



**BORD OIDEACHAIS  
AGUS OILIÚNA CHIARRAÍ**

**KERRY EDUCATION  
AND TRAINING BOARD**

# **Strategic Performance Agreement**

## **2018 – 2020**



**September 2018**

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## 1. Introduction

This agreement between SOLAS and Kerry Education and Training Board (Kerry ETB) sets out the context, strategic priorities and Kerry ETB's contribution to achieving key national further education and training (FET) sector targets over the period 2018-20. It also articulates the ETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision and identifies the key risks and challenges which must be mitigated and addressed in order to ensure successful delivery of this agreement. The agreement is the product of extensive dialogue and engagement between SOLAS and Kerry ETB, with independent input and validation from a panel of experts with an understanding Irish and international good practice in further education and training systems.

## 2. Profile of the ETB Region

While the population of Kerry has been growing since 2011, growth has been relatively modest in comparison with the rest of the country, with the 1.6% expansion the ninth lowest county rate of growth in the state. Kerry is predominantly rural in nature, with around 35% of Kerry residents living in large urban towns, and the remaining 65% living in areas with a population of 1,500 or less.

### **KETB Area 2016**

**Population: 147,707**  
**Unemployment: 5.2%**

(Source: 2016 Census)

Drive times in the county for people accessing public services can be considerable. Going North – South from Tarbert to Valentia is 128.7 km and takes over 2 hours each way; Going East to West from Rathmore to Dingle is 80 km and takes 1 hr 30 mins each way. Kerry ETB has developed a strategic rural outreach approach to the delivery of education and training, with services available across 10 Kerry towns and in 24 centres offering a range of FET provision.

### 2.1 LEARNER PROFILE

The learner profile can be broadly categorised into the following groups:

- **Foundation Learners (Pre-Vocational).** These learners are often unemployed, early school leavers or individuals with less than upper second-level qualifications. They have less effective literacy, numeracy and IT skills and usually avail of our education programmes pitched between Level 2 and Level 3 of the National Framework for Qualifications (NFQ).
- **Progression Learners (NFQ Level 4).** These learners have typically not completed upper second-level education but do not have major literacy or numeracy issues. They usually participate in Level 4 programmes to prepare for progression to Level 5 vocational courses.
- **Vocational Learners (NFQ Levels 5 & 6).** Many of these learners will have achieved upper secondary level education qualifications. Learners may come straight from post-primary school and will opt for a Further Education programme at Level 5/6. Successful completion of these programmes may provide progression to apprenticeships, employment or higher education programmes at Level 7/8. Others are mature learners who are choosing to update their skills or retrain in a new vocational area.
- **Specific Skills Development Learners.** These learners participate in a variety of programmes via Specific Skills Training, Traineeships, PLC and Apprenticeships, developing job ready skills for the learner entering the workplace market.
- **Workforce Development.** These Learners participate on a range of flexible/ tailored programmes such as sponsored training for companies, evening training and Skills for Work all of which are designed to upskill learners in the workforce.



It should be noted that there has been a change in the learner profile as unemployment levels fall. There are currently circa 7,670 long term unemployed people now remaining on the live register. There has been a marked increase in the incidence of mental health issues, literacy, numeracy, personal needs and family care scenarios in our learner population. While unemployment in Kerry has fallen very significantly, in urban settings the Live Register still has a persistent cohort of young people under the age of 25 as well as long term unemployed people that remain in the NEETS (Not in Education, Employment or Training) category. In rural areas men over the age of 55 feature as a group on the Live Register that need assistance to return to work. Obviously here the availability of work and transport is as much an issue as skills.

#### Educational Attainment and the Learner Profile

Highest level of Education completed	Kerry #	Kerry %	State #	State %
No formal education	1786	1.8%	52,214	1.7%
Primary education	11704	11.6%	334,284	10.8%
Lower secondary	15839	15.7%	449,766	14.5%
Upper secondary	18981	18.8%	573,643	18.5%
Technical or vocational qualification	9106	9.0%	271,532	8.8%
Advanced certificate/Completed apprenticeship	6809	6.8%	182,318	5.9%
Higher certificate	5302	5.3%	153,351	5.0%
Ordinary bachelor degree or national diploma	8113	8.0%	237,117	7.7%
Honours bachelor degree, professional qualification or both	8616	8.5%	331,293	10.7%
Postgraduate diploma or degree	6277	6.2%	284,107	9.2%
Doctorate(Ph.D) or higher	535	0.5%	28,759	0.9%
Not stated	7745	7.7%	198,668	6.4%

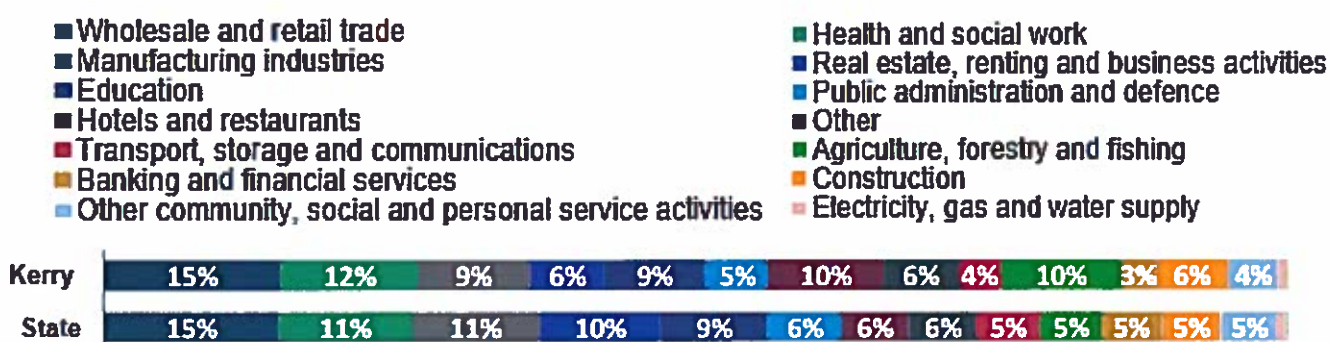
The table above sets out a profile of educational attainment in Kerry in comparison with the state. There are more people in Kerry with lower levels of education than the national average, including more people with no formal education or only primary, lower and secondary. Within the county there are pockets of educational disadvantage, especially in the small towns and rural areas. At a local level towns have very diverse profiles. Some areas in particular have a distinctive pattern of low educational attainment – for Example 16% of the population of Waterville have primary education only and 18.6% of Causeway have lower secondary education only. 6 out of 10 of our towns have a higher than county average for lower secondary education only.

## 2.2 SKILLS BASE

Census 2016 recorded 69,923 in the Kerry labour force. In terms of the Kerry skills and enterprise base, some notable indicators<sup>1</sup> include:

- Participation rate (% LF) 59.7% vs. National Ave 61.4%
- Third level graduates (% LF) 29% vs. National Ave 31.2%.
- STEM-related grads (% LF) 7.5% vs. National Ave 7.5%
- IDA jobs per 10,000 (LF) 279 vs. National Ave 461
- EI jobs per 10,000 (LF) 675 vs. National Ave 721
- Overseas € per 10,000 pop. €15.86m vs. National Ave €6.40m
- Hotel beds 12,060 vs. National Ave 5,017, with tourism a primary industry in Kerry

The at a glance guide to sectoral employment in Kerry in comparison with the state as a whole is set out below, with the relative concentration of hotel and restaurant activity (reflecting the strong tourist industry) and agricultural activity are of particular note.



## 2.3 BUSINESS AND ENTERPRISE ENVIRONMENT

Kerry is home to almost 6,000 (5,910) enterprises excluding the public sector and farming, employing 32,000 people in total. Around 80% of these are micro-enterprises employing less than 10 people as shown in the table. Enterprise Ireland has a base of around 125 client companies employing over 3,500, including major indigenous success stories such as Kerry Group, Fexco and Dairymaster. Inward investment has also played an important role in the economic development of the county, with 12 IDA Ireland supported companies in Kerry, employing 1,638, including Liebherr, Astellas, JRI America, Temmler, Beru, XPX Dollinger and Listel. Outside of these companies, the main employers in the county are in the fields of hospitality and tourism and the public sector (health & education), agriculture and fishing.

The county business landscape is primarily comprised of small SMEs, with less than 5 staff. This is one of the challenges of employer engagement for Kerry ETB. Companies like these are restricted in the amount of time and other resources they can commit to professional development planning and participation, their skill needs tend to be immediate and their scale does not always facilitate sustainable learner numbers.

Employment numbers	No of businesses
Under 10	5,410
10-19	298
20-49	125
50-249	66
250 and over	5

<sup>1</sup> IBEC: Local Economic Indicators 2017. Doing Business Locally



### 3. ETB FET Provision

#### 3.1 STAFFING AND INFRASTRUCTURE

In total Kerry ETB employs over 1,123 people, with circa 583 full-time and circa 540 part-time (based on P35 return in 2017). These staff work across the county (in circa 24 Kerry ETB Centres, over a hundred community outreach centres and also in co-operation with other organisations.) Staff are employed across approximately 28 employment categories. The FET staff profile includes:

- A Director of FET and Adult Education Officers
- Training Centre Managers and Assistant Managers and FET Centre Managers
- Adult Literacy Organisers
- Guidance Service
- QA and Training Standards Service
- 196 Tutors
- 105 Teachers
- 25 Resource Workers
- Administrative and Support Staff

The staff are deployed in a range of FET facilities across ten towns around the county: Tralee; Killarney; Listowel; Dingle; Castleisland; Causeway; Killorglin; Caherciveen; Waterville; and Kenmare. These locations are shown on the map opposite. Amongst these facilities are: a large Training Centre in Tralee; two PLC Further Education Colleges; 4 VTOS Centres; 3 Youthreach Centres; 4 Literacy & Adult Basic Education Centres; 5 Rural FET Centres; and one Outdoor Education Centre, from which two innovative Outdoor Activity Instructor Traineeships are run. FET is also delivered in over 100 community outreach locations. It should be noted that some of the VTOS and Literacy Centres are housed within the rural FET Centres or Further Education Colleges.



While policy and strategy set the direction, staff are the key driving force in implementing change and delivering the provision.

- Due to increased demand for flexibility and greater emphasis on industry links to meet the needs of the economy, an increase in PLC staffing allocations is required.
- The different terms and conditions for staff across FET poses difficulties, with some staff employed on a financial year basis while others work the academic year.
- The national implementation of Organisational Design Phase 2 in the ETB sector needs to be accelerated and informed by the new strategic targets and corporate demands of the ETBs.

- Due to the increase in mental health and general health issues across the learner population there is a need for on-site counselling and medical services to be available to learners.
- A dedicated post in Kerry ETB is required to champion and drive Technology Enhanced Learning (TEL) projects in each FET centre and link these to the Kerry ETB ICT strategy. Technology Enhanced Learning is vital for everyone in this digital age and will form part of the delivery model for lifelong learning and workforce development.

### 3.2 FET PROVISION

Kerry ETB supported over 12,000 beneficiaries<sup>2</sup> in 2017, receiving SOLAS funding of circa €27m. In common with all ETBs, FET provision is spread across a myriad of different programmes, with the number of beneficiaries and different courses offered under each also provided.

#### **Kerry ETB 2017**

No. commencing courses:	10,342
No. completing courses:	10,007
No. of overall beneficiaries:	12,341

**Table 1: 2017 FET Provision by Programme**

Programme	Beneficiaries	Courses
Apprenticeship Training	332	23
Adult Basic Education	1,764	172
Blended Training	17	3
Bridging and Foundation	61	4
BTEI	1,945	211
Community Education	2,723	321
Community Training Centre	72	7
ESOL	724	47
Evening Training	930	106
FET Co-operation Hours	12	1
ITABE	67	10
PLC	1,616	150
Refugee Resettlement	68	4
Skills for Work	77	11
Specialist Training Providers	209	16
Specific Skills Training	928	68
Traineeship Training	272	20
Voluntary Literacy Tuition	18	1
VTOS	247	33
*Youthreach	271	35
<b>Total</b>	<b>12,353</b>	<b>1,243</b>

Apart from its unique specialist provision (described further below), generally speaking, Kerry ETB is aligned with other ETBs around Ireland in the skill mix that it delivers to beneficiaries. There are however a few notable differences which are driven by low educational attainment rates in certain pockets of the county, the make-up of the local economy, the rural nature and demographic profile of Kerry, the low manufacturing base but high level of tourism and hospitality activity. Provision

<sup>2</sup> Beneficiary numbers include those already enrolled at 1st January 2017

\*Youthreach is currently delivered through a second provider in Kerry but is under consideration for direct provision by Kerry ETB.



planning is based on available employment opportunities, business, social and cultural need. The analysis of provision by broad skills cluster is set out in Table 2.

**Table 2: 2017 FET Provision by Skills Cluster**

Skills Cluster	Beneficiaries
Agriculture, Horticulture and Mariculture	98
Animal Science	98
Arts & Crafts	307
Built Environment	270
Business, Administration	669
Core ICT	460
Core Personal	4207
Engineering	67
Engineering (Electrical)	73
Engineering (IT)	23
Engineering (Mechanical)	215
Financial Services	47
Food and Beverage	170
General Learning	2658
Hairdressing, Beauty Complementary Therapies	229
Health, Family other Social Services	1476
Information Technology	127
Management	55
Manufacturing	55
Media Graphics Communications	151
Research and Education-Training	21
Sales & Marketing	63
Science and Technology	17
Security, Guarding & Emergency Services	80
Skills Sampling, General Learning & Core Personal	190
Sport and Leisure	238
Tourism	139
Transport, Distribution & Logistics	67
Web Development & Design	83
<b>Total</b>	<b>12,353</b>

A comparison of the relative concentration of provision by Kerry ETB in comparison to other ETBs in the particular skill clusters is set out below:

**Relatively greater concentration:**

- Food & Beverage;
- Tourism;
- Built Environment;
- Sport & Leisure,
- All Engineering other than transport;
- Agriculture;
- Animal Science;
- Web Development & Design;
- Art & Craft;
- Security, Guarding, Emergency Services;
- Management.

**Relatively lower concentration:**

- Science & Technology;
- Manufacturing;
- Languages;
- Entrepreneurship;
- Media, Graphics & Communications
- Financial Services.

Given that tourism is a key economic driver, Kerry ETB has focused on developing a broad suite of programmes to serve various parts of this sector from hotels to tour operators, food establishments to spas and beauty salons, adventure holidays and the craft and design retail market. This includes:

- National Tour Guiding; Regional Tour Guiding; Marine Angling; Inland Angling; An RPL (Recognition of Prior Learning) system has been developed for Tour Guiding courses. Tourism with Business.
- Commis Chef Apprenticeship; Food Preparation & Cooking (Culinary Arts); Hotel & Catering; Advanced Professional Cookery; Barista Skills; Bar Tending; Cocktail Making; An RPL system has also been developed for the Commis Chef Apprenticeship.
- Outdoor Activity Instructor Traineeships at Level 5 & 6; Surf Instructor & Beach Life Guard; Leisure Scuba Diving Instructor; Sport & Recreation; Sport Therapy; Sports Nutrition.
- Hairdressing Traineeship; Beauty Therapy Traineeship; Beauty Sales Consultant.

The public sector is also a major source of employment in Kerry, especially given the aging profile of the population and the location of Kerry University Hospital in Tralee. The Kerry ETB cluster of courses in this area covers: Nursing Studies; Health Care Support and Emergency Services; Physiotherapy Assistant Studies. A new Dental Nursing Assistant programme is in development.

**Unique Skill Specialism at Kerry ETB:** Many Kerry ETB courses also train people in specialisms for regional and national employment including:

- The National Digital Skills Centre at the Kerry ETB Training Centre delivering: Broadcast Production Skills - Film & TV; Broadcast Production – Radio; Digital Media Production.
- Kerry ETB specialises in servicing the Renewable and Electrical Power Engineering, Distribution and Transmission sector with the following courses: Wind Turbine Maintenance Technician Traineeship; Overhead Lines Operative Traineeship, Fibre Installation Technician. These are unique in Ireland and draw learners from across the country and prepare them for entry to employment locally, regionally and nationally.
- Given that we are an island nation with a large fishing fleet and a growing fish processing industry Kerry ETB has developed a new Marine Engineering Traineeship and is currently planning a Marine Skills Training Centre of Excellence.

From the above it is clear that some of these Kerry ETB unique specialist courses are of national relevance. However there are challenges around national recruitment in the current system which is focused on serving local catchment areas. While [www.fetchcourses.ie](http://www.fetchcourses.ie) as a national on-line course search facility is a very welcome addition to FET infrastructure this alone is not enough. A particular gap is in national Public Relations and marketing of unique courses and in DEASP / Intreo services where there is no longer a national referral system in place as there was in the past.

## 4. Kerry ETB Strategic Priorities

The Kerry ETB Education and Training Strategy 2018-2022 sets out a mission, vision and strategic goals for development over this period.

### Mission

To create and promote the development of a lifelong learning society in Kerry, so that all who live in Kerry have access to the education and training required to fulfil their potential and meet their personal, social, cultural, economic and civic needs.

### Vision

1. To have a well-managed, efficient and fully accountable organisation that is responsive, ethical, compliant and effectively governed and managed.
2. To continue to work with our stakeholders to develop and provide inclusive, professional high-quality education and training services in Kerry.
3. To deliver education and training programmes that provide learners with quality-assured qualifications, with progression routes to more advanced education/training programmes and employment opportunities.
4. To provide strong educational and training services through our network of FET centres.
5. To partner with employers to respond to the skills needs in a rapidly changing economy.
6. To work collaboratively with other education and training agencies and community development bodies to meet the personal, social, cultural, economic and civic needs of learners.
7. To be recognised as the primary provider of education and training programmes and courses in Co. Kerry.

### Strategic Goals

1. Nationally & Internationally Recognised Quality Assured Programs.
2. Quality Teaching and Learning
3. Innovative Education and Training Responses
4. Access and Progression
5. Develop Productive Partnerships
6. Stakeholder Engagement
7. Effectiveness and accountability in Governance and Leadership
8. Marketing, Branding and Communication
9. Enhancing the Working and Learning Environment



### 4.1 KERRY ETB FET STRATEGIC PRIORITIES

Building on this strategic framework, Kerry ETB has set out nine core priorities for further education and training which are discussed in the sections below. Aside from these priorities, Kerry ETB will concentrate on maintaining and improving the existing high quality Further Education and Training (FET) provision for learners and businesses in Kerry. This provision will be enhanced and further developed over the period of this Performance Agreement to provide seamless and fully integrated FET offerings with entry levels into FET across the entire provision from non-certified to level 6 with progression routes throughout.

**PRIORITY 1: ORGANISATIONAL DESIGN**

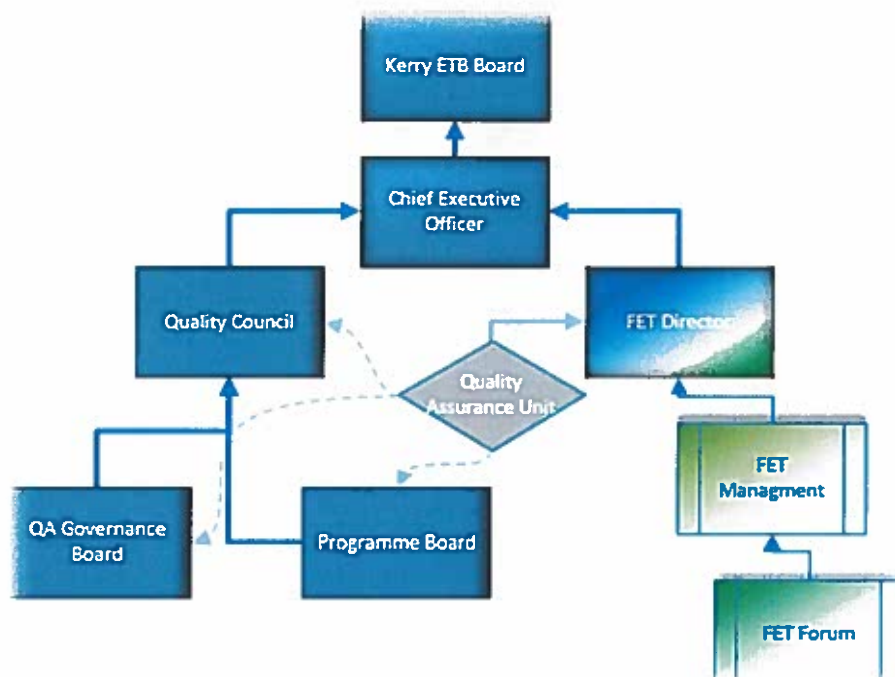
Kerry ETB recognises that excellence is delivered through its staff resources. In order to deliver excellence in service, fulfil our national policy commitments and meet the exciting challenge of implementing the national FET strategy, Kerry ETB has reviewed its organisational design and plans to put the following in place:

1. **Quality Assurance & Curriculum Development Unit:** New Governance structures have been designed and implemented to include a new Quality Council and QA Unit in line with the QQI Core Statutory Quality Assurance Guidelines April 2016 and the QQI Sector Specific Quality Assurance Guidelines for Education & Training Boards May 2017.
2. **Employer Engagement Unit:** As the live register is falling in Kerry and there is a distinct pattern of seasonal work, a core part of future delivery at Kerry ETB will be with companies and their employees to support workforce development, upskilling and lifelong learning.
3. **Brand Development:** to raise the standing of FET locally, regionally and nationally Kerry ETB will work on brand development, marketing, public relations and communications.
4. **TEL Resource:** to capitalise on new opportunities and meet the challenges of our digital age a Technology Enhanced Learning resource will be developed to support teaching and learning practitioners in integrating new technologies across all our programmes. Part of the role of the TEL unit will be to develop suitable platforms for online and blended learning.
5. **Data & Research:** Staff are already in place with research expertise who track the progression outcomes of learners and monitor the changing socio economic environment we operate in. The role of this team will be harnessed so that empirical data is a key driver of change. This work will span a dedicated analysis of FARR and PLSS data, drill down into Census SAP data, the development of a Kerry ETB progression and evaluation App with specific metrics for active inclusion, activation and progression focused courses.
6. **EU Affairs:** A skilled labour force with fluency in international languages is required in Kerry. An EU Affairs function will aid the organisation in capitalising on opportunities for learners to avail of Erasmus work placement opportunities abroad. This would also look at lifelong learning opportunities for staff through Leargas and scope out plans for integrating foreign language teaching and learning into mainstream programmes.

**PRIORITY 2: QUALITY COUNCIL AND QUALITY ASSURANCE & CURRICULUM DEVELOPMENT UNIT**

The FET Quality Council is responsible for a range of governance matters: approving policies and procedures as recommended by the Quality Assurance Governance Board; recommending programme proposals to the CEO; approving programme documentation prior to its submission to the awarding body for validation, as recommended by the Programme Board; making recommendations for staff professional development where it is necessary or needed for improved delivery or development of programmes; receiving reports of quality reviews from the Quality Assurance Governance Board; and approving annual review documentation before its submission to the awarding body.

The FET Quality Council will review the planning, co-ordination, quality, development and improvement of all aspects of the further education and training offering of Kerry ETB and have overall responsibility for Quality Assurance in respect of all new 2016+ apprenticeship programmes developed by Kerry ETB. It protects, maintains and develops the standards of education and training programmes and related activities. In doing so, the FET Quality Council is ensuring, as far as possible, that all learners receive an equivalent experience.



The FET Quality Council is also responsible for ratifying the appointment of external examiners proposed by the Programme Governance Board, receiving reports of assessment and confirming that assessment procedures have been upheld. The Council ratifies assessment results prior to their submission to the awarding body. The Council reserves a section of its agenda to fulfil its role of “Apprenticeship” Quality Council – considering reports from Consortium Steering Groups established by the Apprenticeship Council and proposals from the National Apprenticeship Programme Board for new partnerships and new members of partnerships.

The work of the FET Quality Council is supported by the Quality Assurance & Curriculum Development Unit, liaising between management and staff and the governance of Kerry ETB, and providing a bridge between the outcomes of governance at centre level and the governance of the ETB. The Quality Assurance & Curriculum Development Unit uses the comprehensive programme data recorded in PLSS. The Quality Assurance & Curriculum Development Unit’s relationship with centres is of key importance. Emphasis is being placed on building an understanding of implementing new procedures in the context of a continuous improvement approach. The Quality Assurance & Curriculum Development Unit (through the Curriculum Development section), will be a key driver in developing a range of new targeted Programmes, particularly in the development of the new Kerry ETB Marine Skills Training Centre Programmes, the Wind Turbine Maintenance Apprenticeship and the West Kerry Smarter Living Pilot project with ESB Networks.



**PRIORITY 3: EMPLOYER ENGAGEMENT STRATEGY**

Kerry ETB recognises the need to plan courses on the basis of client and labour market needs and the central importance of a business planning process which includes consultation with employers and their representative bodies. Currently employer engagement takes place in a variety of ways. The role of the new Unit will be to devise a strategy so that employer engagement is carried out in a more planned, strategic and coordinated fashion.

**Current Employer Engagement Practice**

- Service to Business / Authorised Officers working from the Training Centre formally engage with employers in the context of apprenticeship and employer registration.
- Contact with employers is also a feature of the work of staff at centres delivering courses which include a work experience/work practice element.
- A designated member of staff at Kerry College of Further Education (KCFE) is assigned responsibility for employer engagement in respect of work placement. Industry representatives support the delivery of PLC as well as providing input into the development of curriculum.
- Kerry ETB also participates in the South West Regional Skills Forum - engaging in structured dialogue with enterprise agencies, sectoral groups, Higher Education providers and state support agencies with a view to agreeing tailored FET courses.
- Employers are represented on the main Kerry ETB Board and various other sub structures such as the following Boards of Management: Kerry ETB Training Centre; Kerry College of Further Education; North Kerry College of Further Education; the new Kerry ETB Adult Education Board which is being established for the FET centres, VTOS, Youthreach, the three part time programmes (BTEI, Community Education and Adult Basic Education) and Kerry Adult Guidance & Information Service (KAGIS).
- Industry is also represented on the Quality Council. The QA and Curriculum Development Unit of Kerry ETB also collaborates with industry representative bodies, business and employers.

**Current Innovative Industry Collaborations**

- The Kerry ETB National Digital Skills Centre at the Kerry ETB Training Centre partners with Radio Kerry in the delivery of the Radio Broadcasting Course.
- The Kerry ETB National Digital Skills Centre hosts and runs several workshops every year for the broadcast and film industry through the "Dawn Workshops". This includes both National and International participants.
- The Kerry ETB National Digital Skills Centre is the only accredited centre to deliver training to industry in Blackmagic Design post production colour grading software in Ireland.
- Transmission Links Ireland are partners in the delivery of the Kerry ETB Overhead Linesman Traineeship.
- A further ten specialist companies partner Kerry ETB in the delivery of the Wind Turbine Traineeship.

The new Employer Engagement approach will lead to the development of a systematic focus in targeting companies in prioritised sectors. Below the sectors are listed along with a note on key activity in each area during the next three years.

**Tourism & Hospitality:** Kerry ETB is engaging with this sector in many ways including the new Kerry ETB Quality Council and the Consortium Steering for the Commis Chef Apprenticeship which has representatives from IHF (Irish Hotel Federation), RAI (Restaurant Association of Ireland) and across the food and hospitality sector. Our suite of tour guiding programmes will be further developed to include Dark Skies Reserve Astronomy Tour Guiding. We plan to explore the possibility of developing a supported employment programme at Kerry Heritage sites. If successful we will develop a Job

Mentoring Training programme for Office of Public Works Staff involved. To support this sector Kerry ETB also delivers the following training programmes: Outdoor Activity Instructor and Advanced Outdoor Activity Instructor; Beach Lifeguard & Surf Instructor. Currently we are developing a Leisure Scuba Diving Instructor programme. For the hospitality side of the sector the following are in delivery: Food Prep and Culinary; Professional Cookery and Advanced Professional Cookery; Commis Chef Apprenticeship. Bar Skills. Barista Skills; Cocktail Making; Skills for Work for hospitality, including Workplace English Language training. It should also be noted that Beauty Therapy courses support spa and hotels in the sector.

**Marine:** Kerry ETB is in the process of developing a new Marine Engineering Traineeship and a Marine Centre of Excellence. Contact has been made with over 100 companies in the sector. Given we are an island nation with a large fishing fleet with servicing needs this is a skill gap that we have prioritised for an early response. This topic is further outlined in the Marine Skills Centre of Excellence section below.

**Smarter Living:** Kerry ETB is collaborating with an ESB Networks project to examine the impact of renewables, battery storage and greater use of electricity for heat and transport. This is a major project in Dingle which will see ESB Networks deploy a range of technologies to future proof the electricity network for the benefit of homes, farms and businesses on the Dingle Peninsula. Kerry ETB will develop a model smart home and use it as a base to upskill qualified trades and crafts people for the installation of renewable energy storage and distribution devices for homes and cars. This is expanded on below.

**Manufacturing & Engineering:** Kerry ETB has developed a specialist industry led suite of provision for renewable and electrical energy transmission and distribution. These courses are the: Wind Turbine Maintenance Technician Traineeship; Overhead Lines Operative Traineeship, Fibre Installation Technician. We intend to strengthen provision in this area by create inter-disciplinary synergies with the ESB Networks Smart Living Project in West Kerry. Kerry ETB is engaging with representatives from across the wind turbine maintenance sector through a new Consortium Steering Group being establish to develop a Wind Turbine Maintenance Technician Apprenticeship. Kerry ETB's participation in the South West Regional Skills Forum is among the key methods of employer engagement with this sector. A new initiative will be the EXPLORE digital skills project with Manufacturing operatives over the age of 35 years. This is a new innovation fund through the SW Regional Skills Forum, now at pilot stage but is likely to be up-scaled and extended to other industry sectors. It is also worth noting that an increase in Welding provision is being explored in response to demand from local companies.

**Health Sciences:** Kerry ETB is establishing a new Health Science PLC Campus in Tralee after collaboration with the HSE, Nursing Homes, Physiotherapists and Dentists. Formal consultation and engagement has already taken place with a range of health services. See below for further detail.

**Agriculture:** in collaboration with the farming community and their representative bodies Kerry ETB is scoping out Major and Minor awards to help sustain the local agricultural sector which is a key area of economic activity in the county. Currently the following are being scoped out with a view to delivery commencing in autumn 2019: Local sector needs; Curriculum & QA; Risk Management; Location & associated operational matters; costs.

**ICT:** Currently Kerry ETB is engaging with Software Development, Animation and general IT companies in Kerry and regionally for advice on programming languages and industry requirements to ensure our programmes are fit for purpose, gaps are addressed and our graduates are work ready. This process also aids in identifying the need for new programmes and scoping out their

content. Kerry ETB plans to deliver both new FIT ICT Associate Professional Technical Apprenticeships.

#### **PRIORITY 4: ACCESS, SUPPORTS AND PROGRESSION**

A key goal is to support learners to access education and training opportunities, sustain their participation to completion and to aid their progression to further education and training, employment and/or personal development / community participation. Key priorities include:

##### **Access**

- Develop a new integrated strategy and approach to FET Guidance across Kerry ETB.
- Conduct learner initial screening at recruitment stage, followed up by assessment and supports in literacy, numeracy, ESOL and IT with responses as appropriate.
- Implement the DES Plan for Adult Literacy and Numeracy (2013)
- Increase in Intensive Tuition in Adult Basic Education (ITABE) provision
- Work with SOLAS to implement new employee development policy framework to make FET accessible to employees for lifelong learning.
- Work on childcare and transport learner barriers in collaboration with Children and Young Peoples Service Committees and Local Link Kerry.
- Embed formal integrated FET guidance planning as part of annual service planning
- Develop new modes of access through RPL procedures. RPL has been developed for the Commis Chef Apprenticeship and Tour Guiding courses. RPL policies, procedures and processes will be expanded to cover all programmes.

##### **Supports**

- Maintain and further develop the learner supports units in the PLC Colleges
- Integrate learner supports at the Kerry ETB Training Centre
- Maintain and further develop the new integrated literacy and numeracy supports for Trainees and Apprentices at the Kerry ETB Training Centre.
- Continue to sustain high quality learner supports throughout VTOS and Youthreach
- Increase the accreditation uptake by learners pursuing core skills development
- Continue to support mental health & addiction recovery groups
- Embed medical and counselling services across FET Centres
- Continue to improve Reasonable Accommodation in all our programmes

##### **Progression**

- **Guidance:** The Kerry ETB Internal Progression Strategy starts with adult guidance. Prospective learners can avail of psychometric testing to assess their motivations, interest and aptitudes in planning their education, training and progression pathways through KAGIS, Kerry Adult Guidance and Information Service.
- **Internal Progression:** The suite of Kerry ETB provision offers options starting with literacy, numeracy, ESOL and basic education, from unaccredited to QQI levels 2 and 3. The Kerry ETB Training Centre also provides a number of Bridging and Foundation courses that are specifically designed to allow learners to progress to higher level programmes and Apprenticeships within the organisation. The next rung on the ladder is VTOS at QQI Levels 3 and 4, as well as Leaving Certificate options, providing essential bridging courses that may then lead on to PLC or Training Centre provision with accreditation at levels 5 & 6 as well as a number of bespoke industry certification opportunities or progression to Higher Education. There is also specific special interest provision. This ranges from Community Education, Arts in Hospital, FET Cooperation

hours for people with disabilities, to National Learning Network specialist training provision as well as Community Training Centre and Youthreach provision for early school leavers. Currently Kerry ETB is refining its system for the internal referral of applicants who may not meet the eligibility requirements for their chosen course.

- **Apprenticeship:** A number of Pre-Apprenticeship courses in Engineering, Construction and Culinary Arts are being delivered for progression to a range of Apprenticeship programmes. This strategy offers the learner the opportunity to sample skills in apprenticeship areas and get a foundation to support their successful progression to becoming a qualified crafts person in Ireland. Other Pre-Apprenticeship Courses are planned for development.
- **Progression Pathways:** This is an interagency progression strategy for people with disabilities under the aegis of the Kerry CYPSC (Children and Young Persons Services Committee). The idea is to clearly map out where there are education and training supports and opportunities for people with intellectual disabilities. Kerry ETB is developing an innovative Tour Guiding Training Programme for adult's people with intellectual difficulties.
- **External Progression:** Kerry ETB learners benefit from progression options to a range of Institute of Technologies and Universities. All new Kerry ETB validated programmes will specifically outline progression paths to Higher Education. There is a Memorandum of Understanding between Kerry ETB and IT Tralee for Advanced Progression to year two on certain Degree programmes. These are available to eligible learners with Level 5 Major Awards from certain programmes and an additional number of level 6 minor awards. Pre-University courses have been developed and are being delivered with a view to potential progression to Mary Immaculate College (MIC), University of Limerick (UL), UCC and St. Angela's Training College, Sligo. The option of advanced Progression from the PLC courses to second year programmes is being explored in a number of universities and IOT's.
- **Progression Tracking:** Annually Kerry ETB conducts a telephone survey with up to one thousand learners to track their progression outcomes. This is completed for full time programmes on a cyclical basis. Progression to FET/HET and employment are the key indicators. Results show very positive results and inform FET management reviews and planning.

#### PRIORITY 5: QUALITY TEACHING & LEARNING

To continually enhance our teaching and learning capabilities and promote a culture of continuous improvement and organisational learning so that all stakeholders have confidence in the quality and relevance of our programmes and courses. Key actions will include:

- Maintain and further develop Communities of Practice
- Implement the TEL Strategy and the integrate digital technologies into all teaching and learning
- Annually review provision
- Improve learner supports throughout FET
- Increase in Work Experience for PLC learners (Pilot Initiative 2018/19)
- Integrate entrepreneurship provision and entrepreneurship project opportunities into a variety of PLC courses
- Refine our Internal Progression Agreements and Targets
- On a cyclical basis track the progression outcomes for learners
- Conduct in-depth SAP analysis of CSO 2016 data relating to the ten main towns in Kerry
- Implement the SOLAS Professional Development Strategy in the period ahead
- To maintain quality teaching and learning Kerry ETB will seek additional appropriate levels of teacher allocation to meet current demand.

**PRIORITY 6: INNOVATIVE EDUCATION AND TRAINING RESPONSES**

The development of innovative and creative solutions and responses to the learning and developmental needs of adult learners in a changing society will include the following initiatives.

**Kerry ETB Marine Skills Training Centre**

Initial feasibility research for this project has been completed. It clearly indicated a very positive demand for a National Marine Engineering facility in Kerry. Our industry research indicates that there are 199 companies who anticipate skill shortages for the repair and maintenance of small to medium engines in the next 3 years. In response to this need Kerry ETB will develop and deliver programmes in Marine Engine Servicing; Boat Building / Repair; Marine Electronics; Marine Electrical; and Marine Engineering. As part of our commitment to the *Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020* Kerry ETB will use the SOLAS National Traineeship Model to deliver a Marine Engineering Traineeship as the first offering from this new centre. Key features will include Occupational Skills Development tailored to the needs of the business, with formal off the job training / workplace coaching with an employer as well as an In-Company Mentor. Trainees will have the opportunity to acquire an Industry recognised qualification. This initiative has the potential to be converted to an Apprenticeship. The course itself will be 40 weeks approx. in duration with a mix of in centre and on the job training. The award will be City & Guilds Level 2 Certificate in Marine Construction, Systems Engineering and Maintenance (Marine Servicing and Maintenance) 2463-02.

**Future Proofing Pilot: Smart Living in West Kerry Project.**

In collaboration with ESB Networks, Electric Ireland and the Dingle Creativity & Innovation Hub, Kerry ETB will engage in an innovative project that has the potential to change the way we live and use energy with the benefit of creating a blueprint for moving to a low carbon society. This is a collaboration with the *Transition Dingle 2030* and *ESBN Project Dingle* initiatives. ESB Networks will spend €4.8m in capital and operational investment up to 2020, and has chosen Dingle as a pilot location to help to understand how evolving technologies will interact on the electricity network of the future. The technologies being tested are intended to meet the challenges of the future energy system, such as accommodating additional renewable power sources and the electrification of heat and transport, sectors which currently account for over 35 per cent of total emissions. Kerry ETB will be involved with this project in a number of ways.

- Kerry ETB will develop a range of **upskilling courses** for qualified crafts people in the area of renewable / smart technologies. It is proposed that a ticket would be conferred on qualified electricians (and/or fitters, as appropriate), once they have completed the appropriate training, which will have been provided by the Kerry ETB Training Centre. Separately, training would be required on other equipment that may be required to be installed in buildings, such as, heat pumps, solar panels, Smart Meters, Smart Main Circuit Breakers (MCB), etc.
- Kerry ETB will create a '**demonstration house**' with suitable equipment to be used for training. This will be the training facility for Kerry ETB Training Centre for courses in connection with the *Transition Dingle Peninsula 2030* and *ESBN Dingle Project* and for training of current apprentices and others, including upskilling of existing tradespeople. It may also be possible to invite engineers, architects and other professions to a series of lectures e.g Continuing Professional Development (CPD) on the designs of future houses and to hold these in the Kerry ETB Training Centre with access to the demonstration house. A public 'Open Day' to be organised for the house in autumn 2018, once it is completed.
- Kerry ETB will develop a programme to train local people as **ESB Networks Ambassadors** to encourage local engagement and uptake of renewable options in local homes and businesses. It may be possible to give some of this training at the demonstration house and, with support of



the KETB TV and Multimedia instructors, it may be possible to give the 'Ambassadors' some media training in the Kerry ETB Training Centre.

- A **Mobile Demonstration Unit** to engage with the community and to explain to people what the transition to a low carbon future will look like and what it will involve is being scoped out.
- **Electric Vehicles (EV's)** are going to form an essential part of the future of transport and there is an urgent need to increase the installation of charging points and generally develop the infrastructure for EV's. 100 EV charging pints are planned for installation as part of the *ESBN Dingle Project*. Aside from the installation and maintenance training required for the project, Kerry ETB is also considering this in the context of training requirements for mechanics who may be required to service and maintain EV's. Consideration is being given to the development of an approved national curriculum (or similar) and suitable training equipment in Kerry ETB Training Centre.
- Kerry ETB is exploring the development of a **Professional (Digital) Passport** for suitably qualified persons (with existing trades) outlining their suitability to undertake these new activities/installs.
- Kerry ETB will provide training with regards the installation and ongoing maintenance of **smart widgets** (for water and soil monitoring initially – but likely to go far beyond these two areas) in addition to maintenance and installs of Anaerobic Digesters.

#### **Health Sciences Campus**

During the Academic Year 2017/18, Kerry College of Further Education is developing a Health Sciences Campus to facilitate specialist provision in Post Leaving Certificate courses for the health, life science and social science sectors throughout the Kerry region and beyond. This KCFE Town Centre Campus is currently being re-designed and re-furbished with approximately a 150-200 students intake for September 2018. The programmes delivered from this Campus will cover Pre-Nursing, Physiotherapy Assistant, Dental Nursing Assistant, Health Care Assistant, Pharmacy Assistant, Emergency Services, Youth Work, Social Care, with plans to introduce a further suite of new health and medical centered programmes going forward. KCFE also plans to use the facility to provide up-skilling and re-training based on local and regional industry requirements.

#### **Community Education Innovation Responses to Social Inclusion Needs**

In 2018 Kerry ETB Community Education Programme will support the following new Initiatives additional to the other 300 courses:

- Expand the network of Peer Mentoring Recovery Support groups started and supported by Community Education to include the Castleisland area. Kerry Peer Mentoring Support Network is a community based structure that supports people in their recovery journey from mental distress to wellbeing and helps people in the community maintain wellness.
- In collaboration with other Kerry ETB programmes continue to build on the learning plans and positive outcomes as a result of education and training for the TEAM Addiction Recovery Project (Together Everyone Achieves More).
- The delivery of three Advocacy & Rights courses to people with disabilities and their carers as part of our Service Level Agreement with the Disability Federation of Ireland.
- To support an Irish and cultural event on the Blasket Islands as well as two new Irish Language initiatives.
- To provide a cookery and life skills course to young adults with autism.
- To deliver an opportunity for a community group to develop a radio play in conjunction with the Training Centre.

**PRIORITY 7: EXPANSION OF PLC ALLOCATION TO MEET NEED**

Kerry ETB's PLC allocation is not sufficient to meet the needs of the people or economy of Kerry. Demand is strong and there is a track record of positive outcomes to employment and successful HE progression. Our most recent survey of the Kerry ETB PLC Learner Outcomes shows that over 50.5% progressed to FET or HET while 29.3% progressed to employment<sup>3</sup>. Both the ESRI Evaluation of PLC Programme Provision (January 2018) and the SOLAS Response to the Findings of the Evaluation of the National Post Leaving Certificate (PLC) Programme (November 2017) have highlighted a wide imbalance in the distribution of PLC places to ETBs. Kerry ETB has significantly less places than most ETBs and requests an increased allocation based on the level of proactive work to date in implementing the SOLAS post review recommendations:

- Teacher allocation to Kerry ETB for PLC needs to match actual enrolment on PLC Programmes. For example in 2017/18 actual PLC final enrolment in one College was 746 while the approved allocation for that College was 626 leaving a shortfall of circa 7 whole time equivalent teachers.
- Supply of PLC provision is insufficient in Killarney, the second largest town in the county.
- The review noted that PLC allocation should be linked to areas of deprivation. Kerry ETB has conducted an in-depth and detailed SAP (Small Area Population) of 2016 Census statistics to establish the areas of greatest disadvantage in Kerry. Tralee Urban, Listowel and Castleisland are the highest with a significant youth / NEETS (not in education, training or employment) cohort in the population. These areas are specifically served by Kerry ETB's two PLC Colleges (KCFE – Kerry College of Further Education and NKC – North Kerry College of Further Education).
- A key theme in the review is that PLCs have multiple goals (direct entry to employment, progression to HE, personal progression / social inclusion). The review highlights that the destination of learners is influenced by the leadership and management of the institution. So in an FE college where the focus is on progression that will be the strongest outcome for learners. To address this Kerry ETB has streamed it's provision into three main categories, so that each has its own purpose and progression path: occupationally specific with the goal of learners being job ready; pre-university, arts and humanities as a preparatory year and CAO progression route to Higher Education; Pre-Apprenticeship as foundation course for those preparing to enter a new vocational area.
- As a result of the strategy mentioned above, Kerry ETB occupationally specific PLC courses are now much more aligned to the labour market and evolving workplace practices, especially in technical or regulatory areas. The focus from September 2018 will be on provision leading directly to value added employment. Course examples are Dental Nursing Assistant; Physiotherapy Assistant. This has been developed in consultation with local employers.
- As a first step towards the flexible all year round provision, Kerry ETB delivers a City & Guilds Diploma in Culinary Arts through the year and the summer period.
- Work experience has been examined and practice strengthened in the last year. This will continue over the lifetime of this plan, resulting in mandatory quality work experience for all learners during the academic year and an extended optional work experience / industry placement during the summer months.
- Enterprise projects are being embedded into course provision as appropriate.

<sup>3</sup> Telephone Survey done 2017 of PLC learners in the 2015/16 academic year. Response Rate 51.9%

- PLC management has commenced strategic employer engagement with a view to course input from employers. This is done by more detailed feedback on work experience learners and how job ready they are; employers providing guest lecturer inputs and study visits to business; employer input to curriculum review and development; participating in mock interview panels to prepare learners for employment.
- The additional allocation will be used to aid Kerry ETB in delivering relevant qualifications in certain specific areas which directly contributes to Target 5 within this agreement.

#### **PRIORITY 8: EXPANSION OF TRAINEESHIP & APPRENTICESHIP**

One of the core functions of Kerry ETB is to ensure that learners have opportunities to gain relevant skills for progression to sustainable employment. Under the banner of this priority, and as a contribution to national FET targets, Kerry ETB will expand its Traineeship & Apprenticeship in the following areas:

- Kerry ETB is the Coordinating Provider for the Commis Chef Apprenticeship and is currently collaborating with eight ETBs on the expansion of the apprenticeship. The first iteration of the Commis Chef Apprenticeship is currently running in Kerry and the second planned Kerry intake will be in September 2018 with 14 places in Kenmare.
- The Kerry ETB Wind Turbine Maintenance Technician Traineeship is currently running. An Apprenticeship for Wind Turbine Maintenance Technicians is in development with an industry led Consortium Steering Group in place. Quality Assurance for validation now in place. The target start date for the initial intake of Apprentices is September 2019.
- The need for a Marine Engineering Traineeship in Ireland was identified by industry and course content has been agreed with them. The Marine Engineering Traineeship aims to allow trainees to learn, develop and practise the skills required for employment and/or career progression in the marine engineering maintenance and boatbuilding sector.
- The Kerry ETB Leisure Scuba Diving Instructor Traineeship (a precursor to Commercial Scuba Diver qualification) is in development and will complement the suite of exiting provision that supports the local, regional and national tourism sector.
- Kerry ETB has recently converted its Hairdressing SST course to a Hairdressing Traineeship and is collaborating with LCETB in developing a Hairdressing Apprenticeship.
- A new suite of City & Guilds Media Traineeships have been put in place in 2018 (Broadcast Production – Film & TV; Radio Production and Digital Media Production). These are former Specific Skills Training courses.
- Kerry ETB is currently running the IT Support Engineer Traineeship and is collaboration with FIT for the roll out of the ICT Associate Professional Apprenticeship in Kerry.
- Kerry ETB has further increased the capacity for Electrical Apprenticeship Phase 2 with a new facility for 28 Apprentices annually.
- A second Plumbing Apprenticeship course with provision for an extra 28 apprentices per annum has commenced in 2018.
- Stonecutting and stonemasonry – the training centre will deliver all phases and the first phase 6 delivery is scheduled for 2018.
- Kerry ETB is rolling out a promotional drive in 2018/19 to encourage increased uptake by women in Apprenticeships in Kerry.

It should be noted that in meeting these targets the new traineeships will be delivered from a variety of existing Kerry ETB Centres and Colleges.

**PRIORITY 9: ENHANCING THE WORKING AND LEARNING ENVIRONMENT**

Developing and enhancing the training and development opportunities and facilities available to staff, to improve the environment that staff work in and learners learn in. We will do this by taking the following actions:

- Management at centre level will identify staff support and training needs and address how to upskill teaching and training staff so that we are best placed to respond to industry needs. Professional Development will need to move from the 'general' to the 'specific' - particularly in relation to supporting the delivery of courses that are required by industry. Curriculum requirements are not static. Kerry ETB will need to plan for the provision of training packages for staff – which will address industry needs and respond to the individual staff member who (through their local manager) requests specific training.
- Implementing the SOLAS Professional Development Strategy
- Implementing the SOLAS TEL Strategy and integrating it with Kerry ETB ICT strategy
- Recruit staff with marketing expertise
- Recruit staff with specific sectoral expertise in key areas: Hospitality & Tourism; Manufacturing & Engineering; Health & Allied Professions; Renewable energies / smart technologies.
- Put in place dedicated support roles for PLSS and FARR
- Capital Investment across the FET Environment to include the upgrading of existing facilities and the development of new facilities.

**4.2 RISKS AND CHALLENGES**

A series of risks and challenges have been identified by Kerry ETB that will have to be considered and addressed during the course of this agreement.

- **Funding & Resources:** The priorities set out in this Agreement are milestones to achieving the national targets set by SOLAS. Inadequate funding and resources would be a major risk to Kerry ETB in the delivery of the targets in this Strategic Performance Agreement.
- **Capital investment:** is a major risk as there is an assumption built into our planning that the necessary capital resources will be sanctioned for Kerry ETB to enable us deliver the many needs based innovative projects outlined in this document e.g. Marine Engineering Traineeship, Marine Skills Training Centre, Demonstration House for the Smart Living and Energy Future Proofing Project, Health Science Campus, Major Award in Agriculture.
- **Organisational Design:** This has to be progressed in parallel with the changing demands in regulatory and legislative requirements, systems, planning, reporting, governance structures, audits, quality assurance requirements etc. The Moratorium in the public sector has impeded the required organisational changes at all levels.
- **Staffing:** Kerry ETB employs staff across circa 28 employment categories. Staff are paid on circa 48 different pay scales with a complicated myriad of Terms and Conditions. Staff have different working year arrangements. Staff would benefit from structured opportunities to upskill in Industry with hands on industry experience. Staffing structures, resources and roles need to be more flexible to empower us to deliver on the priority actions and goals outlined in the Agreement.
- **Competing and Extensive Governance reporting requirements:** to the Comptroller and Auditor General, Internal ETB Audit Unit, Department of Education and Skills, SOLAS, ETBI, QQI, GDPR. These extensive regional and national reporting, data collection demands require sufficient administration resources.

- **Financial Reporting:** Lack of universal financial systems across FET, different IT and financial reporting platforms and the duplication of reporting on financial expenditure can be described as risks, challenges and inefficiencies.
- **Pace, range and depth of structural change and reform:** ETBs have taken on new goals, targets, structures, systems, etc. There is a need for a period of time to consolidate the level of change in recent years with a view to supporting sufficient capacity building and change management across all staff grades, programmes, centres to ensure on-going quality in all that we do. Kerry ETB will continue to optimise the use of financial, human and technological resources.
- **Economic climate:** As unemployment levels continue to drop the profile of the FET learner has changed. The challenge now is to meet the needs of people at work as well as the long term unemployed. Both groups require a very different response. Kerry ETB will address these challenges and insures it provides resources and CPD (continuous professional development) for this to happen.
- **Up-Skilling / lifelong learning:** People at work may seek shorter courses that meet a very specific skill requirement. There are a number of challenges in this:
  - Developing relevant industry led curriculum with accreditation options that can deliver bite size learning and skill development over a series of training days / inputs.
  - Developing our capacity in blended learning.
  - Appropriate certification and putting this in place in a timely fashion should programme development be required.
  - Delivering upskilling to meet industry needs against a backdrop of many different sets of terms and conditions for staff involved in the delivery of FET.
  - Capacity to be responsive to employer needs in the context of sustainable demand in a rural county given programme development costs and timelines.
- **National Focus on Duplication of Programmes and Resources:** There is a need for a National Protocol and Forum where decisions and appeals may be determined on the duplication of programmes on a national basis, within and outside of the ETB sector, particularly in the apprenticeship area.
- **Other Education & Training Providers:** There is a need for clarity with regard to the role of other providers who operate in FET such as Skillnets; local development companies (SICAP), IoTs and the Springboard programme. There has been a sharp increase in delivery of Level 6 programmes in IoT sector, some of which are also delivered by the ETB sector.
- **Apprenticeship:** Duplication of programmes between FET sector and third level.
- **Competing Policy Objectives:** For example to meet the national target on Traineeships and Apprenticeships learner numbers on other programmes will be impacted. As outlined above Kerry ETB will have to look strategically at how it will meet these targets given existing facilities and staffing profiles.
- **The unknown impact of Brexit on FET:** Kerry is very heavily dependent on Tourism and Agriculture both of which will be affected by Brexit. Qualifications and training places for non EU citizens may also be impacted. Mapping of accreditation from UK awarding bodies, such as City & Guilds, to the European Qualifications Framework needs to be monitored.
- **A National Course Recruitment Structure and Strategy by SOLAS:** is required so that certain ETB courses have national visibility and are promoted across the country. A number of Kerry ETB courses are unique specialisations that are not available anywhere else in Ireland. Examples are: All the Kerry ETB energy transmission and distribution courses (Wind Turbine Maintenance Technician; Overhead Lines Operative; Fibre Optic Installation Technician) and the new Kerry



ETB Marine Engineering Traineeship. All our Media Production Traineeships (Broadcast Production - Film & TV; Radio; Digital Media Production).

#### 4.3 DELIVERING ON FET RELEVANT POLICIES AND STRATEGIES

ETBs are central to the realisation of government policy around employment, education and training. The government's recently published National Skills Strategy 2025 sets out a number of significant challenges for ETBs. In particular, the strategy proposes that all education and training providers will place a stronger emphasis on providing skills development opportunities to meet the needs of learners, society and the economy. ETBs are mandated to develop new programmes including new apprenticeships and traineeships, have greater engagement with employers, deeper engagement with learners, an increased focus on active inclusion, enhanced teaching and learning, the use of technology to increase access to FET and learner digital skill competence. A range of other policies and strategies will frame the development of FET over the period 2018-2020:

- Action Plan for Jobs
- Pathways to Work
- Action Plan for Education 2015-2019
- Better Outcomes Brighter Futures: The National Policy Framework for Children & Young People 2014 – 2020
- National Youth Strategy 2015-2020
- Comprehensive Employment Strategy for People with Disabilities 2015-2024.
- National Disability Inclusion Strategy 2017-2021
- Migrant Integration Strategy 2017-2020
- SOLAS FET Strategy
- Kerry ETB Statement of Strategy 2018 / 2022
- Kerry Local Economic and Community Plan 2016-2021
- Kerry Age Friendly County Strategy
- Action Plan for Rural Development
- FET Literacy & Numeracy Strategy
- SOLAS TEL Strategy
- SOLAS Professional Development Strategy
- Supporting Working Lives and Enterprise Growth in Ireland 2018-2021
- Integrating Literacy and Numeracy Final Report

Kerry ETB is also committed to the wider process of programme reform across the FET sector and of responding to the findings and recommendations arising from programme reviews, evaluations and subsequent SOLAS responses and guidelines. In particular we note:

- Evaluation of Post-Leaving Certificate (PLC) provision and SOLAS response
- Reviews of and guidelines issued on traineeship provision
- Evaluation of Youthreach/CTC provision (to be published in 2018)
- Evaluation of VTOS/SST provision (to be published in 2019)
- Evaluation of BTEI (to be published in 2019)
- Evaluation of Specialist Training provision (to be published in 2019)

## 5. ETB Contribution to National FET Strategy and Targets

In this section activity that will contribute to the achievement of each one of the national targets is summarised, building on the detailed description of strategic priorities earlier in this agreement.

### 5.1 SKILLS FOR THE ECONOMY

Kerry ETB will take a lead role in providing skills for the local, regional and national economy, both for pipeline talent pool supply and for lifelong learning to upskill the existing workforce. Initiatives will include:

- Establish a dedicated Employer Engagement Unit and Strategy as detailed earlier in Section 4.1.
- Continue to work with the South West Regional Skills Forum, focusing on the following sectors: Hospitality & Tourism; Manufacturing & Engineering; Pharma/Biopharma; Construction.
- Review/analysis of career clusters provision, course approvals and curriculum development to match local and national need.
- Skills for Work, evening training, blended learning, part time, tailored and bite size provision to meet the needs of employers and their employees.
- Develop a Marine Skills Training Centre and the Kerry ETB Health Sciences Campus and innovative programmes such as astronomy tour guiding and major and minor awards in agriculture as discussed under priority 3 in Section 4.1..
- Develop apprenticeship and traineeship provision as set out under priority 8 in section 4.1.
- Increased work experience element and emphasis on work ready skills and job placement in PLC provision.
- Expand the Kerry ETB RPL (Recognition of Prior Learning) procedures that are now in place for the Commis Chef Apprenticeship and suite of tour guiding courses to cover all programmes.

### 5.2 ACTIVE INCLUSION

Kerry ETB has a strong inclusion role, through specific programmes such as Community Education, Adult Literacy & Basic Education, FET Cooperation Hours, Community and Specialist Training Provision. Inclusion is also a key integrated theme throughout our work which is evidenced through measures such as Open Learning Centres and Student Support Offices, Reasonable Accommodations, Literacy and Numeracy Supports for Apprentices, Counselling Supports, Wellbeing and Mental Health Initiatives in our centres, Adult Guidance & Information. Kerry ETB will continue to consider and prioritise support to address the needs of particular cohorts of learners including the long-term unemployed, people with disabilities, lone parents, jobless households, Travellers and other under-represented groups.

**Adult Literacy & Basic Education (ABE)** in Kerry ETB has recently undergone a review and full restructuring process. The role of this programme is to equip the people of Kerry with the literacy, numeracy and basic ICT skills necessary to effectively participate in everyday life. Recruiting and training Volunteer Literacy Tutors facilitates people to give back to society as well as acting as a core part of the service providing hours of training that would otherwise cost the exchequer. ESOL and other services for the Refugee Resettlement Programme is a fast growing area of work. ABE has very high participation rates of people with disabilities and other vulnerable people with low levels of education and training. In 2018 it is envisaged that Study Skills will be delivered to apprentices in the Tralee Training Centre. It is also envisaged that a pilot study of Apprentices literacy levels will also take place. The FET literacy and numeracy strategy will be implemented by:

- Improved screening and assessment systems, working on the Kerry ETB ESOL policy, literacy awareness and literacy integration across programmes and implementation of the recommendations of the SOLAS/ETBI review of ESOL provision published in March 2018.
- Literacy and numeracy and ESOL delivery at Levels 2 and 3, an Increase in provision of intensive tuition (to 6 hrs per week), with utilisation of the levels 1-3 numeracy and literacy assessment best practice guidelines and toolkit.
- Ensure that all learners have the option to avail of accredited programmes through Adult Literacy and/or Co-operation Hours, with more than 50% of overall provision accredited.
- Learners availing of this programme will be encouraged to pursue accreditation. This is in line with the national target to have a 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development.

The Kerry ETB **Community Education** programme, in conjunction with the community and voluntary sector, organises and delivers courses in the villages and parishes of County Kerry. This ensures that all adults in Kerry have an opportunity to participate in education programmes. The Community Education programme aims to provide a locally based education programme that is responsive to the local community's needs. We strive at all times to ensure that the programme is accessible, inclusive and culturally appropriate. Community Education is learning that takes place in the community and embraces the principles of empowerment, consideration, collective consciousness, social justice and equality of access.

It is a key starting space for many people who wish to develop their confidence and social skills, before progressing to other courses. The programme is also a key support service in the county to voluntary and community groups. It aids community engagement and inclusion of a vast array of groups and people from active retired groups and older people in rurally isolated areas, men's Sheds, Women's Groups, Biodiversity and Environmental Groups, as well as mental health recovery groups. Among the many innovative community projects for 2017 Community Education will start another Peer Mentoring Network in the county, building on the huge success of this mental health community based recovery programme in 2016.

#### **Examples of Groups KETB work with**

- Pre-capacity groups - developing community based learning
- Men's Groups
- Disadvantaged Urban Communities
- Estate Management Groups
- Family Resource Centres
- Parents Groups
- Isolated Rural Communities
- People Parenting Alone
- Active Retired Groups
- Groups for people with disabilities
- Travellers & other Ethnic Minority Groups
- Migrant and Refugee Support Groups
- Women's Groups
- Peer Mental Health Recovery
- Addiction Recovery groups
- Bereavement Groups
- Community Networks
- Community Choirs

#### **Examples of Community Courses**

- Personal Development
- Community Development
- Assertiveness
- Hospitality Skills for NEETS Young People
- Arts & Crafts
- Parenting Skills
- Community Health
- Committee Skills
- Introduction to Computers
- Internet for Farmers
- Citizens information
- Development Education
- Advocacy for people with disabilities
- GDPR training for community & voluntary businesses and organisations
- Arts in Hospitals
- Equality Studies for Women
- Village Planning, Biodiversity & Horticulture
- Maths for parents of school children

### 5.3 QUALITY PROVISION

A key organisational goal is continuous improvement and further development in Quality Assurance. As discussed under Priority 2 in Section 4.1, in 2018 Kerry ETB will establish a new overarching FET quality assurance system, governance structure and bolster the organisation's curriculum development capacity and resources through the new Kerry ETB Quality Council and QA Unit. A key action will be implementing the new Quality Improvement Plan in line with QQI requirements and subsequent monitoring and continuous QA Self Evaluation. Other key initiatives that will help us in the Quality area in the next 3 years are:

- Internal Kerry ETB course approval process at levels 4, 5, 6
- Implementation of the SOLAS Professional Development Strategy
- Implementation of the SOLAS TEL Strategy
- Integrated FET guidance plan
- On-going risk management strategies
- In-depth health and safety audit and new management plan

### 5.4 OUTCOMES-BASED PLANNING AND FUNDING

A key activity for the year will be the timely input of accurate data to PLSS and FARR and the use of these resources for internal monitoring, review, reflection and planning. This will require significant resources and training. The introduction of the PLSS Learner Database and planning resources for this will be a challenge, but one that will ultimately give better oversight of provision, ensuring there is no duplication or gaps, while delivering enhanced value. Kerry ETB also sees the potential value of linking PLSS to CSO administrative datasets via SOLAS which should also provide a platform for more effective outcomes-based funding. Other activities in this area are:

- Assignment of responsibility for Strategic FARR planning, monitoring and review to a senior FET manager
- Dedicated PLSS/FAR Technical support resource now in place
- Regular FET Management and FET Forum monitoring and review
- Progression Tracking Project involving an annual telephone survey to Kerry ETB FET learners to track their post course progression outcomes
- CSO SAP (Small Area Population) data analysis project to give drilled down baseline statistics for the ten main towns in Kerry.

### 5.5 STANDING OF FET

Kerry ETB is committed to communicating with learners, employers, partners, the community, other agencies and education providers to elicit and respond to education and training needs, as well as enhance the quality, focus and relevance of our services. Kerry ETB participate on and collaborate with many interagency groups and committees. Our key stakeholders and partners are:

- Dept. of Employment Affairs & Social Protection
- South West Regional Skills Forum
- Institute of Technology Tralee, University College Cork (UCC), Cork Institute of technology (CIT), Mary Immaculate College, Limerick (MIC), University of Limerick (UL), St. Angela's College, Sligo.
- Kerry Country Council, LCDC Local and Community Development Committee and the Kerry Local Enterprise Office and Local Link Kerry (County Transport Coordination Unit)
- HSE Health Service Executive, SHEP Social & Health Education Project, and the Kerry Children & Young Persons Services Committee
- Tralee and Killarney Chamber Alliances, along with a range of local and regional businesses

- North, East & West Kerry Development, South Kerry Development, Tralee Community Development Project, Dingle Creativity & Innovation Hub
- Udaras na Gaeltachta, Teagasc and Uíbh Ráthach Taskforce

Over the period of this agreement, Kerry ETB will continue to work on the standing of FET and its promotion as a quality pathway to skills and careers. The ETB audience is wide and the message is broad. Fine tuning this to distil and effectively communicate our unique selling points is part of our ongoing work. This includes a renewed focus on marketing, communications, social media management, the FET Fair, making a new suite of cinema adverts, animated videos, print and broadcast media promotion, producing course directories, promoting FETCH, work with schools, parents and guidance practitioners to promote the standing of FET as a first choice rather than as a backup alternative. There are also specific plans to promote apprenticeship as a career path for women, develop new strategies to market lifelong learning opportunities and a campaign around the EU vocational skills week. In addition Kerry ETB will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019.

## 5.6 ETB CONTRIBUTION TO NATIONAL FET TARGETS

Kerry ETB commits to making the specific contribution to each of the six core national FET targets over the period 2018-2020 set out below. A summary showing how the contribution to each target is driven by activity within different skills clusters is provided as Appendix A. The definition underpinning each target is detailed in Appendix B.

The ambitious goals, priorities and targets set out in this Strategic Performance Agreement are grounded in the economic, social, demographic and geographic realities of Kerry. Because of our location, rural dispersal and depopulation patterns in the county, in addition to the fact that there is a low manufacturing base, Kerry ETB has no choice but to be innovative in all that it does. This is why Kerry ETB has developed a suite of unique courses, with some that are not available anywhere else in Ireland across FET or HET.

The key drivers for the priorities in this plan are tourism and hospitality which have informed all our culinary, tour guiding and professional outdoor activity courses. Our existing capacity and national specialisation in the energy transmission and distribution sector, along with our strong tradition in high quality training for apprenticeship trades puts us in a unique position to collaborate with the Smarter Living Pilot Project in West Kerry and in turn contribute to Ireland's effort to meet EU climate change and environmental targets. We have both the capacity and the appetite to bring added value, cost efficiencies and creative new synergies to our work and ultimately to the learner, by combining the interdisciplinary skill sets and competencies from our unique specialisations.

Our coastal location and the importance of fishing and Liebherr export activities in Kerry point to the opportunity and need for a Marine Skills Training Centre which is now in planning. The health sector is also vitally important due to our aging population and the growing trend of retired people relocating to the county, not to mention that the public sector, in particular the HSE, is one of the main employers in the county. This has led to the development of our new Health Science Further Education Campus.

Our strategy is designed to avoid over supply and has positioned Kerry ETB to be a strategic leader in certain skill clusters. Many of our courses have been developed for regional and national recruitment to serve all the people of Ireland.






Target	National Sectoral Target	Kerry ETB Contribution
1) More learners securing employment from provision which primarily serves the labour market	10% over 3 years	22% over 3 years, equating to 545 learners securing employment in 2020
2) More learners progressing to other further or higher education courses from provision which is primarily focused on this purpose	10% over 3 years	15% over 3 years, equating to 1,110 learners progressing to other courses in 2020
3) Increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development	10% over 3 years	83% over 3 years, equating to 320 completers certified in 2020
4) Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over 3 years	10% over 3 years, equating to 8,783 starting LLL relevant programmes in 2020
5) Increase in learners securing relevant qualifications in sectors where employment growth/skills needs have been identified	10,000 learners per annum	Average annual increase of 477 per annum and a 48% increase in learners in 2020 compared with 2017
6) New apprenticeship and trainee registrations in the period 2018 to 2020	13,900 over 3 years	830 over 3 years, almost doubling the current level of provision

## 6. Performance Agreement

In entering this agreement, Kerry Education and Training Board commits to pursuing the priorities and actions set out in the previous sections and making the making the stipulated contribution to each of the six core FET targets over the period 2018 to 2020, subject to the risks and challenges identified and set out in Section 4.2 of the agreement. Kerry ETB also commits to adherence to legislative requirements, the Overarching Planning and Funding Requirements for FET and SOLAS funding Terms and Conditions.

SOLAS commits to supporting the delivery of these priorities, actions and targets wherever practical subject to and within its existing resource constraints and competing commitments. The realisation of the targets will be monitored on an ongoing basis via the PLSS and FARR systems, and it is proposed that a formal mid-term review will be undertaken in September 2019, including a further strategic dialogue session between the two parties at this point.

	<b>Paul O'Toole</b> Chief Executive SOLAS
	<b>Colm McEvoy</b> Chief Executive Kerry Education and Training Board
	Date

## Appendix A: Kerry ETB Contribution to National FET Sector Targets by Skills Cluster

Further Education & Training Provision	Target 1 2018-2020		Target 2 2018-2020		Target 3 2018-2020		Target 4 2018-2020		Target 5 2018-2020		Target 6 2018-2020	
	Sector Provision 10% More Learners will secure employment from provision which primarily serves the labour market. Expected overall increase in Completions Securing Employment		Sector Provision 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose. Expected overall increase in Completions Progressing to FET or HEI		Sector Provision 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development. Expected overall increase in Completions certified		Sector Provision 30% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions[1]. Expected overall contribution to the National Target for increase in Starters and ETS capacity %		Sector Provision increase in Relevant Qualifications across FET programmes. Increase of 10,000 learners per annum securing relevant. Expected overall annual average contribution to National Target for Completions Certified & ETS Capacity %		Traineeship Programme. Traineeship National Target of 10,000 (2018-2020) - 11,000 (2019-2020) Commencements on Traineeship (Skill Clusters by Starters). Expected overall contribution to National Target and ETS capacity %	
Skill Clusters	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Agriculture, Horticulture and Mariculture	12	0%	2	17%			5	13%			32	0%
Animal Science	5	23%	0	0%			2	8%			0	0%
Arts and Crafts	3	27%	4	50%			13	12%			0	0%
Built Environment	8	0%	8	400%			11	19%	32	226%	0	0%
Business Administration	5	0%	12	67%			38	13%			80	100%
Engineering	4	100%	0	0%			0	0%	26	157%	0	0%
Engineering (Electrical)	4	17%	0	0%			15	29%	17	61%	44	45%
Engineering (IT)	2	50%	0	0%			10	100%	22	269%	0	0%
Engineering (Mechanical)	5	24%	0	0%			17	10%	39	47%	96	100%
Engineering (Transport)	0	0%	0	0%			0	0%	13	0%	0	0%
Entrepreneurship	0	0%	0	0%			0	0%	14	0%	0	0%
Financial Services	3	17%	0	0%			6	30%			0	0%
Food and Beverage	5	22%	10	83%			24	51%	34	72%	0	0%
Hairdressing, Beauty and Complementary Therapies	6	25%	0	0%			15	15%			100	112%
Health, Family and Social Services	8	8%	40	12%			59	8%	103	17%	138	20%
Information Technology	1	14%	0	0%			20	86%	45	89%	60	0%
Management	6	0%	0	0%			5	9%			0	0%
Manufacturing	0	0%	0	0%			0	0%	9	0%	0	0%
Media, Graphic Communications	0	0%	0	0%			0	0%	26	49%	128	0%
Natural Resources	0	0%	0	0%			0	0%			0	0%
Research and Education-Training	4	50%	0	0%			0	0%			0	0%
Sales & Marketing	5	125%	3	500%			18	50%	14	33%	34	54%
Science and Technology	0	0%	0	0%			0	0%	19	0%	0	0%
Security, Guarding & Emergency Services	2	100%	0	0%			8	14%			0	0%
Sport and Leisure	3	7%	4	67%			14	32%	20	24%	96	50%
Tourism	3	19%	0	0%			8	12%	28	81%	0	0%
Transport, Distribution & Logistics	4	19%	0	0%			3	17%			0	0%
Web Development & Design	2	50%	0	0%			3	10%	17	61%	0	0%
Core ICT			4	33%	0	0%	33	16%				
Core Personal			46	9%	780	83%	260	9%				
General Learning			7	30%	0	0%	197	8%				
Language			0	0%	0	0%	0	0%				
Skills Sampling			0	0%	0	0%	0	0%				
Key Skills			0	0%	0	0%	0	0%				
<b>TOTAL</b>	<b>100</b>	<b>22%</b>	<b>142</b>	<b>15%</b>	<b>780</b>	<b>83%</b>	<b>784</b>	<b>10%</b>	<b>477</b>	<b>48%</b>	<b>830</b>	<b>94%</b>

## Appendix B: Explaining the Targets

In agreeing the SOLAS Corporate Plan 2017-19, the Department for Education and Skills specified a range of targets to be met by the further education and training sector over a three year period:

- **Target 1 – Employment Outcomes:** 10% more learners will secure employment from provision which primarily serves the labour market.
- **Target 2 – Progression:** 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose.
- **Target 3 – Transversal Skills Development:** 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development.
- **Target 4 – Lifelong Learning:** 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions (this target could be subject to upward revision following the benchmarking process).
- **Target 5 – Relevant Qualifications:** From 2018, for three years, an average increase of 10,000 learners per annum securing relevant qualifications (e.g. special purpose awards) in sectors where employment growth / skills needs have been identified (e.g. Construction, ICT, Food and Beverages, Hospitality, Wholesale / Retail, Biopharma / Pharmachem, Health / Other Care, Digital Media, Sport and Fitness, Engineering, Enterprise Skills needs).
- **Target 6 – Apprenticeship and Traineeship Provision:** 30,500 new apprentice and trainee registrations in the period 2017 to 2019 which will represent an increase in registrations from circa 6,000 in 2016 to circa 12,400 in 2019.

Also in 2017, the Department of Public Expenditure & Reform (D-PER) conducted a spending review of further education and training. A key aspect of this review involved analysis of programmes delivered by the ETBs by categorizing each programme as one of the following:-

- Predominately Labour Market Focus FET Programmes
- Predominately Progression Focus FET Programmes
- Predominately Social Mobility (Individual Transversal skills) FET Programmes

The setting of these three year national sectoral targets and broad categorisation of targets provided a framework by which strategic performance agreements between SOLAS and ETBs could be developed, highlighting the planned contribution of each ETB to their realisation. However to ensure that this contribution could be clearly understood and linked to development of activity across FET programmes, some definitions and parameters were placed around each target, and these are discussed for each in turn below.

### Target 1: Employment Outcomes

This target takes a broad strategic approach by considering FET provision in terms of the programmes that are primarily focused on leading to employment. The D-PER spending review identified programmes which had a predominantly labour market focus and to ensure consistency with this review, the measuring of employment outcomes under Target 1 was related only to programmes within this category:

<b>Full Time</b>	Apprenticeship Training	Blended Training
	Local Training Initiatives	PLC
	Specific Skills Training	Traineeships Training
	VTOS	VSCCS PLC
<b>Part-time</b>	Evening Training	On-line Learning (eCollege)

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recording as achieving an employment outcome, and then

asking each ETB to set out a plan for the numbers completing who it expects to achieve an employment outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. Currently therefore the contribution is self-declared by the ETB, based on its understanding of a learner outcome and with the assumption that all employment outcomes have been logged comprehensively within the system. It is however acknowledged that work to integrate FARR and PLSS and to ensure comprehensive and quality learner data input into PLSS is still progressing, and it is likely that the baseline for each ETB in 2017 may be higher than initially estimated.

SOLAS and the ETBs intend to move to a more robust method of setting the baseline by using access to revenue and jobseekers databases held by the CSO to establish independently the employment outcomes of learners on these programmes in 2017. This should not change the ambition for number of completers securing employment outcomes in 2018, 2019 and 2020 but could revise the baseline which will mean the overall ETB contribution to meeting the target (i.e. the percentage change in completers securing employment outcomes) over the three year period could be updated.

#### *Target 2: Progression*

This target takes a broad strategic approach by considering FET Provision in terms of the programmes that are primarily focused on facilitating progression to other further education and training and higher education courses. The D-PER spending review identified programmes which had a predominantly progression focus and to ensure consistency with this review, the measuring of progression outcomes under Target 2 was related only to programmes within this category.

<b>Full Time</b>	Justice Workshops	Youthreach
	Bridging & Foundation Training	Community Training Centres
	Specialist Training Programmes	

<b>Part-time</b>	BTEI Groups	Skills for Work
	VSCCS BTEI	

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recorded as having progressed to other further and higher education courses, and then asking each ETB to set out a plan for the numbers completing who it expects to achieve such a progression outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. As with Target 1, currently the contribution is self-declared by the ETB, based on its understanding of a learner outcome and with the assumption that all progression outcomes have been logged comprehensively within the system. It is however acknowledged that work to integrate FARR and PLSS and to ensure comprehensive and quality learner data input into PLSS is still progressing, and it is likely that the baseline for each ETB in 2017 may be higher than initially estimated.

As with target 1, the baseline may be revised once learner outcome data from access to CSO databases (which also includes higher education learner data) is available. This should not change the ambition for number of completers securing progression outcomes in 2018, 2019 and 2020 but could mean the overall ETB contribution to meeting the target (i.e. the percentage change in completers securing progression outcomes) over the three year period could be updated.

It is also acknowledged that PLC provision has an important role in facilitating progression, particularly to higher education, yet the categorisation approach to ensure consistency with the spending review within the targets, where a programme can only be either predominantly labour market focused OR predominantly progression focused, meant that it was only included in the former when setting proposed ETB contributions in the formal target template. However, each ETB has been asked to articulate the current level of progression from PLC provision, and state any ambition for change in the progression rate over the lifetime of the agreement. Given the focus on this area and wider national work of FET to HE transitions, it is expected that the current rate of progression to HE from PLC across all ETBS will be at least maintained between 2018 and 2020.



**Target 3: Transversal Skills Development**

This target takes the same strategic approach as Targets 1 and 2 by considering FET Provision where the aim is primarily focused on programmes which build transversal skills. The D-PER spending review identified programmes which had a primary focus on transversal skills development and to ensure consistency with this review, the measuring increases in the rate of certification under Target 3 was related only to programmes within this category.

**Full Time** Irish Deaf Society provision

<b>Part-time</b>	Adult Literacy	ESOL
	FET Co-operation Hours	ITABE
	Libraries Training	Refugee Resettlement
	Voluntary Literacy Tuition	NALA Write on (p/t on line)

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recorded as having achieved certification, and then asking each ETB to set out a plan for the numbers completing who it expects to achieve such a certification outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. In contrast with Target 1 and 2, the data should for 2017 should be robust as it relates to certification rather than perceived outcomes.

**Target 4: Lifelong Learning**

The lifelong learning activity measured under Target 4 used the EU definition of lifelong learning which relates to people over 25 years. As comprehensive data for all FET learners aged over 25 is not available in 2017 (as the PLSS was rolled out during the year), the target focuses on activity (measured by numbers starting courses) within programmes that predominantly address the needs of learners over 25. This base can be reviewed at the end of 2018 when there is a full dataset available through PLSS, and where it should be possible to isolate the cohort of learners aged over 25 across all FET. In the meantime, the baseline and plans have been build up those starting or expected to start courses in the following programmes over the period 2018-2020.

Blended Training	Specific Skills Training
Traineeships Training	Traineeship Employed
VTOS	Evening Training
On-line Learning (eCollege) (p/t)	Bridging & Foundation Training
Specialist Training Programmes	BTEI Groups
Irish Deaf Society	NALA Write on (p/t on line)
Skills for Work	Adult Literacy
Voluntary Literacy	LTI
ITABE	Refugee Resettlement
Community Education	

Deriving the target in this way means that it does not fully compare to wider national lifelong learning targets, or to new targets for employee development and workforce upskilling, but it does nonetheless provide an insight and ambition to grow lifelong provision across FET in a way that can be robustly tracked over the course of the performance agreement.

It is also important to note that FARR and PLSS does not currently record the self-financed evening course provision which takes place in FET facilities, most commonly in PLC further education colleges. SOLAS has asked ETBs to estimate the extent of this cohort if possible within the agreements.

**Target 5: Relevant Qualifications**

This target attempts to increase the focus of FET provision on key skills areas with an ambition to grow qualifications in these areas by an average increase of 10,000 learners per annum. Relevant qualifications can include special purpose awards and are measured in the following skills clusters as part of this target.



Built Environment (Construction)	Engineering
Engineering (Electrical)	Engineering (IT)
Engineering (Mechanical)	Engineering (Transport)
Entrepreneurship/Enterprise Skills	Food and Beverage - Hospitality
Health, Family other Social Services	Information Technology - ICT
Manufacturing	Media, Graphics Communications - Digital Media
Sales & Marketing - Wholesale/ Retail	Science and Technology - Biopharma/Pharmachem
Sport and Leisure - Sports and Fitness	Tourism - Hospitality
Web Development & Design	

The number of certificates awarded in 2017 sets the baseline for this target and ETBs are then asked to project the number of certificates within these skills clusters that they expect to award in 2018, 2019 and 2020.

***Target 6: Apprenticeships and Traineeships***

Drawn from the Action Plan to Expand Apprenticeships and Traineeships 2016-2020, this sets a national target of 30,500 new apprentice and trainee registrations in the period 2018 to 2020. Pre 2016 apprenticeships are coordinated centrally by SOLAS while new apprenticeships are in a development stage and more difficult to plan in terms of specific course roll-out. In the performance agreements therefore, we have asked ETBs to focus on three year plans for expanding traineeship provision, asking them to project numbers starting traineeships in 2018, 2019 and 2020. The Action Plan defines a target over the period 2018-2020 of 13,900 new registrations.

