



Template
Inaugural Review Action Plan
Cavan and Monaghan Education and Training Board
July 2022



Three months after the publication of the **Review Report**, the ETB is required to submit to QQI its **Action Plan**, outlining how it plans to address the recommendations of the **Review Report** and identifying any specific actions to be undertaken. This template has been developed to assist ETBs in meeting this reporting requirement.

Part 1: Dissemination of Review Report Findings

An outline of how the review findings and recommendations have been disseminated and discussed throughout the ETB's governance and wider organisational structures and networks:

CMETB will, in the first instance, disseminate the commendations and recommendations of the review via the following communications plan:

- Update provided at CMETB FET Meet on the inaugural review and publication of final report, with particular reference to the commendations and recommendations received – **Tuesday 31st May 2022**
- Commendations and Recommendations from final report featured in article in ConexUs! CMETB's quarterly QA newsletter – **June 2022**
- Press release and link to final report posted to CMETB Website – **July 2022**
- Details, including, link to press release and final report posted to CMETB social media channels – **July 2022**
- Email with details of final report and development of action plan and links to plan emailed to all FET Staff – **July 2022**

In terms of formulating this Action Plan, the FET Management and Quality Council has discussed and informed CMETB's official response to the recommendations of the review panel. Additional operational support is provided through the FET Management and Operations Committee. These, along with the agreed action plan, will be discussed and reviewed, on an ongoing basis, by the FET Management and Quality Council, as well as the Quality Assurance and Programme Planning, Development and Implementation Working Groups. The Quality Assurance and Enhancement service (QAES) will also be involved in informing and monitoring the agreed actions in response to the panel's recommendations.

Part 2: Planned Actions to Address Review Report Findings

	Recommendation¹	Commentary²	Planned Actions³	Planned Completion Date⁴
1	The review team recommends that there be consistency when reporting findings in quantitative and qualitative terms. Dissenting voices can potentially reveal perspectives not widely experienced or shared by the majority. Such perspectives could enrich the processes and efforts in the true spirit of equality and inclusion.	CMETB is committed to open and transparent reporting. Every effort is made to facilitate quantitative and qualitative feedback that is inclusive and respectful of all opinions.	Annual Learner Voice Survey, including a revised edition for unaccredited and for Level 1-3 learners.	Q4, 2022 and annually
Annual Staff Survey			Q3, 2022 and annually	
Programme Evaluations			Q3, 2022 and ongoing	
Professional Learning and Development (PL&D) Evaluations			Q3, 2022 and ongoing	
Learner Advisory Network			Q1, 2023 and ongoing Quarterly	

¹ A number of recommendations may be combined where they are addressed by a common action.

² Provide an overview of the ETB's plans to address the recommendation.

³ Add or remove rows as appropriate.

⁴ This should be no later than 5 years following the publication of the review report.

	Recommendation ¹	Commentary ²	Planned Actions ³	Planned Completion Date ⁴
			Learner Forum/Learner Connect Week FET Meet Review of External Authentication (EA) Reports	Annually May 2022 and annually Q3, 2022 and ongoing
2	<p>The review team recommends that CMETB continue in its efforts to work more cohesively by improving internal communications and developing and implementing its strategy in a more cohesive manner. Specifically, the review team recommends that CMETB develop a cohesive communications plan, for internal and external communications to inform and support future strategic planning and implementation. While the ETB centres and services are deeply embedded in the communities they serve, the review team recommends that CMETB take proactive steps to strengthen its profile.</p>	<p>CMETB views the development and launch of a shared CMETB QAES branding as key to sending the signal that Quality Assurance and Enhancement is a key driver of change and integral to these processes. This branding will apply to all collateral devised by the QAES, including Programme Descriptors, Policies and our quarterly QAES newsletter ConexUs!</p> <p>This will be further enhanced by the development of branding to support CMETB's strategic vision for the CMETB FET College of the Future.</p> <p>CMETB also supports the recommendation for a more integrated communications strategy supported by the rebranding of CMETB FET to strengthen its profile across all stakeholder groups.</p>	<p>QAES branding development</p> <p>QAES branding launch</p> <p>Ongoing publication of ConexUs! Newsletters</p> <p>RFQ for FET rebranding</p> <p>Development of FET Communications Strategy</p> <p>Publication of FET Communications Strategy</p> <p>FET Breakfast Briefings</p>	<p>Q2, 2022</p> <p>Q3, 2022</p> <p>Quarterly</p> <p>Q3, 2022</p> <p>Q1 2023</p> <p>Q3 2023</p> <p>Q4, 2022 and quarterly</p>

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3	The team recommends that the analysis of desired results and targets could be more strongly emphasised for benchmarking trends. This approach will support the monitoring of the achievement of objectives, allowing quick reactions where needed.	<p>CMETB is a data driven decision making organisation. Results from all of our data management systems are review every 6 to 12 weeks, depending on the dates of Governance Meetings and Working Groups. Reports are benchmarked against national trends as per the data provided by SOLAS, QQI and ESF and disseminated to all stakeholders.</p> <p>As part of the Self-Evaluation process CMETB identified a number of key enhancement categories which contain SMART Key Performance Indicators (KPIs). Coupled with the specific actions identified in the CMETB FET Strategy 2021 – 2024, these indicators will be monitored on an ongoing basis as part of the wider data management and review processes.</p>	QQI Compliance Audit & Benchmarking Internal audits – PLSS cross check with QQI reports PLSS Learner Dashboard Databytes dissemination/MIS Review PowerBI Learner Database reports ESF Audits	Two times per year Annually Ongoing Monthly, ongoing Annually in line with Learner survey As required by ESF
			Development of a tracking system to monitor the implementation of strategic actions and KPIs.	Q1, 2023
4	Whereas the review team acknowledges that CMETB realises the importance of working towards the development and	CMETB is focused on developing a central QA plan for the ETB as this is seen as a key element in supporting a CMETB standard of operation and delivery. The service level	Quality Improvement Plans	Q3, 2022 and every two years ongoing
			Standing agenda item on Quality Assurance Subgroup	6 times per year

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	implementation of a centre-level QA plan, the review team recommends that comprehensive support be given to the development and implementation of QA plans at centre-level, enhancing cross-centre co-operation and sharing best practice.	responsibilities will be cascaded to the services. It is envisaged that services will then present their individual plans for contributing back into the CMETB plan. These will be shared and monitored through the CMETB Governance processes – FET Management & Quality Council; QA Subgroup etc.	and FET Management & Quality Council	
			QA Centre Plan template to be developed	Q3, 2022
			QA Plans will be stored on the QAES SharePoint for ease of access	Q4, 2022 and every two years ongoing
			FET Breakfast Briefing dissemination	Quarterly
5	The review team recommends that CMETB should pay attention to achieving equality and consistency for all learners across all centres through examining how quality management procedures and documentation leads to comparable equality and consistency for learners. The review team finds, that although CMETB has built up a robust QA system with procedures, rules and regulations determining the management of quality, further attention is needed to ensure a unified approach across all centres.	CMETB is committed to providing a consistently high standard of provision that is enjoyed by all learners, regardless of the service they are registered with. A unified approach across centres will be achieved by benchmarking learner data at centre level housed on Power Bi and implemented through the Programme Development and Implementation (PDI) Sub-group and other relevant structures.	Learner Survey and Power BI Database	Q4, 2022
			Benchmarking Analysis	Q1, 2023
			Development of plan to address inconsistencies in learner experiences	Q2, 2023
			Learner Advisory Network	Q2, 2023
			Development of QA policies and procedures at CMETB level	Ongoing

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6	The review recommends that CMETB continue to engage in the national working group in support of an e-recruitment system to further standardise the recruitment process, enhance the candidate experience and improve efficiency in the time it takes to recruit.	CMETB is represented on the national working group tasked with the introduction of an e-recruitment system. This work is progressing and CMETB will roll out the system when it is developed. It is likely that there will be a pilot roll out and CMETB expects to be involved in this.	<p>e-recruitment system development and piloting</p> <p>Final roll out of e-recruitment system</p>	<p>2023</p> <p>2024</p>
7	<p>The review team recommends that CMETB create the opportunity to address the challenges faced in the areas outlined in the SER in its 'People Strategy' with additional focus on the following areas:</p> <ul style="list-style-type: none"> - As part of a branding/re-branding strategy, CMETB should focus on making CMETB an employer of choice in the region and should develop a social media strategy to reach out to potential candidates. - CMETB management should continue to support collaboration and employee engagement through CMETB wide initiatives e.g. the promotion of mental health & wellbeing initiatives and flexible working patterns for learners. 	<p>CMETB's Human Resources (HR) Department is committed to engaging exceptional talent to realise its strategic vision. It will develop a People First Strategy to support the FET College of the Future which will look at:</p> <ol style="list-style-type: none"> 1. Ways to make CMETB an employer of choice 2. Promotion of health and wellbeing at work 3. Hybrid working policy 4. Suitable induction 5. Relevant training <p>to support this vision.</p>	Develop and implement a corporate Strategy for the positioning and promotion of CMETB as an employer of choice	Q4, 2023
			Investigate suitable employer accreditations – Great places to Work, Excellence through People etc.	Q4, 2022
			Seek relevant accreditations	2023/24 and ongoing
			Ongoing communication with staff to promote Health & Wellbeing through – Spectrum Life, DCM Wellbeing Hub	Ongoing
			Wellbeing element to be included in PL&D programme	Ongoing as part of PL&D planning process



	Recommendation ¹	Commentary ²	Planned Actions ³	Planned Completion Date ⁴
	<ul style="list-style-type: none"> - The QA induction training and CMETB-wide induction training programme should be integrated to enhance awareness around the impact of QA and the importance of a quality culture. - CMETB should identify appropriate accreditations for staff to achieve which would strengthen and improve the existing HR policies and procedures and promote external validation of CMETB as professionally valuable e.g. Great Place to Work, Keep Well Award, Investors in Diversity Award. 		<p>Wellbeing element included in annual FET Meet</p> <hr/> <p>Develop and implement a Hybrid working Policy</p> <p>Support Induction training with information on these initiatives</p> <p>Link in with PL&D co-ordinator and PL&D Working Group to ensure suitable levels and formats of supportive training</p> <p>Development of CMETB PL&D Strategy</p> <p>Development of annual PL&D Plan in consultation with PL&D Working Group and individual centres.</p> <p>Publication of PL&D Calendar</p>	<p>May 2002 and annually</p> <hr/> <p>Q3, 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Q4, 2022</p> <p>Q1, 2023 and annually</p> <p>January and September annually, commencing in September 2022</p>



	Recommendation ¹	Commentary²	Planned Actions³	Planned Completion Date⁴
8	The review team recommends that the PL&D Co-ordinator, operating in conjunction with HR, should complete a CMETB wide Training Needs Analysis and Training Plan which will support the FET College of the Future. The review team recommends that CMETB consider expanding PL&D opportunities to include such areas as mentoring, coaching and Learning Portals (LinkedIn Learning).	<p>CMETB as an education provider with high QA standards, is equally committed to ensuring that its staff are equally well catered for.</p> <p>In conjunction with HR, CMETB will review its provision through a suitable data gathering mechanic and expand its PL&D opportunities where necessary. This will be supported via the newly established PL&D Working Group which includes representatives from all FET Centres/ Services, as well as representation from HR. This group reports into the PDI sub-group.</p>	<p>CMETB Training Needs Analysis circulated and analysed</p> <p>PL&D Plan developed in conjunction with PL&D Working Group, which includes HR representation, and individual centres</p>	<p>Q2, 2022</p> <p>Q1, 2023 and annually</p>
			<p>Collaboration with SOLAS, ETBI and National PL&D Co-ordinators Network on the development of a PL&D Hub for ETBs.</p>	<p>Q3, 2022 and ongoing</p>
		<p>In addition, the annual FET Meet event will be used as a platform, through shorter interactions/inputs, to test interest in and the relevance of new and emerging areas of development/need e.g. coaching, environmental sustainability etc.</p>	<p>Taster workshops delivered at FET Meet</p>	<p>Q2, 2022 and annually</p>



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9	The review team recommends that CMETB develop specific Key Performance Indicators (KPI's) for tracking programme development as this does not seem to be included in the enhancement categories in the Conclusions Section of the SER. The team suggest these could be included as part of the QA SharePoint as this seems to be a powerful tool for accessing the most up-to-date and relevant information.	Now that CMETB has recently appointed a Programme Development Co-ordinator, CMETB can review and plan its approach to programme development in a more systematic way. These KPIs will be added as standing items for monitoring at our PDI Subgroup and PPC and PAC meetings.	Process Development Design	Q2, 2022
Programme Development KPIs agreed:			<ul style="list-style-type: none"> • 6 new or revalidated programmes – 2022 • 10 new or revalidated programmes – 2023 • 14 – new or revalidated programmes 2024 	<p>By Q4, 2022</p> <p>By Q4, 2023</p> <p>By Q4, 2024</p>
These will be integrated as part of the above targets				
19	The review team recommends that CMETB continue to work on a national level and international level in developing programmes in response to learner, employer and national needs.	CMETB works with a number of UK bodies to expand the programme offering in response to learner needs. These include City & Guilds, FDQ, Pearsons, BTEC.		

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22	<p>The review team recommends that CMETB explore nationally how to develop programmes to respond to emerging needs whilst being cognisant of the need to adhere to QA. The review team recommends that CMETB explore possibilities for co-projects with partners. There is evidence of other possibilities for co-projects with partners in the region.</p>	<p>CMETB works with ETBI, SOLAS and other stakeholders in order to develop programmes of mutual interest.</p> <p>A number of CMETB staff are currently involved with QQI in the development of Broad Standards at QQI Levels 1 – 4. Once finalised, this will pave the way from the development of new programmes at Levels 1 – 4.</p> <p>CMETB is also part of the QA Network Working Group looking at developing efficiencies and synergies between ETBs with respect to programme development.</p>	<p>Micro credentials in Business Innovation and Market development x 6</p> <p>Differential validation of KCETB’s Stand Up Paddleboarding and Lowland Leadership</p> <p>Environmental Sustainability Awareness at Level 4 and Environmental Sustainability for Workplace at Level 5</p> <p>Audio and Music Production at Level 6</p> <p>Target 6 new and revalidated programmes - Year 1</p> <p>Target 10 new and revalidated programmes - year 2</p> <p>Target 14 new and revalidated programmes - Year 3</p>	<p>Q2, 2022</p> <p>Q2, 2022</p> <p>Q3, 2022</p> <p>Q3, 2022 with delivery commencing in September 2023</p> <p>Q4, 2022</p> <p>Q4, 2023</p> <p>Q4, 2024</p>

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24	The review team recommends that the ETB develops a process which allows timely responses in programme provision to meet the needs of employers and the local community.	The ability to act quickly to emergent employer needs is seen as critical. Actions 9, 19, 22 and 23 will support this agenda.	Establishment of Business Engagement Working Group	Q3, 2022
10	<p>The review team recommends that the ETB monitor and review the ongoing programmes in light of being fit for purpose and meeting national and regional needs and consider gaps in provision.</p> <p>It is recommended that the ETB builds on the present momentum and works with other ETBs and QQI to further develop policy and programmes using a blended learning approach.</p> <p>The review team recommends that the ETB, in reviewing programmes and introducing new programmes should consider reducing the number of programmes and see if existing programmes can be updated.</p>	CMETB is focused on ensuring that programmes delivered are current and have the best possible currency with learners.	Programme Review in association with ETBs nationally	Q1, 2023
		Blended learning will form an important part of programme offering going forward subject to CMETB Governance Approvals.	Blended Learning Strategy Blended Learning Policy	Q2, 2022 Q4, 2022
		Ongoing review of CMETB programmes and delisting of programmes no longer in use, will be part of ongoing programmatic review processes.	Review of validated programmes and delisting as appropriate	Q4, 2022 and ongoing

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11	<p>The QA platform and database support the analysis of data, performance indicators and trends. The review team recommends that CMETB develop and implement a digital transformation strategy in tandem with work at a national level to further support information collection and dissemination across the whole of CMETB.</p> <p>The review team also recommends that opportunities need to be developed to allow greater access for centres and staff to relevant data and information across CMETB while also adhering to GDPR obligations.</p>	<p>IT and Organisational Support and Development together with the PLSS Working Group will undertake a review of data information sources with a view to integrating key processes and platforms into a CMETB Digital Transformation Strategy.</p> <p>CMETB has developed an ICT Action Plan and Working Group, which includes the Senior Management Team, ICT, Schools and TEL.</p> <p>Access to SharePoint is facilitated relevant to role and responsibilities in line with GDPR</p>	<p>Development of an ICT Strategy to be aligned to overall national ICT Strategy.</p> <p>Integration of data and FET systems into this strategy development.</p> <p>Expand current ICT working group to incorporate FET Data Officer and include focus on overall Digital Transformation</p>	<p>Q4 2023</p>
			<p>Continued promotion of SharePoint and support for staff to access this platform</p>	<p>Q2,2022 and ongoing</p>
12	<p>The review team recommends that the ETB consider its data protection risks and ensure it is compliant with DP and GDPR regulations.</p>	<p>Data Protection Officer in place</p> <p>FET Risk Register and individual service Risk Registers in place</p>	<p>Ongoing Risk Register Reviews as part of Governance processes</p>	<p>Quarterly</p>
13	<p>The review team recommends that CMETB develop policies and processes for RPL.</p>	<p>CMETB is committed to providing access for all to our provision and RPL process, both experiential and certified, will be an increasingly important mechanic in facilitating this vision.</p>	<p>Draft Discussion on RPL Unit</p> <p>Resourcing of Central RPL Hub</p>	<p>Q2, 2022</p> <p>Q4, 2022</p>

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18	<p>The review team also recommends that CMETB liaise with other ETBs and works to develop a tool to measure “distance travelled.”</p> <p>Whilst it’s not a requirement of community education, as its core objective is inclusion, the review team recommends that the ETB consider accreditation, or a distance travelled metric.</p>	<p>Distance travelled is an issue on the national agenda and CMETB will proactively engage with other ETBs, ETBI and SOLAS to develop useable and meaningful distance travelled measurement tools.</p> <p>CMETB accepts the value that would be gained from a distance travelled metric and is committed to researching best practice in this field.</p>	<p>Review and update of existing distance travelled discourse with ETBI and others</p> <p>Third Level best practice review</p> <p>CMETB ideation of distance travelled metric</p>	<p>Q4, 2022</p> <p>Q1, 2023</p> <p>Q2, 2023</p>
14	<p>The review team recommends that work placement practices should be further enhanced to improve consistent formative and summative assessment feedback to all learners.</p>	<p>CMETB as part of its Continuous Improvement Processes will review and where applicable improve its formative and summative assessment processes to maximise learner understanding and skills development</p>	<p>Number of centres to pilot Nurture feedback software</p> <p>Development of Marking Rubric and Feedback Guidelines to consider work placements.</p> <p>QA Working Group to review work placement specific guidelines</p>	<p>Q2, 2022</p> <p>Q3, 2022</p> <p>Q4, 2022</p>
15	<p>The review team recommends that CMETB engage with relevant parties to clarify issues raised and seek to streamline and accelerate procurements procedures.</p>	<p>CMETB already has robust processes around procurement. These will further be supported by the rollout of the P2P purchase to pay platform.</p>	<p>Rollout of P2P across CMETB</p>	<p>Q2, 2022</p>

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		CMETB Guidelines are circulated to staff.	Supporting Guidelines and FAQ documentation	Q2, 2022 and ongoing
16	<p>The review team recommends that CMETB increase efforts to ensure that all learners are aware of the supports available and can access them in a timely and straightforward manner. Efforts should also be made to ensure that learners involved in the training services are aware of the guidance service offered by the Adult Guidance Service (AGS). The review team also recommends that the ETB takes a proactive approach to raising the profile of CMETB among learners.</p>	<p>Clear communications with new branding which is learner focused. This will be tested as part of the development phase of the new CMETB FET College of the Future branding project.</p>	<p>Learner Support Officer to be appointed</p> <p>Development of Learner Support website and noticeboards/spaces in centres</p> <p>Learner Advisory Network</p> <p>Induction process to include information on learner supports available</p> <p>CMETB Communications Plan for raising the profile of supports available to learners</p>	<p>Q1, 2022</p> <p>Q3, 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Q3, 2023</p>
17	<p>The review recommends that CMETB address how programme delivery and outcomes are monitored across multiple centres, including the collection of feedback from learners/ stakeholders and</p>	<p>Programmes are currently reviewed at centre level but CMETB recognises the value of multiple centre inputs and the requirement to revise processes to take consideration of this opportunity.</p>	<p>Plan incremental review of process</p>	<p>Q1, 2023</p>

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	<p>how the methodology is unified between centres/programmes. The review team also recommends that CMETB ensure that the scope of its Programme Approval Committee or its successor is extended to include monitoring of instructors' and learners' feedback in periodic review of programmes so that the process becomes not only comprehensive, but also inclusive and truly representative of all voices.</p>	<p>There is an opportunity for Learner and instructor voice to be augmented as part of this process.</p>	<p>Ensure learner and instructor voice is augmented as part of new processes.</p>	<p>Q1, 2023</p>
20	<p>The review team recommends that CMETB work to strengthen its relationship with Third Level on an ETB wide basis. The review team also recommends that CMETB explore opportunities to develop courses allowing learners to stay in the region while completing Years one and two of Third Level courses.</p>	<p>CMETB have well-developed progression linkage relationships with Third Level Colleges in Ireland, Northern Ireland, Scotland and the Netherlands, for example. CMETB recognises the value these linkages bring to learners and will work to broaden these opportunities as CMETB develops its programme offering.</p>	<p>Review current agreements with existing third level networks</p> <p>Seek to expand reach of these linkages</p> <p>Investigate opportunities to deliver more year 1 and year 2 third level courses locally at CMETB</p>	<p>Q2, 2023</p> <p>Q3, 2023</p> <p>Q4, 2022 and ongoing</p>
21	<p>The review team recommends that in view of the border location of CMETB further cross-border initiatives with Northern Ireland Third Level Institutes should be explored.</p>	<p>CMETB already have a number of cross border initiatives with Third Level Colleges in Northern Ireland – Ulster University, Queens University Belfast through NATECLA and Southern Region College (SRC) through the NEFHEA.</p>	<p>Organise preliminary meeting with EANI</p>	<p>Q2, 2002</p>

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		Opportunities for shared learning are also being investigated with EANI and SWC	Meeting with South West College (SWC)	Q2, 2022
23	The review team recommends that CMETB develop a unified collaboration with employers and ensures that employers have a central contact in the ETB. The ETB should explore the development of a central database to assist in identifying employers who have a relationship with the ETB and new employer partners. The ETB should continue to engage with employers regarding future access for workers to upskilling and should seek to expand workplace opportunities for learners.	<p>CMETB has a Workforce Development Officer active in this space.</p> <p>An employer engagement working group and systems are identified as being important to the support of this function.</p>	<p>Employer Engagement Project</p> <p>SEED Project</p> <p>Investigation of Occupational Skills Profiles (OSPs) leading to the development of new Traineeships – 1 per year</p>	<p>Q3, 2022</p> <p>Q4, 2022</p> <p>Q1 2023</p>
25	The review team recommends that CMETB explore how to maintain a base of suitably qualified teachers and instructors and how to keep them upskilled.	CMETB is committed to ensuring learners are taught by suitably qualified teaching staff who are invested in PL&D to make sure learners benefit from currency of skills.	Annual teacher recruitment campaign operates January – July of each year	Ongoing



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		<p>CMETB is committed to providing students with the opportunity to enhance their teaching skills and sample working life in a CMETB centre.</p>	<p>Host Professional Masters in Education & FET students on an ongoing basis.</p> <p>HR to work with Communications Officer in promotion of vacancies</p> <p>Create and maintain substitute panels with ongoing recruitment to ensure short term vacancies can be filled promptly</p> <p>Continue to organise PL&D at school/centre level and at corporate level to ensure personal and professional development is encouraged and supported.</p> <p>Advise staff of support schemes and study leave entitlements</p> <p>Development of PL&D Strategy which supports best practice in personal and professional development</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Q4, 2022</p>



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			Annual PL&D Plan developed and published Dedicated PL&D Support Scheme to be advertised and promoted amongst FET staff	Q1, 2023 and annually Q4, 2022 and Annually