

# Interim Quality Report

Mayo, Sligo and Leitrim Education and Training Board

Date: Feb - 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 Mayo, Sligo and Leitrim ETB

It is to be submitted by 27/02/2026

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

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# GUIDELINES ON COMPLETING THE REPORT

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

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

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

- the key areas of focus prioritised for action and any specific changes arising as well as links to any associated outputs (e.g., procedures, reports etc.)
- reflections on the 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.

<p>The review team recommends that MSLETB use the experience gained through developing the SER to strengthen further its engagement with external stakeholders. This will further enhance its capacity to identify emerging needs and to develop services to address them</p>	<p>In line with Future FET: Transforming Learning MSLETB have created Mayo College of Further Education and Training which encompasses 3 locations of PLC provision across Mayo. This has continued with the creation of both Leitrim College of FET and Sligo College of FET in 2024. Leadership teams have been established at a county level to support the planning of provision, rollout of programmes and providing needed services across the region. Stakeholder engagement at a county level (College of FET level) and continuing to foster relationships is at the core of this strategy. Each of these Colleges of FET will be supported by the Central College of FET which includes functions such as QA, Learner Supports, Communications, Professional Learning and Development, FET Reporting and Technology Integration. These wraparound services will ensure consistency of services to all learners. In Q1 2026, MSLETB established the new Apprenticeship &amp; Enterprise Skills Unit to focus on upskilling individuals in employment, ensuring that training opportunities are accessible, practical, and aligned with workforce development objectives across the three counties. Establish the colleges as the provider of choice for</p>
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	<p>upskilling across the three regions, underpinned by strong employer engagement to support effective workforce development for both employers and employees. SEED is the tool used to track all contact with employers and employees in this new Unit.</p>
<p>Click here to enter text.</p>	<p>MSLETB-SOLAS next Strategic Performance Agreement is currently being devised, and this will be fed into by FET provision and will monitor MSLETB performance and provision.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

## 1.02 Structures & Terms of Reference for Governance of QA

**Recommendation** (as recorded in the review report)

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

The review team recommends that MSLETB complete development of the QA Manual including integrated QA policies and procedures across its services. This should become the primary resource for staff members on all QA requirements.	MSLETB in 2025 submitted our application for extension of scope of provision for Blended Learning
Click here to enter text.	MSLETB are part of a pilot programmes with 6 other ETBs to develop and implement Devolved Responsibility across the sector.
	In 2025, MSLETB FET QA Procedures were reviewed and updated in line with our Blended Learning Strategy and approved by the FET QC.
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to published policies and procedures</b> Click here to enter text.	

### 1.03 Documentation of QA

**Recommendation** (as recorded in the review report)

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

The review team recommends that the ETB continually reviews and develops its QA documentation systems to ensure that QA policies, procedures and associated materials are readily available and accessible to all staff requiring such information.	Staff QA Manual is available on MSLETB's website and printed versions are available in every centre
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Click here to enter text.	Teaching and Learning Framework development is ongoing.
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	

#### 1.04 Staff Recruitment, Management & Development

**Recommendation** (as recorded in the review report)

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

The review team recommends setting up additional Communities of Practice (COPs) to support staff and promote peer learning.	MSLETB's PL&D Coordinator actively engages with all staff to assess staff learning and promote peer to peer learning. PL&D monthly sessions take place with both internal and external speakers including recent talks on Programme Development, AI in Education, Professional Development Opportunities and Erasmus Opportunities. MSLETB are heavily involved in Erasmus+ initiatives to support staff development and encourage sharing of learning experiences not just nationally but internationally.
The review team recommends that MSLETB streamline its human resources approaches by defining the skills and knowledge required to realise its strategy and QA objectives and by establishing a training needs analysis system to	Ongoing – national agreements need to be developed.

<p>ensure that access to PD activities is based on identified needs and that PD can be linked with staff progression.</p>	
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

### 1.05 Programme Development, Approval & Submission

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

<p>The review team recommends development of a systematic programme review process incorporating scheduled review of existing programmes to ensure continued relevance.</p>	<p>Programmes are currently in a review cycle at a national level coordinated by ETBI. MSLETB developed programmes are tied into QQI's revalidation cycles. This is currently in flux due to development of new broad standards and the direction of development of DAS awards.</p>
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Click here to enter text.

MSLETB is committed to expanding the national apprenticeship provision as they recognise that it offers opportunities for apprentices to upskill and reskill in niche areas as well as developing talent pipelines within organisations. To explore opportunities to expand apprenticeship programmes, MSLETB will consider the industries that are in need of skilled workers, as well as the current workforce development initiatives and trends. Seeking input from current apprentices, employers, and stakeholders can provide valuable insight into where the skills gaps lie and how MSLETB can achieve their goal in line with the government action plan for apprenticeships.

In 2025 MSLETB validated

Level 6 Specific Purpose Certificate in Women Who Lead 6S23109

Level 6 Specific Purpose Certificate in Corporate Sustainability Reporting 6S22959

Level 6 Specific Purpose Certificate in Sustainability Leadership 6S22910

Level 6 Specific Purpose Certificate in On-road Driving Assessment 6S22876

Level 6 Specific Purpose Certificate in Crisis Communications in a Digital Age 6S22832

Level 5 Specific Purpose Certificate in Workplace Equity, Diversity and Inclusion 5S22830

And in Q1 2026 MSLETB had a validation panel for a new Level 6 Apprenticeship in Business and Operations (awaiting panel report). This apprenticeship is planned to be a cross border initiative where a Northern Irish Training Partner (Southwest College) will validate this and deliver it within their own region.

And is the education partner for 2 apprenticeships currently in development

	<p>Level 6 Apprenticeship in Immersive Technology</p> <p>Level 5 Apprenticeship in Meat Processing (Name TBC)</p> <p>MSLETB are also developing in partnership with the Construction Industry Federation, a Level 4 Skilled Operative Traineeship.</p> <p>MSLETB through SOLAS's Innovation through Collaboration Funding have developed two suites of Microcredentials in the area of Sustainable Agriculture and Data Analytics.</p> <p>Collaboration with industry leaders through a Consortium Steering Group (CSG) is essential for developing high-quality national apprenticeships that meet sector demands. Chaired by an industry representative, the CSG ensures that apprenticeship standards, curriculum design, and skills development align with real-world workforce needs.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

## 1.06 Access, Transfer and Progression

**Recommendation** (as recorded in the review report)

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

<p>The review team recommends that MSLETB develop a standard initial assessment system to identify learner needs and the supports required.</p>	<p>Learner needs are assessed by an individual basis through MSLETB's services to identify the needs and supports required. Assessments are completed to ensure the learner is placed on the programme that best suits their needs with adequate supports in place.</p>
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<p>This system could be developed and piloted in partnership with other providers.</p>	
<p>The review team recommends that MSLETB build on existing agreements with higher education providers and continue to develop clearer progression pathways. In doing so, the review team recommends that the ETB further develop its Transition Programme for learners exiting school and progressing to FET programmes</p>	<p>Tertiary Degrees ran in 2024/25 and are continuing with ATU, GRETB, DETB and MSLETB.</p>
<p>The review team recommends that MSLETB take an active role in developing systems for Recognition of Prior Learning in consultation with QQI and other certification bodies.</p>	<p>MSLETB continue to build and promote FET Pathways not only to HE but from Post Primary to FET. In addition, MSLETB have rolled out and are continuing to expand FET provision in the areas of Irish Language due to Public Sector Obligations and supporting the needs of learners with the geographic area.</p>
	<p>MSLETB has successfully piloted RPL in specific programmes and aim to roll this out across programmes but due to budget constraints this has not progressed further.</p>
<p><b>Commentary and Reflections</b>  <a href="#">Click here to enter text.</a></p>	
<p><b>Link to Published Policies and Procedures</b>  <a href="#">Click here to enter text.</a></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.

<p>The review team recommends that the work of integrating and harmonising assessment-related policies and procedures across its services and locations be completed and resulting policies and procedures included in the proposed Quality Manual.</p>	<p>As above QA Manual published and procedures developed or updated</p>
<p>The review team recommends sharing the insights and recommendations of EA reports across centres to enhance QA-related learning. This would enable heads of centres and teachers/tutors/instructors to benefit from the good practice and areas for improvement identified in other locations and contribute to harmonising practice.</p>	<p>Recommendations from EA reports are discussed and shared to enable improvements across all centres. RAP members as managers disseminate this information and learnings across services from this process. Evidence of these improvements are seen year on year via EA reports and RAP meetings.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

## 1.08 Information and Data Management

**Recommendation** (as recorded in the review report)

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

<p>The review team recommends the establishment of meaningful KPIs for all services and using the qualitative and quantitative data available to effectively measure and analyse performance</p>	<p>SOLAS and MSLETB through their Strategic Performance Agreement (new SPA to be published) set out targets in a number of areas that establish KPIs for MSLETB's FET provision. These targets are reviewed on an annual basis by MSLETB and SOLAS.</p>
<p>The review team recommends that MSLETB continue to review and update its management information systems to streamline data collection and processing across the organisation.</p>	<p>MSLETB QA and Programme Development have developed a KPI for Programme Development for 2025 and on an ongoing basis (dependent on staffing and budget) In 2025 the target for Programme Development was:</p> <p>Validate 1 post 2016 Apprenticeship in every 24-month period Revalidate or validate 1 full award or validate 3 microcredentials.</p> <p>In 2025 MSLETB validated 6 microcredentials and had the panel for a post 2016 apprenticeship in Q1 2026.</p> <p>Ongoing KPI is to:</p> <p>Validate 1 post 2016 Apprenticeship in every 24-month period Revalidate or validate 1 full award or validate 3 microcredentials.</p>
<p>The review team recommends that MSLETB develop an overarching policy and procedures on the collection and</p>	<p>Data collection and its use is governed by MSLETB's Data Processing Policy and this is outlined in MSLETB's QA Manual.</p>

use of data as part of a new, harmonised QA system and describe these in the Quality Manual.	
The review team recommends that MSLETB explore effective ways of using data to inform FET provision, monitoring and evaluation.	Ongoing
In conjunction with the Quality Manual, the review team recommends that the ETB develops and implements a set of indicators for each service to measure the effectiveness of these policies and procedures, in particular their impact on learner achievement and progression.	Ongoing
<p>Commentary and Reflections  <a href="#">Click here to enter text.</a></p>	
<p>Link to Published Policies and Procedures  <a href="#">Click here to enter text.</a></p>	

## 1.09 Public Information and Communication

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

The review team recommends that MSLETB carry out its intended review of all linked websites to consider their viability and redesign and	MSLETB are growing their communications team to support this work. In addition MSLETB have appointed a branding company to align MSLETB's brand with the three colleges.
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appoint a Communications Officer to streamline current communication activities.	
Click here to enter text.	Style guides will be released in line with the new brand
	Annual communications/event strategy developed each year with key focus areas.
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	

## 2.0 Teaching, Learning & Assessment

### 2.01 The Learning Environment

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

The review team recommends that MSLETB develop an integrated strategy and action plan for service delivery post-Covid. The strategy should define the future role centre-based, online and blended learning methodologies, taking account of learner needs and circumstances.	MSLETB submitted our Blending Learning application in Q3 2025.
Click here to enter text.	Click here to enter text.
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	

### 2.02 Assessment of Learners

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

The review team recommends that a structure be established to integrate assessment methods across	QA manual is now available on MSLETB's website and in every centre
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programmes and centres, to promote efficiency and uniformity across services. Assessment requirements should be incorporated into the proposed Quality Manual	
Click here to enter text.	The Colleges of FET as larger centres are creating cohesive assessment practices across locations are sharing best practice. The CoPs also aid in this on a subject matter level.
	MSLETB aim to create an TLA (Teaching, Learning and Assessment) Working Group in 2026 that will be a subgroup of the FET Quality Council (delayed from 2025 due to AI pilot in 2026)
Commentary and Reflections Click here to enter text.	
Link to Published Policies and Procedures Click here to enter text.	

## 2.03 Supports for Learners

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

The review team recommends development of a Learner Support Unit as a “one stop shop” for learners requiring assistance, based on UDL principles. Such a unit would	Each of these Colleges of FET is supported by the Central College of FET which includes functions such as QA, Learner Supports, Communications, PL & D, FET
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contribute to integrating and streamlining the inputs of existing support services	Reporting and Digital Learning. These wraparound services will ensure consistency of services to all learners.
Click here to enter text.	Review of current MSLETB QA Policies for move to Plain English language supporting documents for Learners. Standard across all centres to add to their localised Learner Handbook. This is an ongoing initiative
	Due to budget constraints, Digital Learning Hubs and other initiatives are currently on hold.
	Following the successful participation of MSLETB learners at the AONTAS learner voice event in Feb 2025, there is a repeat of the event in Feb 2026.
	<p>MSLETB ESOL standardised assessment for QQI Levels 1- 5 agreed in June 2024</p> <p>The Cambridge Placement Tests are a language assessment tool designed to evaluate English language proficiency. They place the learner on the Common European Framework of Reference for Languages (CEFR) ranging from beginners (A1) to advanced (C2).</p> <p>The test is suitable for apprenticeships, PLCs and tertiary courses that lead to university qualifications and require a B1 or B2 minimum standard of English.</p> <p>The test is mobile and can be conducted at any centre within MSLETB.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	

**Link to Published Policies and Procedures**  
Click here to enter text.

## 3.0 Self-Evaluation, Monitoring & Review

### 3.01 Self-Evaluation Monitoring & Review

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

<p>The review team recommends that MSLETB continues to develop its monitoring and review processes, in the context of its strategic plans and goals.</p>	<p>Development of a Monitoring and Review Process this has been reprioritised due to the foreseen programme development demands in 2026-2030.</p>
<p>Click here to enter text.</p>	<p>Pilot centre-based evaluation process in selected centres. This is an ongoing project which has been delayed due to industrial relation concerns.</p>
	<p>During the RAP process – centres are asked to complete an online form where they can outline any improvement areas outlined by the EA process and this would become part of a centre-based improvement plan and possibly feed into a provider level initiative.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

### 3.02 Programme Monitoring & Review

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

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

<p>The review team recommends that MSLETB develop meaningful KPIs in consultation with second providers and use these as the basis for future monitoring and review of service provision by these providers.</p>	<p>The National Contracted Training framework is procured in consultation between ETBI and the OGP and service level agreements form part of any contracts.</p>
<p>The review team recommends that MSLETB strengthen its engagement with employers by formalising its existing engagement activities carried out by its Employer Engagement Team. The proposed CRM system being developed under the SEED project is likely to facilitate this process in the future</p>	<p><b>The new Apprenticeship &amp; Enterprise Skills Unit has been established to focus on upskilling individuals in employment, ensuring that training opportunities are accessible, practical, and aligned with workforce development objectives across the three counties. Establish the colleges as the provider of choice for upskilling across the three regions, underpinned by strong employer engagement to support effective workforce development for both employers and employees. SEED is the tool used to track all contact with employers and employees in this new Unit.</b></p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

## 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 <small>These should relate to objectives not already discussed in the progress report.</small>	Update on Status <small>Provide brief update on status, whether completed or in progress.</small>	Link to updated/new Policy
1	Click here to enter text.	Click here to enter text.	Click here to enter text.
2	Click here to enter text.	Click here to enter text.	Click here to enter text.
3	Click here to enter text.	Click here to enter text.	Click here to enter text.
4	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click or tap here to enter text.	Click here to enter text.	Click here to enter text.

## 5.0 Additional Themes and Case Studies (optional)

### Guide:

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

### Guideline for Case Study

QQI recommends that written case studies should:

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

## Case Study Title: Erasmus+ across MSLETB FET services

### Introduction

MSLETB's Erasmus+ mobility programme serves as a strategic vehicle for organizational growth, aligned with the board's accreditation objectives. By facilitating international exchange, the program aims to foster a culture of continuous improvement, excellence, and internationalization across all levels of further education and training.

### Description of issue

To remain competitive and effective, MSLETB identified the need to:

- Bridge the Skills Gap: Address the evolving requirements for digital literacy and AI integration in education.
- Benchmark Standards: Move beyond local frameworks to align with European best practices in pedagogy and governance.
- Enhance Vocational Appeal: Provide apprentices and staff with global perspectives to improve institutional effectiveness and learner engagement.

### Action

MSLETB implemented a comprehensive suite of mobilities across diverse European partner countries, including France, Germany, Spain, Italy, and Estonia. Key actions included:

- Staff Development: Enrolling over 100 staff members in structured courses, job shadowing, and group mobilities focused on innovative pedagogy and digital capacity building.
- Technical Training: Integrating AI-supported solutions and blended learning models into administrative and teaching workflows.
- Apprentice Exchanges: Hosting stonemason apprentices from Toulouse for heritage projects in Mayo.

- Facilitating long-term ErasmusPro placements for electrical apprentices from Aruba in Carrick-on-Shannon.
- Supporting craft butchery apprentices in high-level international skills competitions.

### **Key Outcomes/Impacts**

The program has delivered measurable value across the organization:

- Institutional Innovation: Direct integration of AI and digital tools has enhanced learner engagement and administrative efficiency.
- Elevated Quality Assurance: Exposure to international governance models has led to more consistent, evidence-based quality improvement and leadership practices.
- Vocational Excellence: The success of apprentices in international competitions has showcased the high standard of MSLETB's provision on a global stage.
- Strengthened Partnerships: New industrial and educational links have been forged, particularly through heritage construction and industrial placements like Masonite.

Significant emphasis has been placed on strengthening digital literacy and building staff capacity in the use of digital technologies and artificial intelligence to support teaching, learning, assessment, and administration. Participants have gained practical insights into the integration of digital tools, blended learning models, and AI-supported solutions, enabling them to bring back transferable skills and new methodologies that enhance learner engagement and institutional effectiveness.

### **Key Learnings**

- Transferability is Key: The most successful mobilities are those where staff return with specific, transferable skills (such as AI methodologies) that can be immediately applied to Irish classrooms.

- Value of Cross-Cultural Technical Skills: Hosting international apprentices (like the stonemasons) provides local projects with unique perspectives while validating MSLETB's own training standards.
- Strategic Alignment: Erasmus+ is most effective when it is not treated as an isolated "trip," but as a targeted tool to meet specific organizational KPIs and leadership development goals.

## 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](#).