

Inaugural Review Action Plan



Galway and Roscommon Education and Training Board GRETB

November 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;

The findings and recommendations from the review were widely distributed across the ETB, and published on the ETB website, together with other associated documentation. The Director of FET brought the recommendations to the ETB Senior Management Team. AEO with responsibility for QA brought report to the FET Steering Group, who discussed findings in detail on 28 June, 29 September together with approving action plan on 8 November. The report was disseminated to all FET Coordinators, who disseminated it with their staff. The report findings were also discussed at a meeting of the QA

Council (17/8/22) and circulated to the QA Oversight group who has reviewed and agreed the final action plan below (Meeting of 7/11/2022). Finally, the QA Council approved the ETB Action Plan (10/11/2022) below to act on recommendations from the panel.

Part 2: Planned Actions to Address Review Report Findings

	Recommendation¹	Commentary²	Planned Actions³	Planned Completion Date⁴
1	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 organisation and that formal means of ensuring learner representation on executive boards and committees be explored with other ETBs and the relevant government departments.	GRETB is delighted to have been commended for its “gold standard” of learner support within the ETB. GRETB will continue to ensure and facilitate strong, effective and consistent representation of the ETB’s diverse learner body. Supports for learners will ensure learner representatives are well placed to participate effectively on governance groups. GRETB is committed to engaging with AONTAS to provide training for nominated learner representatives to successfully carry out their roles and in building a strong learner voice.	Review of membership and TOR’s of all QA Governance groups to ensure broad-based representation is in place, including learner representation based on the QA Governance Handbook.	Q1 2023
Develop a learner representative structure based on the above review and define the required operational and governance arrangements needed to support the structure.			Q2 2023	
Develop a process to continuously evaluate the whole QA Governance			Q2 2023 and ongoing thereafter	
Develop a training guide for all representatives including learners on governance groups.			Q1 2023	

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	Commentary²	Planned Actions³	Planned Completion Date⁴
2	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.	GRETB will develop its QA documentation systems to ensure that QA policies, procedures and associated materials are readily available and accessible to all staff requiring such information, through the development of FET Intranet and internal communications plan.	Development of QA Section of GRETB Intranet with validated programmes updated and a tracking of dates for programme validation.	Q3 2023
			Identification a priority list of policies for review and development	Q4 2022
			QA policies and procedures developed, reviewed and updated and published centrally.	ongoing
			Development of Internal communications plan to inform and initiate usage and engagement	
3	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 include apprenticeship tutors in profession linked PL&D activities.	As a response to COVID, and supporting strategic goals, GRETB has invested in the development of infrastructure, support mechanisms and staff and learner support and development through use of and upskilling in its VLE (Moodle), Microsoft SharePoint staff intranet/communication sites and a range of Technology Enhanced Learning (TEL) apps and tools across schools and centres. GRETB is committed to continuing the use, and development, of these areas to support and enhancing learner and staff development.	FET section of GRETB's Intranet to be continuously updated and become the 'go to space' for all FET Support and Development resources and opportunities for all staff.	Q1 2023
			Complete a GRETB wide Training Needs Analysis and Training Plan which will support all practitioners.	Q1 2023
			Complete a PL&D Policy to support all practitioners, in line with strategic goals and TNA identified needs.	Q4 2023

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			QA Briefing to all practitioners on assessment requirements by QA department twice annually.	Q3 2022
			QA Briefings and Documentation to support practitioners in preparing for Assessment available digitally.	Q4 2022
4	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>GRETB is committed to ensuring learners are taught by practitioners who are invested in their own PL&D and promoting a PL&D culture for their learners.</p> <p>GRETB is committed to providing opportunities for learners to gain suitable work and skills experience, including in GRETB centres.</p>	<p>Train the trainer programmes for specific skills areas; available to FET graduates as progression option</p> <p>Establish and maintain database of skills and expertise of existing practitioner staff.</p> <p>HR to work with FET Management to develop enhanced processes for promoting advertised vacancies .</p> <p>Create and maintain substitute panels with ongoing recruitment to ensure short term vacancies can be filled promptly.</p> <p>.</p>	<p>Bi-annually (demand dependent)</p> <p>Q3 2023 and ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
			Continue supporting external PL&D courses for practitioners.	Ongoing

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5	The review team recommends that the ETB continue to work on new programme development to address the changing needs of industry, society and learners.	GRETB has recently appointed a Quality Assurance Co-ordinator, this will enable GRETB to review and plan its approach to programme development in a more systematic way. GRETB works with other ETB's, QQI and other stakeholders in order to develop programmes of mutual interest.	Collaboration with SOLAS, ETBI in developing QQI Micro credentials.	ongoing
			Engaging and collaborating with QNet to establish a sectoral coherent plan for Programme planning and review.	Q3-4 2022
			Collaborating with Enterprise Unit within GRETB to create programmes suitable for industry.	ongoing
			GRETB will continue to work with other awarding bodies to expand the programme offering in response to learner needs.	ongoing
			Consultation with Coordinators in centres locally to identify current gaps in programme validation. Create, develop and obtain QQI Validation to deliver these programmes.	ongoing
			Collaborating with other ETBs to enable new post 2016 apprenticeships to be rolled out in GRETB.	ongoing
6	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	GRETB is committed to ensure that a Recognition of Prior Learning Service is available to learners.	Completion of GRETB policy for RPL (Recognised Prior Learning)	Q1 2023
			Completion of guidelines and resources for all roles within the RPL process.	Q1 2023

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	(SER, p 46). The review team recommends that the ETB continue with the development of this service to allow for its early introduction across centres.		Identification of subject matter mentors and assessors.	Q2 2023
			Training of mentors and assessors.	Q3 2023
			Testing of policy and process through piloting of real-life cases.	Q4 2023
7	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.	GRETB recognise and appreciate the development of a system to track graduates.	GRETB will continue to work with SOLAS to explore the addition of a tracking module to the existing MIS and ask for appropriate resources implement this system	Ongoing
			GRETB will engage with SOLAS on any national developments to identify best practice for tracking graduates using existing CSO Data.	Q2 2023
8	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.	GRETB recognise and appreciate the benefits of reducing a paper-heavy trail of Assessment Process. GRETB will continue streamlining a documented certification process GRETB is also part of the QA Network and will continuously inform and be informed by developments nationally.	GRETB IV and EA Sampling Strategy to apply to all GRETB courses in GRETB with the exception of Craft Apprenticeships.	Q4 2022
			Continuation of membership on QA Network EA Working Group. with the intention of promoting ETBI EA Directory. Advise working group of shortages in specific subjects for EAs.	ongoing
			Creation of Fair and Consistent Assessment Policy and associated procedures to ensure	Q4 2023

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			consistency throughout centres including RAP and EA.	
			Briefings/training to centres based on Assessment Process with the aim of ensuring consistency with standards and processes throughout GRETB.	ongoing
9	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.	GRETB recognises the insufficient staff resources in IT and, along with colleagues ETBs, has engaged and will continue to engage with government department and funder regarding the issue.	Continue to engage with relevant government departments re staffing allocations to support IT across the organisation	Ongoing
			Multifactor security for login to be implemented.	Q4 2022
10	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 communication strategy as outlined in the SER (p 57).	GRETB supports the recommendation for an integrated communications strategy to strengthen its profile across all stakeholder groups.	Enterprise Strategy & Communications Unit established. Communications audit to be completed	Q3 2023
			FET Communications Day to introduce external marketing agency.	Q4 2022
			Development of FET Communications Strategy	Q4 2023
			GRETB Branding Guidelines and roll out of regular awareness building campaigns	Q4 2022 and ongoing

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			GRETB will develop a range of digital assets, which will be promoted on existing digital platforms and social media channels to communicate a sense of place and personality for GRETB which differentiates what it has to offer from other organisations.	Q4 2023 and ongoing
11	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.	The review team commended GRETB for its creativity, flexibility and professionalism in in adapting to emergency teaching and learning online during Covid. However, GRETB recognises that many FET courses have a highly vocational element to them and require face-to-face engagement. The need for a holistic approach to the learner experience also requires that face-to-face contact with learners is protected. Post-pandemic, GRETB will examine, in detail, the learning gained from experiences in online delivery to identify the elements of blended methodologies that can be adopted for future use.	<p>Engaging a blended learning expert to enable a framework for all delivery methodologies based on good practice and national developments</p> <p>Continuous professional development to facilitate upskilling of staff to build digital capacity and competence in blended learning instructional strategies.</p> <p>Continue stakeholder consultation to inform ETB strategy and action plan.</p>	<p>Q1 2023</p> <p>Ongoing</p> <p>Ongoing</p>

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12	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.	GRETB 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. GRETB is committed to assisting and supporting communities of practice to be established to facilitate sharing of good practice.	Centrally devised Learner Survey, analysis of data to identify areas for continuous improvement.	Q1, 2023
			Certification benchmarking Analysis from QQI	(ongoing) - two times per year
			Development of QA Policies and Procedures at GRETB level.	Ongoing
			EA Annual Reports to highlight good practice and identify areas for development going forward.	Annually
			Support the development of Communities of Practice.	Q1 2023
13	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	GRETB are committed to identifying Key Performance Indicators which will be monitored on an ongoing basis Including the agreement of Strategic Performance Agreements with SOLAS	Develop a FET Monitoring and Evaluation matrix with key indicators of progress	Q2 2023
			Continue to develop and maintain focus on self-evaluation with a view to continuous improvement of service	Q3 2023
			Develop a Monitoring and Evaluation policy based on all FET Monitoring and evaluation activities	Q4 2023



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	recognised, and any shortcomings addressed.			
14	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.	GRETB supports the recommendation to focus on the needs of external stakeholders and employers.	Liaise with SOLAS and acquire progression of learner details from CSO.	Ongoing
			Systematic Programme Monitoring and Review of courses to be implemented.	Q3 2023
			Putting into practice a GRETB learner forum will enable qualitative data on learner experiences to be explored and continuous improvement to be ensured.	Q1 2023
15	The review team recommends that GRETB further develop its procedures for engaging in external stakeholder relationships.	GRETB supports the recommendation to further develop its procedures for engaging in external stakeholder relationships.	Enterprise, Strategy & Communications unit to increase GRETB’s representation on key stakeholder groups in the region	Q2 2023
			GRETB will work to identify stakeholders & champions for various areas of learning, including identifying current and prospective stakeholders and	Q2 2023



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			champions within various sectors.	
			GRETB will host a dedicated, and regular programme for engaging stakeholders through informal and formal events through the Enterprise, Strategy and Communications function	Commence Q1 2023 and ongoing
			GRETB will engage a new tool to record details of stakeholder engagement across the organisation. In relation to Enterprise Engagement across GRETB, this will be recorded through Project SEED a Client Relationship Management (CRM) project currently in development.	Q2 2024