training provision, stakeholder engagement and flexible delivery.</p> <p>The focus remains on delivering what the employer and employees require which is short bursts of training delivered in a blended format to address specific skills gaps arising in their organisations.</p> <p>Examples: ICT, Sustainability, Leadership and Technical Writing.</p> | |
| Link to Published Policies and Procedures | |
| https://gretb.ie/further-education-training/quality-assurance/ | |
| https://gretb.ie/document-category/policy-documents/ | |

4.0 Quality Developments and Enhancements

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

Guide:

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

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

| No. | QA Objectives | Update on Status | Link to updated/new Policy |
|-----|---|---|----------------------------|
| | These should relate to objectives not already discussed in the progress report. | Provide brief update on status, whether completed or in progress. | |
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5.0 Additional Themes and Case Studies (optional)

Guide:

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

Guideline for Case Study

QQI recommends that written case studies should:

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

Case Study Title 1: From Foundations to Third Level Postgraduate Study: Building a multidisciplinary Art & Design portfolio at Airlooney Education Centre

Introduction:

This case study outlines the progression of a learner at Airlooney Education Centre who completed VTOS and progressed to the QQI Level 5 traineeship programme in Art & Design (5M1985). The learner's goal was to develop a coherent body of work and the confidence needed to progress to Third Level. Over the course of the portfolio programme, they produced a substantial collection of 2D, 3D designs and presented this work publicly in the end of year student exhibition called 'Dimensions'. The exhibition at the Centre was opened by a Lecturer from the Creative Arts and Media Centre in ATU. The lecturer came to visit the class in advance of the exhibition and was very impressed with the quality of the work produced and the knowledge and visual language acquired by the learners.

The learner decided they had the skills and ability to progress to a Master's in Creative Practice in Atlantic Technological University. Their goal is to have a sustainable practice in a studio space producing work for public shows and exhibitions.

Their story showcases a pathway from the GRET Centre to a Masters Degree at Third Level. Their progression to post graduate level in ATU will allow them to follow that vision, work collaboratively with other artists and gain the knowledge and skills to establish himself as a contemporary Irish artist.

Description of issue:

The holistic approach and supports in the Centre allowed the learner to grow personally and educationally, empowering them to unlock their potential. The learner completed the VTOS and Digital Media course giving them the foundation he required.

Their creative work was fragmented across different skills areas and lacked a clear narrative suitable for higher education application. They also reported low confidence in discussing his practice, receiving critique, and presenting work professionally. To progress to a postgraduate pathway, they needed:

- structured development across core studio disciplines (drawing, painting, collage and sculpture)
- a refined portfolio demonstrating experimentation and resolved outcomes in multiple media
- support in articulating ideas through reflection, documentation and presentation
- experience of exhibiting work to a public audience

Action:

After completing the VTOS programme they had the strong foundation required to build their pathway. Their achievements reflected their dedication and resilience, as well as the supportive learning environment offered at the Centre. The Art & Design Portfolio course provided a supported studio programme that combined technical skill-building with iterative project work necessary for the progression to the Masters Degree in Fine Art in ATU.

At the GRETB Centre the learner completed Key modules included Drawing, Painting, Collage Techniques, Sculpture and Design Skills.

Teaching and learning approaches focused on:

- Foundation studies: observational drawing, tonal studies, colour mixing, and composition to strengthen visual literacy.
- Material exploration: guided workshops in collage processes (layering, transfer, mixed media) and sculptural methods (armature building, form construction, surface finishing).
- Digital integration: building on prior digital media learning, the learner documented processes, developed digital studies, and incorporated moving-image work as part of his portfolio.
- Critique and reflection: regular one-to-one tutorials and group critiques supported decision-making, helped the learner identify themes across his work, and improved his ability to speak about intention, context and outcomes.
- Portfolio consolidation: staff supported selection, sequencing and presentation—photographing 3D work, preparing digital files, and developing a consistent visual identity across the portfolio.
- Exhibition preparation: the learner planned and installed work for the end-of-year student exhibition, including testing display methods and considering audience experience.

A notable feature of the final body of work was a video component presented alongside 2D and 3D pieces. This moving-image element was designed to extend the themes of the collection and created an immersive experience for viewers, linking physical works with digital narrative and atmosphere. The standard of exhibition was over and above what would typically be presented at QQI level 5.

Key Outcomes/Impacts:

- The holistic approach and supports in the Centre allowed the learner to grow personally and educationally, empowering them to unlock their potential. The learner completed the VTOS and Digital Media course giving him the foundation they required.
- Portfolio achievement: The learner produced a substantial, well documented portfolio spanning 2D (drawing, painting and collage), 3D (sculpture and constructed forms) and digital work.
- Progression: Using this portfolio, they gained entry to the Master's in Creative Practice at ATU.
- Increased confidence: Through structured critique, tutorials and exhibition preparation, the learner developed confidence in presenting and discussing their work. The exhibition featured in the local and regional newspapers.
- Public validation: Feedback from the end of year student exhibition was particularly positive. Audience engagement with the integrated video element strengthened the learner's sense of professional identity and ambition.

- Transferable skills: The learner demonstrated improved planning, time management, documentation and digital presentation skills, supporting readiness for postgraduate study and independent practice.

Key Learnings:

- A clear progression pathway (from foundational skills to resolved outcomes) helps learners translate prior course experience into a coherent portfolio.
- Combining traditional studio practice with digital methods can increase engagement and enable ambitious presentation formats, such as immersive video elements.
- Regular formative critique, paired with reflective documentation, supports learners who lack confidence to take creative risks and articulate their intentions.
- Public exhibition is a powerful experience: it reinforces professional standards, gives learners authentic feedback, and can be a pivotal moment in building self-belief and confidence.
- Portfolio support must include presentation skills—selection, sequencing, photographing work, and preparing digital files, so that outcomes are legible to external audiences and admissions panels.

Case Study Title 2: The Learner Voice

Introduction:

The Learner Voice initiative began in Gort FET Centre in October 2025, we began by creating a forms survey asking learners for feedback on how they find the Centre, its facilities, staff, learner support etc. and we also asked for feedback on any issues they were having which affected their learning.

Description of issue:

Need to include the learner voice in order to meet the needs of the learners which in turn would increase learner participation and engagement in adult learning.

Action:

The Learner Voice initiative began in Gort FET Centre in October 2025, we began by creating a forms survey asking learners for feedback on how they find the Centre, its facilities, staff, learner support etc. and we also asked for feedback on any issues they were having which affected their learning. We then followed up with a Learner Voice facilitated session with GRETB QA staff in order to give learners an opportunity to voice their opinions. This was advertised to learners and generated a lot of interest and was carried out before Christmas. This session focused on what is working well, what could be improved and what GRETB actions can be carried out as a result.

Key Outcomes/Impacts:

The feedback on what is working well included: Staff are very supportive and help build confidence, good communication with staff. The warm building was also mentioned as a positive factor which made the learning environment a very comfortable space. As GRETB are currently investing in wrapping and insulating Gort FET Centre this reiterates how worthwhile these works are. The learner support fund, opportunities for growth and the training programmes available were also noted in the positive feedback.

The feedback on what could be improved included, more course options, online course options, more IT support and the cost of transport was a big issue for many learners.

Now we are in the process of looking at what we as a centre and what GRETB can do in response to the feedback.

Key Learnings:

The key learning is that we now see the significance of including the learner voice and as a result of this session Learner Voice facilitated session, some of these learners have shown an interest in joining the Learner Voice Forum with one learner interested in becoming more involved in joining a Learner Voice committee which would include learners from several GRETB centres across Galway and Roscommon.

Case Study Title 3: Admission Unit: Guidance and Information Moodle Course

Introduction:

This case study explores a proposed digital transformation within the Guidance and Information service, aimed at improving how resources and support are shared with clients. Currently, information is distributed primarily via email—a method that is time-consuming, repetitive, and offers limited insight into client engagement. To address these challenges, we are developing a dedicated Moodle page that will serve as a central, accessible platform for sharing guidance materials and delivering short, self-guided learning modules. This initiative seeks to streamline communication, enhance client autonomy, and ensure inclusive access to support, particularly for individuals with lower digital literacy.

Description of issue:

In our current practice, the Guidance and Information team primarily relies on email to share resources and support materials with clients. While this method is familiar and accessible, it presents several challenges: it is time-consuming, repetitive, and lacks mechanisms to track client engagement. We often cannot determine whether the information has been accessed or used unless the client returns for further support, making it difficult to assess the effectiveness of our communications.

Action:

To address these issues, we are proposing the development of a dedicated Moodle page. This platform will serve as a central hub for sharing information and resources in a more streamlined and scalable way. In addition to static content, we plan to design short, self-guided modules on key topics such as CV building, interview preparation, and job search strategies. This approach will empower clients to access and complete materials at their own pace, while also enabling us to monitor engagement and improve the relevance and impact of our support.

Key Outcomes/Impacts:

Improved Efficiency and Reduced Workload:

Staff will spend less time on repetitive email communications, allowing more time for direct client support and strategic work.

Enhanced Client Engagement:

Clients will have access to a structured, self-guided platform where they can engage with relevant content at their own pace, increasing the likelihood of meaningful interaction with resources.

Ability to Monitor and Measure Engagement:

Moodle's tracking features will allow us to monitor which resources are accessed, which modules are completed, and how clients interact with the content—providing valuable data to inform future improvements.

Increased Accessibility and Inclusion:

The platform will be designed to meet accessibility standards, ensuring that all clients—including those with low digital literacy or additional support needs—can use it confidently and independently.

Staff Upskilling and Digital Confidence:

Staff will gain new skills in digital content creation and platform management, contributing to professional development and confidence in using technology to support clients.

Scalable and Sustainable Resource Delivery:

Once developed, the Moodle platform can be easily updated and expanded, making it a sustainable solution for delivering guidance and information across a wide client base.

Improved Client Outcomes:

By providing accessible, high-quality resources and learning opportunities, we aim to support clients in achieving better outcomes in areas such as employment readiness, confidence, and self-efficacy.

Key Learnings:

N/A as the project is in planning stages currently

Case Study Title 4: Erasmus+ supporting staff professional development

Introduction:

Erasmus+ supporting staff professional development in Vocational Training and Education and Adult Education together with work placement opportunities for learners

GRETB has two accreditations for Erasmus+ (E+) in Vocational Training and Education (VET) and Schools. It has also undertaken a range of individual projects in the Adult Education funding stream. One of the key objectives of the E+ (VET) is to provide VET staff with the following opportunities for job shadowing, teaching assignments abroad and to attend training courses abroad. Learner objectives include providing GRETB VET learners with work placement opportunities and embedding internationalisation as a strategic priority in GRETB VET.

In 2025, there has been significant successful growth in GRETB VET funding allowing teachers and staff to undertake opportunities in Europe and beyond to add to their knowledge and skillset whilst networking with international colleagues to share and embed new practices across a range of areas. In addition, learners have benefited from undertaking E+ opportunities abroad which otherwise may not have been possible for some learners. For many learners, this is their first opportunity for travel abroad and has been a positive life changing experience for many increasing self-confidence and developing a range of life skills.

Description of issue:

Staff: Learning from international practice can be challenging in terms of opportunities and budgets. The scope available through E+ allows for a range of staff to undertake diverse opportunities in teaching and learning (Discipline specific, Wellbeing, Diversity & Inclusion, etc.) but furthermore in developing areas (College of the Future, AI, Blended Learning, etc.).

Learners: As highlighted by AONTAS report (2025), sourcing work placement for learners has been highlighted as a challenge for some learners. Through E+ funding, GRETB learners have undertaken a range of work placement opportunities in vocational areas across Europe.

Action:

- Erasmus+ department established to support E+ opportunities.
- E+ Week (October 2025) included a launch event where both a learner and staff panel shared their E+ experiences. This was shared across social media platforms. Furthermore, online events were held during the week in VET and Adult Ed where staff and learners shared their E+ experiences with a range of staff across GRETB.
- E+ Oversight Group (CE/Directors/Senior Management) established which oversees E+ operations ensuring the governance of EU funding is adhered to and allocation of funding is distributed in a fair and consistent manner.

-

Key Outcomes/Impacts:

Staff:

- Increased numbers of staff availing of E+ opportunities across a wide range of areas: AI, Wellbeing, Managing EU Projects, Blended Learning, Academic Integrity
- Sharing of knowledge and experience by staff during E+ showcase events (E+ Week, FET Management Days, etc)

Learners:

- Initial research in GRETB suggests that learners who engage in E+ results in increased attendance and furthermore course completion (GRETB Staff Focus Group, June 2025)
- Feedback from learners has been overwhelmingly positive with learners sharing insights into improved learning performance, increased self-empowerment and self-esteem, enhanced positive interactions with people from different backgrounds and more active participation in society (GRETB E+ Survey, June 2025).

Key Learnings:

- E+ has the significant potential for staff and learners with a wide range of outcomes which may not be possible through other methods.
- E+ requires investment in staffing to ensure compliance to EU funding grant requirements.
- Given ETB budget constraints, E+ is a valuable resource for staff professional learning and development.

Case Study Title 5: Developing GRETB's Capacity to manage Recognition of Prior Learning Applications.

Introduction:

- GRETB adopted and published the Recognition of Prior Learning Policy in August 2025.
- Work began on establishing the procedures and preparing the necessary resources, including staff capacity, to support implementation and enable GRETB to effectively manage RPL applications.

Description of issue:

- Several GRETB staff had completed RPL related professional learning and development, including the RPL Digital Badges; however, specific training was needed to prepare staff for RPL Mentor and Assessor roles and to ensure the organisation had the capacity to process RPL applications.-related professional learning and development, including the RPL Digital Badges; however, specific training was needed to prepare staff for RPL Mentor and Assessor roles and to ensure the organisation had the capacity to process RPL applications.
- Additionally, GRETB needed to develop the RPL resources, templates, supporting materials and the tools required for implementation and effective delivery of the RPL Policy.

Action:

- GRETB began by holding an RPL Information Session to develop organisational awareness and understanding of RPL and all its core processes, stages and procedures. The session also served as an opportunity to encourage expressions of interest from staff to train as RPL Mentors and Assessors and participate in a pilot project.
- Once the first cohort of staff for RPL Mentor and Assessor roles had expressed interest we designed an in-person training programme focusing on building their capacity and ensuring they had a thorough understanding of the RPL principles and processes including designing briefs and rubrics for assessment of RPL Portfolios of Evidence. This was to be achieved with an initial two day in person training, to be followed by a six-week pilot project and a final in person day for evaluation and review.
- At the end of the initial two days of training, staff were invited to express their interest in continuing as part of an RPL pilot project for the following six weeks. -days of training, staff were invited to express their interest in continuing as part of an RPL pilot project for the following six weeks.
- The pilot project involved staff taking on the various roles as RPL Applicants, Mentors, and Assessors to gain practical, hands-on experience of the full RPL process whilst working towards achieving a QQI Level 5 in Work Practice 5N143. This enabled them to compile a portfolio of evidence based on their own experience from the RPL applicant's perspective, while simultaneously developing the competencies required to be effective Mentors and Assessors for future RPL applicants.-on experience of the full RPL process whilst working towards achieving a QQI Level 5 in Work Practice 5N143. This enabled them to compile a portfolio of evidence based on their own experience from the RPL applicant's perspective, while simultaneously developing the competencies required to be effective Mentors and Assessors for future RPL applicants.

- Additionally, the pilot project participants were instrumental in the creation, development and review of the RPL resources, templates, supporting materials and the tools required to implement RPL in GRETB.
- Following the completion of the pilot project and the final feedback session, the insights gathered have informed refinements to the next iterations of the training of RPL Mentors and Assessors and the pilot project.
- Held further separate Management and Staff Information Sessions towards the end of year to continue to develop organisational awareness and understanding of RPL.
- Additionally sought further expressions of interest for two RPL Training Programme and Pilot Project for staff interested in RPL Mentor and Assessor roles starting in February 2026.

Key Outcomes/Impacts:

- The main goals of the RPL Mentor and Assessor Training and Pilot Project was to build the capacity of staff to take on the roles and to develop a range of RPL resources and templates needed to manage RPL applications and material to support the RPL Applicants.
- The anonymous feedback received below from participants highlights the value of engaging in all stages of the RPL process and the impact of the RPL Mentor and Assessor training and Pilot Project.

“Really insightful, interesting and essential for anyone looking to become involved in RPL Mentoring and Assessing”.

“Completing the RPL Pilot Project was very beneficial as it gave me a clear and realistic understanding of how the RPL process works from both the applicant and mentor perspectives. It helped me to recognise the level of evidence, reflection, organisation, and commitment required, and it has increased my confidence in supporting others through the RPL process in the future”

“The only negative was I had work to do! To put my portfolio together and submit it, that was a little scary as my colleagues were going to be looking at my work”.

“To go through the process has definitely helped me. I know that there are many ways to gather information, it is not all written. It was beneficial and I would recommend it to other GRETB staff”.

“Completing the RPL Mentor/Assessor Training and Pilot Project has given me a much clearer and more confident understanding of the RPL process, including the standards required and the level of commitment involved. I now feel well prepared to support others through the process and I am very much looking forward to beginning my work as a mentor”.

Key Learnings:

- As we move towards accepting and processing RPL Applications in GRETB we are now in a more robust position with a process, procedures, templates, supporting material and training programme for Mentor and Assessor roles.

- RPL Mentors and Assessors play a vital role in developing RPL within GRETB. Without these roles in place, RPL applications cannot be processed, as they are essential for guiding applicants, reviewing evidence, and ensuring fair and consistent assessment outcomes for RPL Applicants.

Case Study Title 6: Levelling the playing field with customised supports.

Introduction:

The team of Learner Support Advisors engage with multiple learners, each with a unique set of needs and challenges. This case study showcases an example of one learner's engagement with a Learner Support Advisor and outlines the various supports received to help improve their learning experience.

"I've loved art all my life and I'm not about to let my vision stop me" (Simon).

As a young blind person, Simon (whose name has been changed for the purpose of this case study) knew he would require certain support if he were to successfully return to education, particularly in his chosen field of art, design and ceramics. Simon had previously started a course elsewhere but left due to a lack of support available. As such, having adequate support for his condition was a key concern. He became aware of the courses available in the GRETB and the GRETB Learner Support and Inclusion Service through a weekly group he attends for disabled young people.

Description of issue:

Engagement with the Learner Support and Inclusion Service

To find out what type of supports could be provided, Simon met with the Learner Support Advisor very early on after starting his course. The Learner Support Advisor was able to organise a Personal Assistant (PA)/Sighted Guide for Simon. Simon required support with mobility but also support within the classroom. Although Simon is a cane user, the PA assists him in navigating and learning the layout of the building and can assist Simon to navigate around items such as chairs, desks or bags that might be in his way. The PA also offers assistance to Simon in the classroom. For example, Simon might need assistance to find certain colours or materials that he wants to use in his art, or he may need assistance with using sharp blades or needlepoint.

Simon travels to the GRETB centre by bus. He can quite confidently travel independently, however there is a busy road between the bus stop and the GRETB centre. The Learner Support Advisor arranged that the PA would meet Simon at the bus stop and accompany him across the road to the GRETB centre and then back to the bus stop at the end of the day.

In addition, the Learner Support Advisor got Braille signage produced and attached to the doors and on the maps in the GRETB centre. The Learner Support Advisor explained that although there is a big emphasis on having Irish signage alongside English signage, most centres don't have Braille signage or a Braille map available for visually impaired learners. Although not all visually impaired learners read Braille, the Learner Support Advisor thinks this would be an added help for some visually impaired learners, as it was for Simon. In fact, Simon expressed his gratitude, explaining how the Braille signage was *"so helpful"* and that *"it was so kind of her [the Learner Support Advisor]"*.

As Simon is a transgender man, the Learner Support Advisor also helped to ensure that all tutors referred to Simon with the correct pronouns and correct name. She also offered Simon an information leaflet and explained that she could help him access counselling hours through the GRETB if he felt that would

be beneficial. Simon said that initially he was apprehensive about how he would be received as a transgender man. However, he explained that *“I only really came out in the last couple of years, so the atmosphere was really welcoming. I didn’t think it was going to be, but people were so lovely about it”*.

Action:

The process

Since initial engagement about a year and a half ago, Simon has met with the Learner Support Advisor regularly. According to the Learner Support Advisor, she met with Simon about five times during this period. She explained that *“the meetings in themselves have so much value”*. The Learner Support Advisor takes a learner-led approach. Options can be put forward and explored to see what is possible, and what is the best solution to potential challenges. However, the learner is often best placed to decide what support would work best for them.

The Learner Support Advisor spoke about how Simon is now looking to the future. He has linked in with career guidance to look at possible progression routes. As a blind person, having support available as he progresses is an important factor. He is also looking at possible work experience placements and is linking in with a local organisation that offers internships/work placements for people with disabilities.

The Learner Support Advisor describes her work as:

“Non-judgmental”

“Unconditional positive regard

for the learner”

“Work together”

Key Outcomes/Impacts:

The impact

Since starting in the GRETB a year and a half ago, Simon has moved up a level in the area of Art, Craft and Design. The Learner Support Advisor acknowledged that this is *“a great sign that he's decided to continue on and ... move up the level”*. She has seen Simon build a strong relationship with his PA and he requested the same PA during his second year. Simon explained that his PA is *“so helpful and she is so friendly. It makes me look forward to going to class”*.

Simon noted that with the support he has received through the Learner Support and Inclusion Service, he has found his *“learning experience a lot more productive”*. He explained that at the beginning, before the PA was in place, he had to rely heavily on the teacher to help him. This was a very awkward situation for him and left him feeling as if he were a weight on the teacher and on the whole class. However, once his PA was in place and they got used to working together, Simon explained that he *“felt an awful lot more independent”*.

The Learner Support Advisor has seen Simon progress in his Art course within the GRETB but also noted the importance of being able to go to class and interact with others. She explained that *“social connection is so important”* and thinks that being able to offer Simon a PA to assist him during his time in the GRETB has had a very positive impact on him. Simon also acknowledged that the support he received has made him *“feel a lot more confident”*.

Key Learnings:

Simon noted the importance of having support available to those that need it, in order to level the playing field within the educational context.

*“I really do think that it doesn't matter if you're disabled,
you can pursue whatever you like as long as you get the right help”*. (Simon)

Simon hopes to go on to study counselling in the coming years.

Case Study Title 7: The TEL HUB

Introduction:

The GRETB Technology Enhanced Learning (TEL) Hub was developed as a dedicated staff digital space focused on building digital capability, experimentation, and creative practice in technology and learning. The TEL Hub was designed to provide GRETB educators, and GRETB support staff with access to specialist digital facilities, equipment, and guided training opportunities. Its purpose is to enable staff to engage meaningfully with digital technologies, build confidence through hands-on experience, and explore new ways of creating and working with digital media in a supportive setting.

Rather than expecting staff to independently navigate rapidly evolving technologies, the TEL Hub provides a shared space where digital skills can be developed collaboratively. It recognises that confidence, curiosity, and competence grow most effectively when staff are given time, space, and structured support to explore technologies in practice.

Description of issue:

Across GRETB, staff expressed a strong interest in developing their digital skills and engaging more confidently with technology. However, opportunities to do so were often constrained by limited access to appropriate spaces, equipment, and structured training. While many staff members were motivated to experiment with digital tools, this experimentation frequently took place in isolation, relying on personal devices or informal self-teaching.

Specialist technologies such as audio recording equipment, video production tools, and professional editing software were not easily accessible, creating barriers to meaningful exploration. In addition, staff had limited opportunities to collaborate with colleagues around digital creativity or to learn through shared experimentation. This resulted in uneven exposure to technologies, reduced confidence for some staff, and missed opportunities for innovation and peer learning.

Action:

To address these challenges, GRETB designed and established a Technology Enhanced Learning Hub as a **centralised staff training and digital exploration space**. The Hub was intentionally designed to be flexible, welcoming, and practical, encouraging staff to engage actively rather than passively with technology.

The Hub includes:

- A **flexible training space** for workshops, demonstrations, small-group activities, and peer learning
- A **podcast suite** supporting audio recording, storytelling, reflective practice, and collaborative projects
- A **green screen room** enabling staff to explore video creation, demonstrations, and visual media production
- A **webinar and editing suite** allowing staff to practise live delivery, recording, and post-production skills

Structured training sessions are offered within the Hub, alongside informal opportunities for experimentation and supported practice. Staff are encouraged to try new tools, make mistakes, ask questions, and learn alongside colleagues. The Hub is positioned as a low-risk environment where exploration is valued and where digital skills are developed through doing rather than observation alone.

Key Outcomes/Impacts:

The establishment of the TEL Hub has had a positive impact on staff engagement with digital technologies across GRET B. Staff report increased confidence in using equipment and software that they previously found inaccessible or intimidating. Access to dedicated spaces and specialist tools has reduced barriers to experimentation and encouraged staff to move beyond familiar or limited uses of technology.

The Hub has also created opportunities for collaboration, with staff working together on shared projects such as podcasts, video resources, and digital materials. This collaborative approach has supported peer learning and helped to normalise experimentation as part of professional practice. Importantly, the Hub has contributed to a growing culture of curiosity, reflection, and continuous professional learning.

Key Learnings/ Future Potential:

Looking ahead, the TEL Hub has strong potential to continue evolving as a centre for staff innovation, collaboration, and digital creativity within GRET B. As staff confidence grows, the Hub could support more ambitious collaborative projects, including staff-led podcasts, co-created digital resources, and cross-departmental initiatives. It also offers opportunities to trial emerging technologies, host specialist masterclasses, and develop communities of practice focused on digital capability and creative experimentation. With continued investment and organisational support, the TEL Hub can become a sustainable environment for ongoing professional growth and shared innovation.

6.0 Reporting Feedback Survey

(This section will not be published)

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