

Strategic Performance Agreement 2018 – 2020

Galway and Roscommon
Education and Training Board



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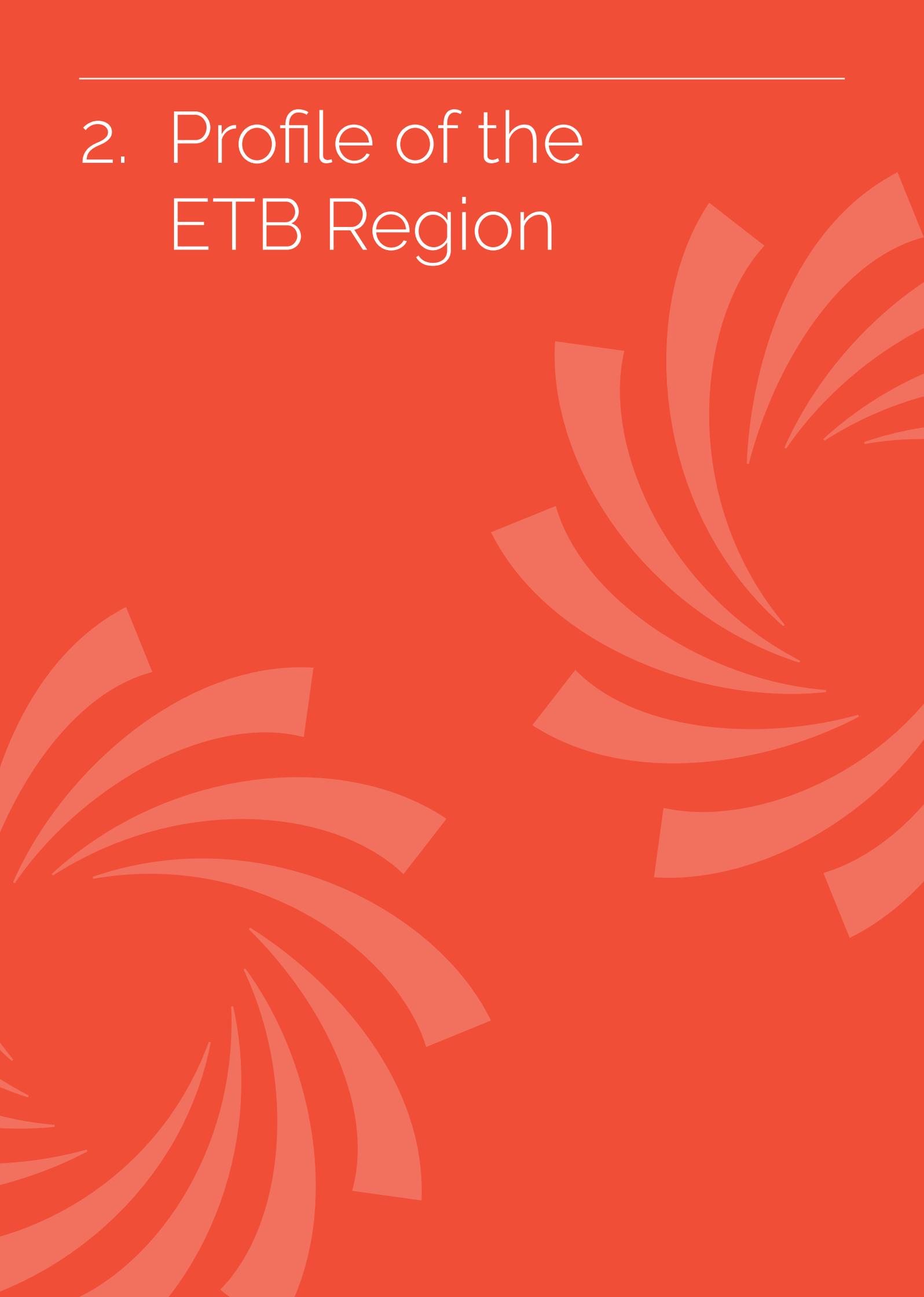
1. Introduction



Introduction

This agreement between SOLAS and Galway and Roscommon Education and Training Board (GRETB) sets out the context, strategic priorities and ETB contribution to achievement of 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 Galway Roscommon ETB, with independent input and validation from a panel of experts with an understanding of Irish and international good practice in further education and training systems.

2. Profile of the ETB Region



Section 2

Profile of the ETB Region

While the population of both Galway and Roscommon has been growing since 2011, growth has been relatively modest in comparison with the rest of the country, with a 3% expansion occurring in Galway and 0.7% being recorded in Roscommon. GRETB is the second largest ETB in the country in terms of geographical area and includes three islands.

In terms of the learner profile, there were 16,238 beneficiaries accessing FET courses in GRETB in 2017. 3,209 of these learners were on fulltime programmes and the remainder were accessing part-time provision.

The overall regional unemployment rate categorised by the CSO as the West includes Galway, Roscommon and Mayo. The overall unemployment rate for the West has fallen to 6.9%, marginally slower than that in the east of the country. There are three economic black spots in the Galway Roscommon region, two in the west of County Galway in Scaimh- Cill Chiaráin, Carna, (34.3%) and Garuma-Leitirmór, Leitirmealláin, (31.8%). The other black spot is Boyle Urban (27.1%) in Co. Roscommon.

In terms of employment, the region boasts a strong network of indigenous and multinational companies in the Medical Device, Biomedical and Information Communications Technology sectors. Recognised globally as a Med-tech cluster region, it has the highest proportion per capita employed in medical technology in Europe. This is further enhanced with the growth in life sciences and pharmaceutical jobs in Roscommon in particular, and the growth of Galway as a significant hub for technology, most notably in internet and collaborative technologies. The creative, hospitality, and tourism industries are also buoyant in the region accounting for the large numbers of individuals who are self-employed.

GRETB Area 2016



(Source: 2016 Census)

There are 16,000 active enterprises in the region, 91% of which are small or medium sized enterprises. Manufacturing accounts for over 16% of industry in the west, with agriculture/forestry/fishing accounting for 9% of employment in the region, with a higher than average concentration of these sectors than nationally within GRETB.

Of the almost 200,000 people in the regional labour force at the end of 2015, 22% were self-employed. Industry accounted for the largest employment provider with almost 30,000 employees followed by health, and wholesale & retail at 25,000 and 21,000 employees respectively. Almost 39,000 are employed in skilled trade occupations with farmers accounting for more than a third of these. Medium-high tech manufacturing provides for 45% of all employment in the manufacturing sector whilst the accommodation and food sector employs over 11,000 people

3. ETB FET Provision



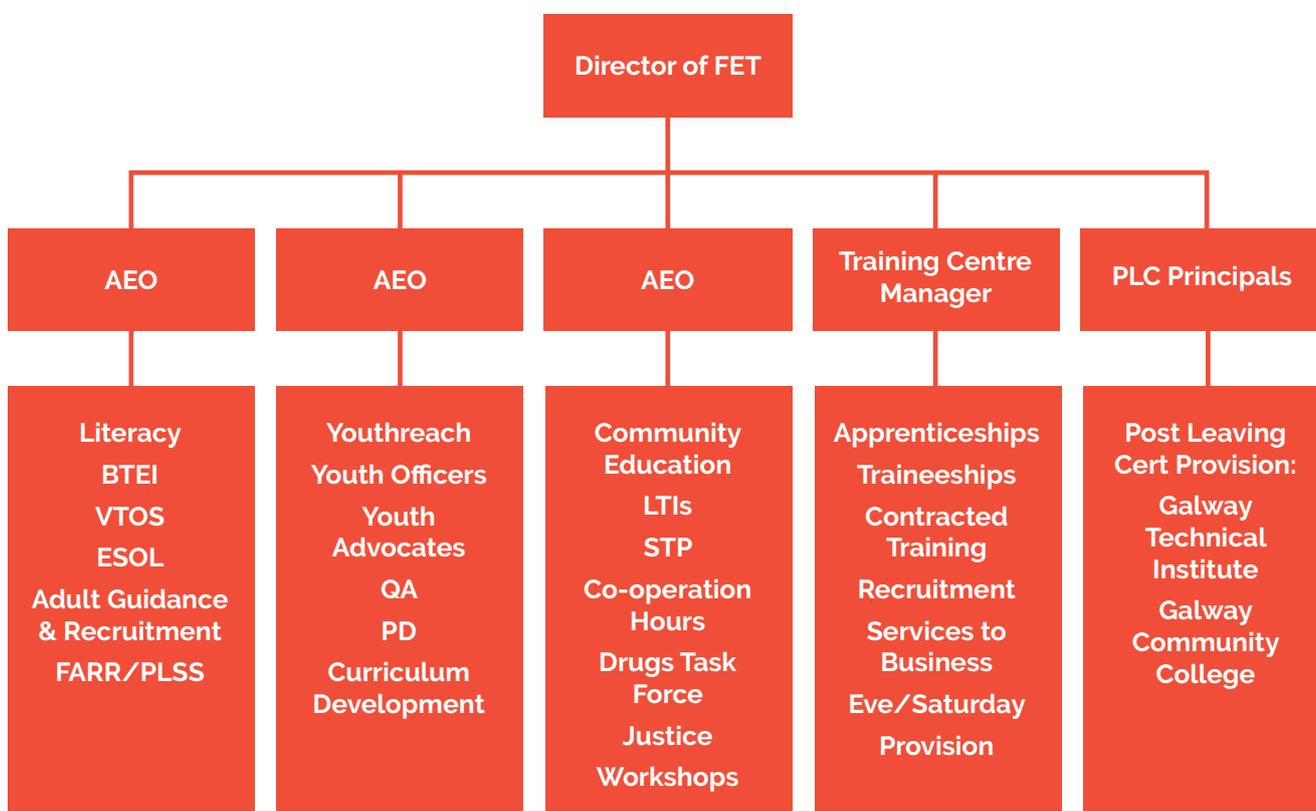
Section 3

ETB FET Provision

3.1 Staffing and Infrastructure

GRETB employs over 1,800 staff with a large proportion of these working in the FET department. The Director of Further Education and Training is ultimately responsible for all activity in the FET Department and for the strategic direction of the section. The Director reports to the Chief Executive. The management of FET provision is provided by PLC principals, Adult Education Officers, Training Centre Managers and Training Centre Assistant Managers. The core of the staff resources is in teacher, tutor or instructor grades. These grades are the key to the delivery of high quality Further Education and Training provision. The delivery of programmes is backed up through a range of support staff which include administration, caretakers, centre coordinators, development staff and guidance and information staff.

There are currently 40 Further Education and Training Centres across Galway and Roscommon based in the main centres of population, as mapped out below.



GRETB STRATEGY STATEMENT 2017 – 2021



VISION

To actively lead the provision of high quality education and training programmes and services that respond to the changing needs of learners and society

MISSION

To support individuals through learning, to achieve their full potential and contribute to social, cultural and economic development

STRATEGIC GOALS

Goal
1

Improve the learning experience and success of learners

Goal
2

Improve the progress of learners at risk of disadvantage, those with special needs or with language, cultural or social differences

Goal
3

Provide high quality education and training programmes

Goal
4

Ensure our organisational infrastructure (people, process and structure) is efficient and effective

Accountability

Leadership

Innovation

**CORE
VALUES**

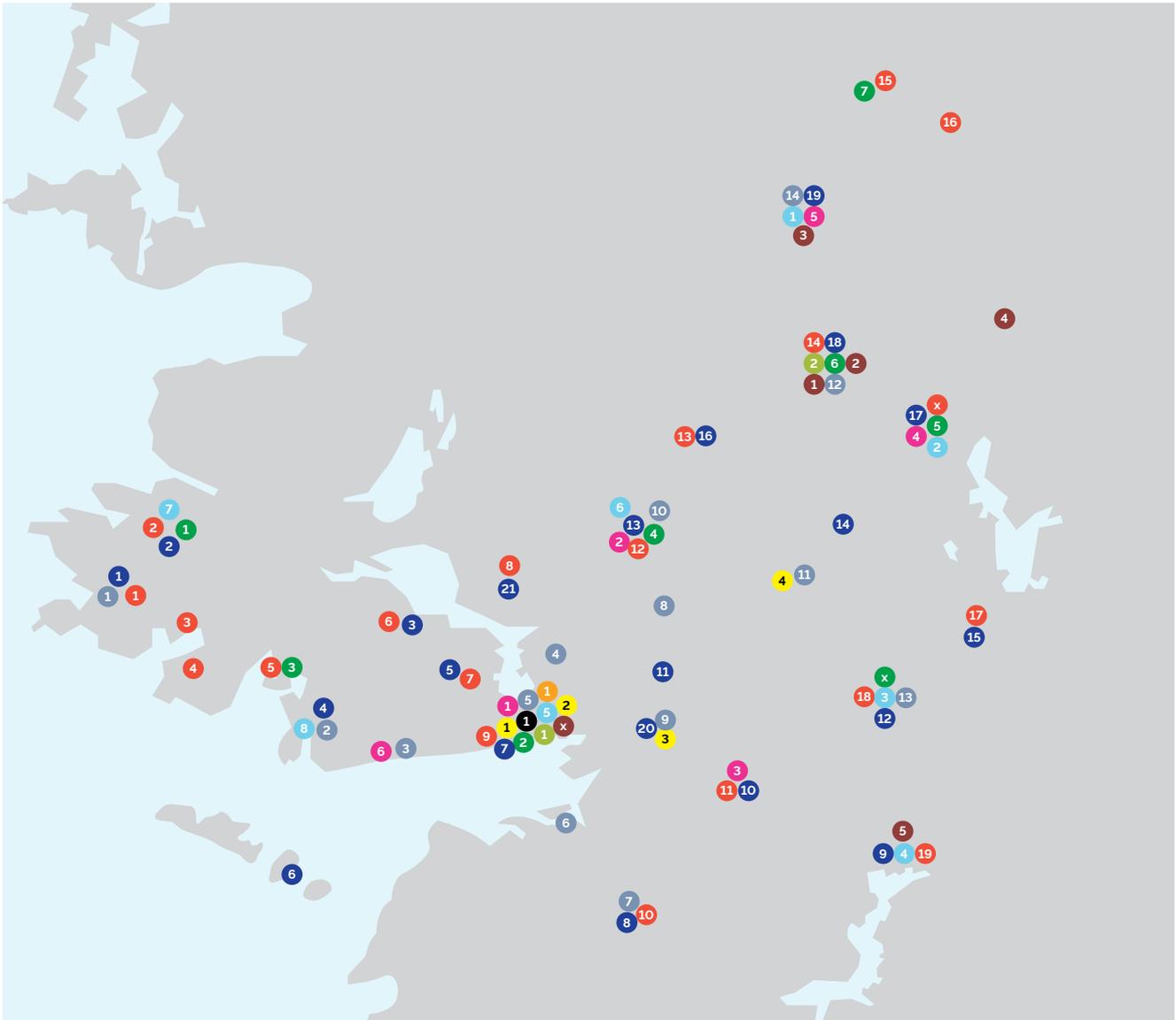
Inclusivity

Collaboration

Empowering People For Life

GRETB Centres 2017

Adult Literacy, Youthreach, BTEI, VTOS, PLC, LTIs, Co-operation Hours Centres, GRETB Training Centre, Contracted Training Centres, Community Training Centre & Specialist Training Providers



● Adult Literacy

- | | |
|----------------|---------------------|
| 1. Clifden | 11. Coolarne |
| 2. Letterfrack | 12. Ballinasloe |
| 3. Oughterard | 13. Tuam |
| 4. Cashla | 14. Ballygar |
| 5. Moycullen | 15. Monksland |
| 6. Inis Mean | 16. Dunmore |
| 7. Galway City | 17. Roscommon Town |
| 8. Gort | 18. Castlerea |
| 9. Portumna | 19. Ballaghaderreen |
| 10. Loughrea | 20. Athenry |
| | 21. Headford |

● Youthreach

1. Ballaghaderreen
2. Roscommon Town
3. Ballinasloe
4. Portumna
5. Galway City
6. Tuam
7. Letterfrack
8. Leitir Mór

● BTEI

1. Clifden
2. Letterfrack
3. Cashel
4. Glinsk
5. Rosmuc
6. Oughterard
7. Moycullen
8. Headford
9. Galway City
10. Gort
11. Loughrea
12. Tuam
13. Dunmore
14. Castlerea
15. Boyle
16. Croghan
17. Monksland
18. Ballinasloe
19. Portumna

● VTOS

1. Letterfrack
2. Galway City
3. Rosmuc
4. Tuam
5. Roscommon Town
6. Castlerea
7. Boyle

● PLC

1. Galway City GTI
2. Galway City GCC
3. Athenry
4. Mountbellew

● LTI

1. Castlerea: Roscommon Women's Network
2. Castlerea: An Chistin
3. Ballaghaderreen
4. Strokestown
5. Portumna

● Co-operation

1. Clifden
2. Casla
3. Carraroe
4. Carrowbrowne
5. Galway City x 7 centres
6. Kinvarra
7. Gort
8. Ballyglunin
9. Athenry
10. Tuam x 3 centres
11. Mountbellew
12. Castlerea x 2
13. Ballinasloe
14. Ballaghderreen

● Training Centre

1. GRET Training Centre Mervue

● Contracted Training

1. Galway City
2. Tuam
3. Loughrea
4. Roscommon Town
5. Ballaghaderreen
6. Carraroe

● Community Training Centre

1. Galway City

● Specialist Training Centre

1. Galway City
2. Castlerea

3.2 FET Provision

In common with all ETBs, FET provision is spread across a myriad of different programmes, as set out in the table below. Central SOLAS funding of **€34.4m** is supporting in excess of 17,000 beneficiaries¹ from the provision. The profile of provision by skills cluster is set out in Table 1. This shows the concentration of provision in areas like health, family and social services, business and ICT related skills.

GRETB 2017

NOS COMMENCING COURSES

14,134

NOS COMPLETING COURSES

12,169

NO OF OVERALL BENEFICIARIES

17,038

Table 1 2017 FET Provision by Skills Cluster

	Total Actual Beneficiaries	% of Total Beneficiaries
Agriculture, Horticulture and Mariculture	310	1.82%
Animal Science	95	0.56%
Art, Craft and Media		
Arts & Crafts	501	2.94%
Built Environment	243	1.43%
Business, Admin & Management		0.00%
Business, Administration	1,157	6.79%
Core ICT	532	3.12%
Core Personal	4,707	27.63%
Engineering		
Engineering (Electrical)	33	0.19%
Engineering (IT)	31	0.18%
Engineering (Mechanical)	153	0.90%
Engineering (Transport)	69	0.40%
Entrepreneurship	129	0.76%
Financial Services	52	0.31%
Food and Beverage	73	0.43%
General Learning	3,662	21.49%
Hairdressing, Beauty and Complementary Therapies	288	1.69%
Health, Family other Social Services	2,568	15.07%
Information Technology	297	1.74%
Management	70	0.41%
Manufacturing	325	1.91%
Media Graphics Communications	420	2.47%
Research and Education-Training	20	0.12%
Sales & Marketing	155	0.91%
Sampling Skills		
Science and Technology	37	0.22%
Security, Guarding & Emergency Services	200	1.17%
Skills Sampling, General Learning & Core Personal	173	1.02%
Sport and Leisure	271	1.59%
Tourism	57	0.33%
Tourism and Sport		
Transport, Distribution & Logistics	331	1.94%
Web Development & Design	79	0.46%
Total	17,038	

4. ETB Strategic Priorities



Section 4

ETB Strategic Priorities

4.1 ETB FET Strategic Priorities

The GRETB strategy statement 2017-2021, 'Empowering People for Life', set out four strategic goals:

- Improve the learning experience and success of learners
- Improve the progress of learners at risk of disadvantage, those with special needs or with language, cultural or social differences
- Provide high quality education and training programmes
- Ensure our organisational infrastructure (people, process and structure) is efficient and effective.

Building on these goals, a range of strategic priorities for development of FET have been identified, and these are further discussed below below.

Galway Roscommon ETB intends concentrating on maintaining and improving a high quality Further Education and Training (FET) provision for learners and businesses in Galway and Roscommon. It will do so by committing to the following areas:

4.1.1 Literacy Integration

GRETB intends to build on the key aims and objectives of the National and GRETB Literacy & Numeracy Strategy, including via:

- Development of an intensive writing course for ESOL Learners (B1) standard to prepare them for Level 4 courses.
- Provision of targeted CPD in the integration of literacy and numeracy to Training Centre and the broader FET staff.
- Deployment of the best practice guidelines and toolkit on assessing adult literacy and numeracy
- Focused Initial assessment training provided to FET programme staff
- Building on significant success in the provision of targeted interventions and supports for apprentices and trainees.
- Strengthening links with PLC and VTOS programmes to provide study guides and Literacy for learners.

4.1.2 Guidance and Course Recruitment Service

GRETB will establish a working group to fully integrate the guidance and course recruitment services. This working group will also coordinate the development of a guidance and course recruitment service strategy. This will support efforts to develop much clearer learner pathways prior to, during and following engagement in FET, including for continuous upskilling once in employment.

4.1.3 Technology Enhanced Learning

The responsibility for TEL has been assigned to an AEO to manage, a TEL Steering Committee is in place and membership will be expanded. A TEL Coordinator has been appointed. GRETB will implement TEL CPD for staff at 3 levels:

1. **Engaging:** Staff will participate in a short 'Learn to Learn online' course.
2. **Developing:** Staff will participate in a 'developing online resources' course.
3. **Embedding:** Staff will participate in a 'Developing Virtual Learning Environments' (VLE) course.

GRETB will expand its blended learning courses through the provision of a VLE for staff and upskilling staff to develop and maintain online courses. GRETB will promote 'TEL Champions' across the FET department to assist in integrating TEL into all courses.

4.1.4 Employer and Employee Engagement

The Employer Engagement Committee has been established with representatives across all FET provision and staffing the Employer Engagement Unit will be prioritised. Staff placement with local, regional and European employers will be encouraged and supported. A webpage for employer interface with GRETB is being designed. This commitment to employer engagement will also be linked to prioritising the access to, and development of, provision to meet the needs of those in employment, particularly with lower skills levels. In this regard, GRETB will work with SOLAS to support the effective implementation of 'Supporting Working Lives and Enterprise Growth', a 2018-2021 FET policy framework for skills development of people in employment over this period.

4.1.5 Enhanced Higher Education Links

Quarterly meetings will be held with 3rd level providers to facilitate more accelerated entry from Level 6 programmes into 2nd year will continue. GRETB will review and adapt course content in conjunction with 3rd level providers to ensure that our learners have the skills and knowledge to progress to and succeed in 3rd level e.g. Accountancy offerings at level 5 to lead into 3rd level Business programmes. Progression to higher education is an important aspect of GRETB's PLC provision, and it is currently estimated that 51% of PLC learners go on to study in higher education. Over the period of this agreement we will aim to consolidate and build on this progression rate.

4.1.6 Increasing the Retention of Learners

A strategy to increase retention of learners will be progressed including:

- Expansion of pre-assessment of learners across all programmes will take place to ensure learners are appropriately placed.
- Continued integration of literacy, IT and numeracy supports across all FET programmes.
- Amalgamation of Adult Guidance and Course Recruitment services to provide better information to learners before, during and on completion of course.

4.1.7 Traineeships

GRETB will substantially increase the number of Traineeship places available in Galway and Roscommon over the next 3 years, via a range of initiatives including:

- An Traineeship in Engineering/Manufacturing is in development in response to industry demand.
- A number of VTOS programmes will become Traineeships including a Childcare course in 2018 and others such as Business Administration to follow.
- Developing Traineeships in Mari-culture and the Marine in line with the development of the Marine Park in Cill Chiaráin. GRETB developed the Aquaculture levels 3 to 6 programmes in partnership with Bord Iascaigh Mhara, these programmes will continue to be offered in partnership and in consultation with BIM, Údarás na Gaeltachta and employers.
- An Equestrian Traineeship in Roscommon is in development in response to a request to support tourism amenities in the Roscommon region.
- A series of meetings have taken place and GRETB participated in those, with SOLAS, local production companies and TG4 to work on the development of a new traineeship. One area where a skill shortage was identified was in the area of multi-skilled media production. The Media Production Assistant Traineeship is being developed in partnership with LCETB and Screen Training Ireland and will be available in Jan 2019.

- A Laboratory Technician Traineeship is proposed for autumn 2018.
- GRETB has been part of the SOLAS Hospitality working group and we plan to roll out the Hospitality Traineeship annually.
- An International Trade and Logistics traineeship is in the planning phase and we hope to roll this traineeship out in early 2019.
- GRETB is developing a traineeship in Languages and ICT, this again is in response to a recognised need by employers for competency in foreign languages. It is proposed to have a mobility aspect to this traineeship. GRETB expects to have this traineeship on offer in Q1 2019.

4.1.8 Development of New Apprenticeships

GRETB is very committed to the development of new apprenticeship programmes to meet the needs of the region. It is involved in a range of programmes:

- An Arborist Apprenticeship is in development and the first intake of apprentices is scheduled for quarter 4 2019.
- The Accounting Technician Ireland Apprenticeship will have a first intake in September 2018.
- Network Engineer Apprenticeship will be rolled out in September 2018. This is in partnership with FIT.
- GRETB is collaborating with MSLETB on the Butchery Apprenticeship and LCETB on the Hairdressing Apprenticeship.
- GRETB is a collaborating provider on the Commis Chef Apprenticeship.

4.1.9 Professional Development

The Director of FET for GRETB is on the National Professional Development Advisory Steering Group which is instrumental in designing the CPD framework for FET. Within GRETB, an AEO has responsibility for CPD and sits on the ETBI working group. A skills audit of staff is underway in GRETB to identify what areas of CPD need to be prioritised and an action plan will be progressed to reflect the identified priorities. A calendar of CPD events will also be progressed to reflect the identified priorities. The first area to be targeted in September 2018 is TEL with a GRETB wide roll out of training at engaging, developing and embedding levels. Three members of the GRETB senior management team will be participating in the Diploma in Business (Change Management in FET) programme

4.1.10 Development of Tourism and Hospitality Provision

The geographic location of GRETB ensures it is ideally placed to lead out on a variety of tourism and hospitality courses. There is already an established tourism and hospitality sector in the region and the Wild Atlantic Way has greatly enhanced tourism revenue in coastal areas. The recently launched Blueway is expected to support the development of the industry along the Shannon and GRETB will be providing a number of courses both full and part-time to those already working in the sector and those seeking to gain employment in this sector. The Local and Regional Guiding programmes, including an angling specialism, will be offered to communities developing the tourism product along particular tourism trails. GRETB in partnership with KETB led the development of these QQI validated programmes in collaboration with Fáilte Ireland. In addition:

- BTEI will continue to offer the QQI Level 4 Culinary Skills Course which includes modules in *Kitchen Skills, Menu Planning and Short –order Cooking*. All modules are recognised by employers as essential when preparing learners for employment in the hospitality sector. This course also provides a pathway for progression to other FET/HE courses, and should be of particular relevance to hospitality traineeships and the new commis chef apprenticeship.
- An LTI in Professional Cookery at Level 5 is delivered in Castlerea as a response to a request from the community to support local hospitality enterprises.
- National and Local and Regional Tour Guiding courses will continue and expand on a part-time basis including in the unemployment blackspots and these are available to people in employment and as well as those not in employment.

4.2 Risks and Challenges

GRETB is conscious of challenges in the period of this Strategic Agreement 2018-2020 and will actively strive to ensure those are met and overcome. An awareness of the fluidity of the economic landscape and the challenges that creates ensures our responses to course provision are SMART in that they are specific, measurable, achievable, realistic and time-bound. GRETB is committed to the practice of ongoing review of FET provision. The purpose of this review is to ensure that programmes and courses provided are relevant and responding to the needs of the economy at both national and local level. This process of review will identify course/subject areas which are no longer relevant and may have to be reduced in number or discontinued as a result. New course/subject areas may be required and this will entail a realignment of resources and upskilling of staff to take on new opportunities.

The changing needs of learners and employers as identified in the National Skills Strategy will require GRETB staff to upskill. This upskilling may include the development of new skills/subject areas and updating existing expertise in new approaches to teaching and learning such as the use of TEL. This upskilling will be essential if GRETB is to remain responsive and relevant. The national and local CPD strategies will be key to meeting this challenge. The GRETB FET Director along with senior staff in GRETB have been proactive in the development of the SOLAS TEL framework and are committed to supporting staff in engaging in TEL activities. The engagement of staff in CPD will be a challenge for GRETB however if CPD is planned in a constructive way to ensure ease of access for staff and is delivered in a way that facilitates staff involvement this can be overcome. The new TEL CPD levels 6, 7 and 8 which will be on offer in the autumn 2018 will be available to staff. Funding for CPD is limited however GRETB has put a dedicated CPD budget in place and hopes to build on this in the coming years.

The profile of the long term unemployed and those on the live register has now changed. GRETB's consultations with the DEASP show that those now remaining on the live register have in many cases more complex needs and will need additional supports and flexible responses to meet these needs. There will be a greater need for guidance and recruitment services for learners. There will be a need for additional preparation for work courses and courses which provide learners with an opportunity to explore a range of skill areas before moving on to specialise in specific skill areas. The Literacy and Numeracy Strategy will also be a key approach to overcoming this challenge. Our teams in GRETB are proactively engaged in designing training approaches which will support learners who may have disengaged from education and training and are now considering reengaging.

The large geographic reach of the GRETB remains a challenge in terms of delivery of programmes and supports. The development of TEL and the GRETB TEL strategy will assist in meeting some of these challenges but in many areas, broadband continues to be an issue and the roll out of the National Broadband Plan will not be fully in place until 2021 at the earliest. This is linked to a need for adequate ICT infrastructure and support across GRETB to facilitate greater use of technology within programmes.

The economic outlook is extremely positive and while this is welcome it does present a challenge to GRETB in terms of the modes of programme delivery to those who are in employment. The employer engagement team will be essential in meeting this challenge as clear links to employers are necessary to create progression pathways for those in employment as well as pathways to employment. Ensuring courses are relevant and accessible will be critical and the role TEL will be important.

The development of new apprenticeships and traineeships is a welcome opportunity for GRETB to continue and increase its engagement with industry and employers. GRETB intends to meet this opportunity by developing and providing a variety of new traineeships and apprenticeships across the region. There are challenges faced in delivering programmes based on the needs of industry and in a timely manner. The timeframe for programme validation is a risk for programme delivery. GRETB is establishing a programme development unit with the appropriate programme development expertise to ensure that courses respond to the needs of employers and industry in a timely manner. The opportunity to work collaboratively with other ETB's in the development and delivery of programmes is very welcome however it can be challenging particularly when as a collaborating partner the lead ETB's Quality Assurance system overrides GRETB's QA system and as a coordinating provider GRETB will need to ensure that its' QA is being adhered to.

The issue of BREXIT has been considered in the development of this plan. GRETB is not in the border area but is cognisant of the wider impact BREXIT may have on the economy. The economy may be severely impacted by BREXIT and GRETB is looking at a wrap-around module in International Trade to support the existing programmes in Rigid, Artic and Bus driving courses. Adding these modules will give the trainees a more comprehensive programme of training and education and this in turn should ensure their employment opportunities.

4.3 Delivering on FET Relevant National Policies and Strategies

ETBs are central to the realisation of government policy around employment, education and training and GRETB is cognisant of the role it plays in ensuring the successful implementation of such policies.

GRETB covers a large rural area and therefore the action plan for rural development is vitally important to guide the support for learning and training in the area and ensure it contributes to the active inclusion of people living in rural areas. The large number of FET centres located in rural areas in the region act as a hub for activity in the community and are vital to addressing the action in the Plan for Rural Development. GRETB is actively involved in the Action Plan for Jobs West and delivers updates on a regular basis.

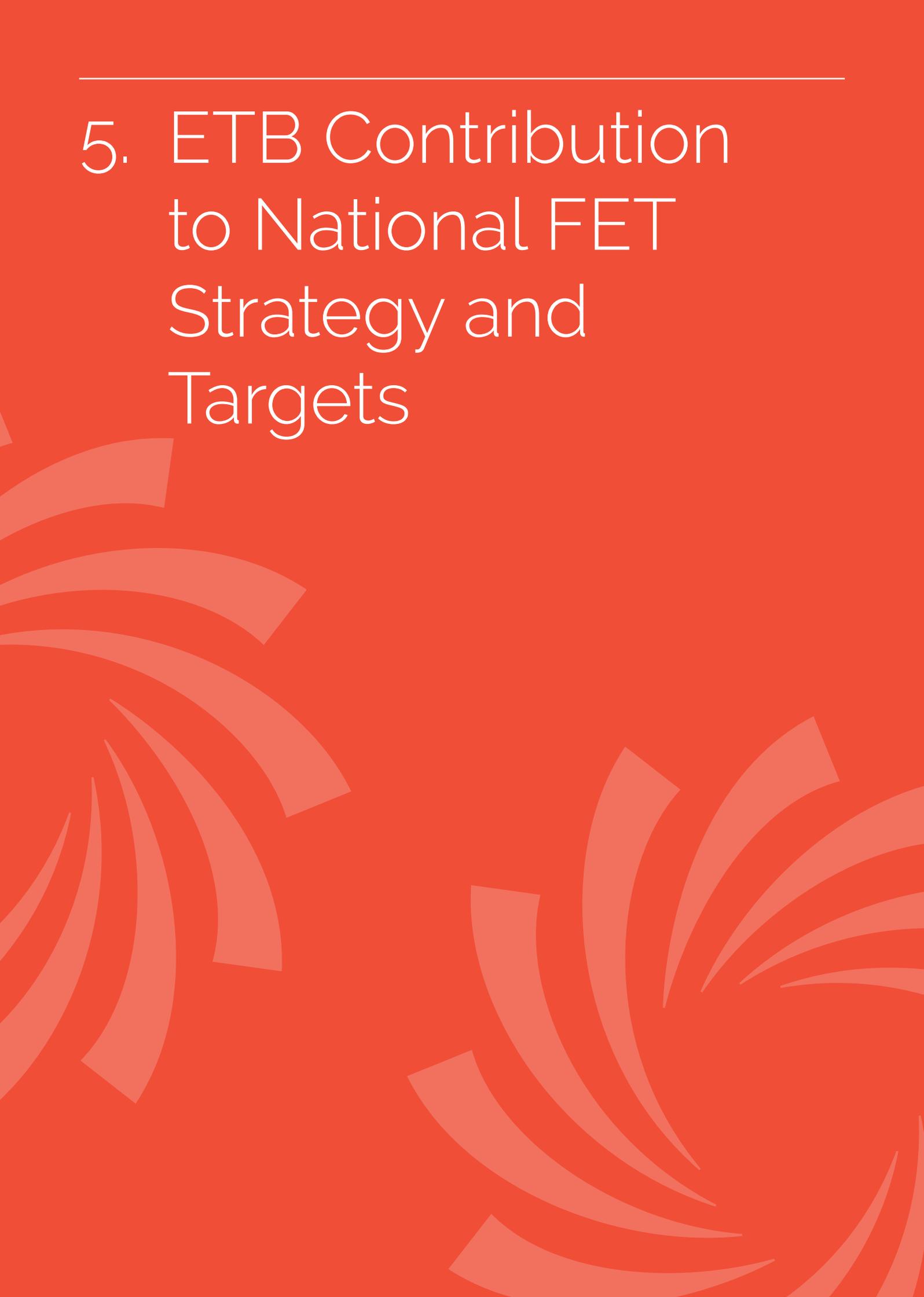
Galway City and suburbs have the second highest Traveller population in Ireland. The Traveller and Roma inclusion policy sets targets for the inclusion of Travellers and Roma populations in education and training and GRETB will be prioritising engagement of this group across all levels of provision and a member of the SMT has been given responsibility for the inclusion of these populations.

GRETB has a proven track record in working with people with both intellectual and physical disabilities. GRETB will continue to work with the disability organisations locally to ensure that services are targeted appropriately. GRETB continue to promote and develop mainstream responses to the needs of adult learners with disability and to support specific disability training and education in line with national policy. The increase in provision of programmes accredited at level 1 and 2 will be an important first step in preparing people with a disability for employment.

The targets set for this Strategic Agreement are informed by the National Skills Strategy 2018-2020. The programmes proposed by GRETB in the agreement will seek to meet the needs of the economy and to specialise in areas most appropriate to the region. The increase in Tourism, Food, Agriculture and Mari-culture related courses is a clear example of meeting the commitments of the skills strategy and is localised to this region. GRETB will continue to work closely with the Regional Skills Fora to ensure that programmes required by particular industries such as engineering and med-tech are delivered both to existing employees and new employees.

GRETB has within its remit the single largest and most populous Gaeltacht area in the country. The 20-year Strategy for the Irish Language is fundamentally important to GRETB's provision in Gaeltacht areas and to implementing the vision of GRETB. GRETB houses the *Breacadh* project which is funded by SOLAS and is supported by representation from the seven Gaeltacht regions, this project is fundamental to providing language support for adults in accessing education and training programmes in Gaeltacht areas. The increase in programmes in the Gaeltacht in particular skills-based training such as Boat building, Mari-culture, Hospitality and Tourism will provide skills for local people to access employment locally and ensure that these areas are maintained and revitalised.

5. ETB Contribution to National FET Strategy and Targets



Section 5

ETB Contribution to National FET Strategy and Targets

5.1 Skills for the Economy

Since 2016, GRETB has forged links with Industry through the Regional Skills Fora, employer bodies such as IBEC, Retail Excellence Ireland, Coillte, BIM, Teagasc Fáilte Ireland, Údarás na Gaeltachta and directly with industry employers. GRETB recognises that this interaction is vital to ensure that our service provision is relevant to industry and learners and will also take cognisance of the 2018 -2021 Further Education and Training Policy Framework for Skills Development of People in Employment.

The FET Director represents GRETB on the Regional Skills Fora. The Regional Skills Coordinator meets with the CE of GRETB twice a year. Senior Managers from GRETB actively participate in specific skill area working groups such as tourism, medical devices and manufacturing. The development of the Arborist Apprenticeship was a direct outcome of GRETB's Regional Skills Fora participation.

GRETB believes that it is imperative to create a dedicated employer engagement team to optimise the links established thus far and will seek the autonomy to recruit for this team. This will support an employer influence across all provision. Within the PLC programme, for example, it will help to embed more formal and consistent approaches to work placement, and a rebalancing of provision towards labour market outcomes, in line with the recommendations arising from the national PLC evaluation.

In line with the Government's action plan to expand apprenticeship and traineeship provision 2016-2020, we intend to develop further traineeships across a range of skills clusters, including tourism, manufacturing, animal health, media, marketing amongst others. GRETB has experience in the development of traineeships and the Career traineeship in *Digital Sales and Marketing* was developed to meet identified needs i.e. digital sales and marketing function of SME's leading to nationally recognized City and Guilds and QQI qualification. This Career Traineeship provided an opportunity for GRETB to develop stronger networks with employers as well as providing trainees with higher quality skills that are more relevant to the workplace and more likely to be up to date with current practices than standard classroom-only based models of delivery. GRETB led out on the pilot phase for this Career Traineeship employing a national collaborative programme development approach across the ETB Sector with support from SOLAS.

The Digital Sales and Marketing Career Traineeship was a demand led programme (flagged by Teagasc) addressing the skill needs of Small Medium Enterprises in the GRETB region. The objectives of the programme are to meet the skill needs of specific sectors (SME's) and local employers (small businesses) as well as provide trainees with the opportunity to achieve recognized accreditation and progress their career pathway ambitions within an industry setting. A partnership approach was adopted, and the SME industry was a full partner in the design, development and delivery of the programme. Industry skill needs were identified in collaboration with an Industry Advisory Group and with individual SMEs. GRETB had to adopt a new 'reaching out' approach to reach the geographically dispersed SMEs. The SMEs in partnership with the GRETB had a key role in developing the occupational profiles which outline the knowledge, skills and competence needed to carry out the tasks associated with the digital sales and marketing function. This Traineeship was developed from data compiled through face to face interviews with SME owners using an Occupational Skills Profiling Process. The data provided by the SME's was analysed to establish potential programme content and its level on the NFAQ thus the SME's themselves informed programme development. A national industry advisory group then reviewed the programme development.

GRETB has worked closely with Údarás na Gaeltachta in identifying skill gaps in the Gaeltacht area using the occupational skills profile process outlined above. This has identified opportunities for new courses to roll out in the next three years in the Gaeltacht area.

The commitment of GRETB in taking a proactive role in the development of new apprenticeships was noted in section 4.1.8. We will also continue to support and deliver pre-2016 apprenticeships. Authorised Officers continue to support Employers and Apprentices and play an important role in ensuring the integrity of the Apprenticeship system.

GRETB will continue to offer courses which have high employment outcomes including Cleanroom Operatives, Retail Skills, Health and Beauty, Computer Aided Design and Software Developer courses.

5.2 Active Inclusion

GRETB's *Literacy and Numeracy Strategy (2014-2019)* sets out our commitment to improving awareness, availability and participation of literacy and numeracy programmes throughout the region. The aim is to maintain and widen provision to cater for the differing needs through innovative and inclusive courses, incorporating TEL, we will develop a programme to integrate literacy and numeracy across FET.

GRETB is active both in the workplace and schools with our *Skills for Work* and *Family Learning* programmes and run intensive courses as a means of improving outcomes for learners. GRETB are implementing the guidelines and best practice toolkit from the Initial and Ongoing Assessment of Adult Literacy and Numeracy at NFQ Levels 1-3 and the ESOL review recommendations which were released early in 2018. It will also support professional development related to literacy and numeracy among all FET staff.

GRETB aims to develop and enhance availability of RPL (*Recognition of Prior Learning*). Themed learning courses e.g. literacy through DIY, are used as a means of engaging learners who have been away from education for a long time and provide a means of improving literacy and numeracy as well as leading to progression to other more formal, accredited courses.

GRETB aims to increase accreditation for our learners at levels 1, 2. GRETB also intends to increase the number of full awards at these levels in order to provide clear progression pathways for learners who are most removed from education and training.

GRETB 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.

GRETB will ensure that seamless progression of learners is possible from level 1 to level 6. This plan will see the further development of level 3 and level 4 courses. These courses will be aimed at learners wishing to access level 5 and 6 courses but who have not developed the knowledge, skills and competence for a level 5 or 6 programme. Current and future level 3 and 4 provision will be clearly linked to GRETB provision at level 5 and 6. This will involve the development of additional courses in areas such as food and beverage, tourism, IT and others in line with level 5 and 6 provision.

Literacy and numeracy support is given to apprentices at both Phase One and Phase Two. In Phase One, apprentices are given an assessment at induction and following this, needs are identified and appropriate classes put in place in the Adult Education Centre in the apprentice's local area. In Phase two, comprehensive support is given to all apprentices attending the training

centre in the form of, Maths assessments and classes, dedicated study sessions, literacy support (one to one and small group), technical drawing classes (for Metal Fabrication and Carpentry and Joinery apprentices) and dyslexia testing as needed. There is a dedicated ALO running the service, assisted by a part time Maths and study tutor and technical drawing tutors. Instructor CPD is also given, particularly on integrating literacy and numeracy and using Technology Enhanced Learning.

5.3 Quality Provision

5.3.1 TEL Strategy

The prioritisation of TEL was noted in section 4.1.3, and a TEL action plan has been drawn up which makes provision for the roll out of TEL in a co-ordinated and effective manner. The action plan includes the appointment of a part-time *Educational Technologist* who will oversee implementation as follows:

- Ensure hardware and software for technology enhanced teaching/ learning is available throughout the GRETB region enabling those from even the most remote areas to engage in the learning lifelong
- Create a VLE for staff CPD purposes, specifically related to TEL and also to GRETB training/ teaching needs, including upskilling, sharing best practice, building communities of practice and creating TEL champions
- Develop a VLE programme suitable and relevant for isolated and rural groups, e.g. for Craft based Community Education classes, which can be accessed by more isolated groups
- Develop more blended learning opportunities particularly targeting those in employment who are seeking to retrain or upskills.

The implementation of the *TEL Strategy* will help to transform the delivery of FET in Galway and Roscommon. The strategy will over the next 3 years ensure an increase in the number of blended learning courses available particularly at level 5 and 6. This will provide learners who are in employment and those living in more isolated areas an opportunity to learn at a time and in a place which suits them. The current Healthcare level 5 blended programme with local employer 'Home instead Senior Care ' is a model of good practice for future blended course development. The company's compliance regarding its certified staff went from 50% to 75% in 2017-2018. The *TEL Strategy* will also ensure enhancement of digital skills for all learners in GRETB. The CPD offered to staff will enhance their skills and offer opportunities to engage in more online and blended learning themselves.

5.3.2 Quality Assurance

GRETB is committed to the provision of quality assured processes and programmes across the organisation. It is currently in consultation with QQI as part of the re-engagement process having completed an executive self-evaluation of quality assurance in FET delivery and the publication of a quality improvement plan in response to areas identified in need of review and improvement. Key improvements planned include the establishment of a Quality Council and Programme Approval Board. This, coupled with the establishment of one QA department, operating one QA agreement across all of GRETB FET provision will allow for the further strengthening of the ETB's commitment to the quality of its service.

5.3.3 Professional Development

The importance of professional development of staff in the future strategy of GRETB was emphasised in section 4.1.9. GRETB is committed to the roll-out and implementation of the national strategy across the seven pillars identified (technology enhanced learning; quality assurance; vocational upskilling, management training, enterprise engagement, ICT and working with and supporting adult learners) by way of the national skills audit.

5.4 Outcomes-based Planning and Funding

GRETB is committed to the outcomes-based planning and funding model but we also recognise the challenges that it presents. GRETB uses data as a driver of knowledge to plan and respond to demand for new courses. Sources of information used by GRETB on a regular basis include: CSO statistics, Regional Skills Forum data, SLMRU data and employer feedback. Most of our 40 centres operate without dedicated administrative support and this presents difficulties when populating and updating PLSS and FARR. GRETB is committed to ensuring the quality of all data entered into PLSS and FARR. GRETB acknowledges that in order to have a fully robust data quality control system in place a realignment of staff resources and CPD for staff members involved in data gathering must take place. It is recognised that extra administrative support is critical to ensuring up to date accurate data informs planning and funding requests. The outcomes-based planning and funding model will allow the senior management team to reflect on provision in a more critical way and observe patterns of engagement by learners in a range of programmes across FET. The model will inform need for change or adaptation. GRETB also recognises the opportunity presented by the generation of further evidence of progression and employment outcomes as a result of the linking of PLSS to other national databases via SOLAS and the CSO to facilitate more effective planning.

5.5 Standing of FET

GRETB has a strong tradition of engagement and partnership with a variety of agencies and employers in the region. This engagement and partnership approach is key for GRETB in promoting and increasing the standing of FET locally and regionally and the FET department will continue to work to strengthen existing links and create new strategic partnerships. Local Learning Networks will continue to be developed across the region with representatives from communities, higher education, partnerships, industry and the Department of Social Protection to increase the understanding of FET. In addition GRETB will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019.

GRETB will continue to play a key role in the Regional Skills Fora to ensure that the Further Education and Training sector is a core element of all initiatives of the Fora. GRETB links directly with Higher Education to create a seamless flow of information in relation to opportunities in education and training. This engagement ensures that GRETB programmes are meeting the needs of learners and assist in the seamless progression of learners from Further to Higher Education. GRETB recently signed a Memorandum of Understanding (MOU) with Galway-Mayo Institute of Technology (GMIT) with whom we are currently exploring a boat building course at level 5 to facilitate progression to the GMIT Furniture campus at Letterfrack. GRETB is seeking to develop MOU's with the other key Higher Education institutes locally.

Working groups will be set up to ensure that GRETB offers the most appropriate modules to ensure that learners have the best chance of success in their further study. GRETB has MOUs in place with other 3rd level providers e.g. Bolton College which includes a bursary for PLC students. PLC learners progress on to NUIG, LIT, AIT, SIT, GMIT. A new MOU is being worked on with St Angela's College, Sligo to facilitate access to their Post Primary Project.

The feedback from HEI's in general is positive. PLC students that have completed a QQI Level 5 or 6 have a much greater chance of completing a course in a HEI. The foundation in key subjects and the skills gained by students in FE give them an advantage and helps to increase retention. The time and exposure in FE also enables students to confirm their career choice to a greater level, thus increasing retention at HE level.

The development of the *Employer Engagement Team* led by a member of the FET senior management team will increase the standing of FET with employers. The collaboration with employers also supports work placements and traineeships as evidenced by our programme design. The success of these work placements and traineeships is key to developing the standing of FET.

GRETB has recently convened a *Marketing and Social Media* group to explore how GRETB can be most effective in marketing our programmes and raising the profile of FET. This group will be developing a plan for marketing and promoting GRETB to all stakeholders.

5.6 ETB Contribution to National FET Targets

Galway Roscommon ETB commits to making the specific contribution to each of the six core national FET targets over the period 2018-2020 set out below. GRETB believes this demonstrates a strong level of ambition, with significant focus on growing traineeship provision and developing employer engagement to underpin the achievement of targets around employment outcomes and lifelong learning. 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.

Target	National Sectoral Target	Galway Roscommon ETB Contribution
1. More learners securing employment from provision which primarily serves the labour market	10% over 3 years	10% over 3 years, which equates to 1,073 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	11% over 3 years, which equates to 1,426 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	19% over 3 years, equating to 273 completers certified in 2020
4. Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over 3 years	13% over 3 years, equating to 12,212 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 610 and a 40% 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	686 over 3 years, more than trebling the current base

6. Performance Agreement



Section 6

Performance Agreement

In entering this agreement, Galway and Roscommon Education and Training Board commits to pursuing the priorities and actions set out in the previous sections and 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. GRETB 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.

Signed:



Paul O'Toole

Chief Executive, SOLAS

Date: 21/09/2018



David Leahy

Chief Executive, Galway Roscommon
Education and Training Board

Date: 21/09/2018

Appendix A



Appendix A

GRETB Contribution to National FET Sector Targets

Further Education & Training Provision	Target 1		Target 2		Target 3	
	2018-2020		2018-2020		2018-2020	
	Sector Provision 10% More Learners will secure employment from provision which primarily serves the labour market.		Sector Provision 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose.		Sector Provision 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills Development.	
	Expected overall Increase in Completers Securing Employment		Expected overall increase in Completers Progressing to FET or HET		Expected overall increase in Completers certified	
Skill Clusters	Number	%	Number	%	Number	%
Agriculture, Horticulture and Mariculture	12	400%	10	10%		
Animal Science	0	0%	0	0%		
Arts and Crafts	0	0%	0	0%		
Built Environment	20	69%	0	0%		
Business Administration	26	18%	0	0%		
Engineering	0	0%	20	0%		
Engineering (Electrical)	0	0%	0	0%		
Engineering (IT)	0	0%	0	0%		
Engineering (Mechanical)	0	0%	0	0%		
Engineering (Transport)	0	0%	0	0%		
Entrepreneurship	8	133%	0	0%		
Financial Services	6	100%	0	0%		
Food and Beverage	18	0%	17	106%		
Hairdressing, Beauty and Complementary Therapies	0	0%	14	127%		
Health, Family other Social Services	-37	-13%	-65	-14%		
Information Technology	0	0%	0	0%		
Management	0	0%	0	0%		
Manufacturing	9	35%	0	0%		
Media, Graphics Communications	0	0%	12	0%		
Natural Resources	0	0%	0	0%		
Research and Education-Training	0	0%	0	0%		
Sales & Marketing	12	36%	0	0%		
Science and Technology	0	0%	0	0%		
Security, Guarding & Emergency Services	0	0%	0	0%		
Sport and Leisure	0	0%	0	0%		
Tourism	20	0%	0	0%		
Transport, Distribution & Logistics	0	0%	0	0%		
Web Development & Design	0	0%	0	0%		
Core ICT			22	30%	64	85%
Core Personal			73	21%	510	-38%
General Learning			43	27%	0	0%
Language			0	0%	28	0%
Skills Sampling,			0	0%	0	0%
Key Skills			0	0%	180	0%
TOTAL	94	10%	146	11%	782	19%

[1] This target could be subject to upward revision following the benchmarking process.

Target 4		Target 5		Target 6	
2018-2020		2018-2020		2018-2020	
Sector Provision 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions[1]		Sector Provision Increase in Relevant Qualifications across FET programmes. Increase of 10,000 learners per annum securing relevant qualifications in sectors where employment growth/skills needs have been identified.		Traineeship Programmes. Traineeship National Target of 19,000 (2016-2020) - 13,900 - (2018-2020) Commencements on Traineeship (Skill Clusters By Starters) Labour Market Skills	
Expected overall contribution to the National Target for increase in Starters and ETB capacity %		Expected overall annual average contribution to National Target for Completers Certified & ETB Capacity %		Expected overall contribution to National Target and ETB capacity %	
Number	%	Number	%	Number	%
52	22%			24	0%
20	143%			12	0%
20	15%			0	0%
25	45%	14	33%	64	-3%
7	1%			134	0%
0	0%	20	0%	0	0%
-5		1	5%	0	0%
0	0%	15	100%	0	0%
20	14%	19	18%	0	0%
10	111%	6	38%	0	0%
38	29%	27	152%	0	0%
23	85%			0	0%
47	69%	47	271%	0	0%
29	59%			48	0%
20	1%	195	25%	48	0%
97	90%	43	53%	50	0%
0	0%			0	0%
0	0%	13	22%	30	0%
30	0%	23	17%	24	0%
0	0%			0	0%
10	50%			0	0%
27	29%	25	37%	136	32%
0	0%	17	183%	30	0%
0	0%			15	0%
20	182%	53	90%	34	0%
88	180%	74	193%	24	0%
11	6%			24	0%
10	43%	18	62%	0	0%
111	22%				
295	10%				
208	6%				
15	0%				
20	0%				
120	0%				
1368	13%	610	40%	697	346%

Appendix 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:

Full-Time	Apprenticeship Training	Blended Training
	Local Training Initiatives	PLC
	Specific Skills Training	Traineeships Training
	VTOS	VSCCS PLC
Part-time	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.

Full-Time	Justice Workshops	Youthreach
	Bridging & Foundation Training	Community Training Centres
	Specialist Training Programmes	
Part-time	BTEI Groups VSCCS BTEI	Skills for Work

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	
Part-time	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.

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