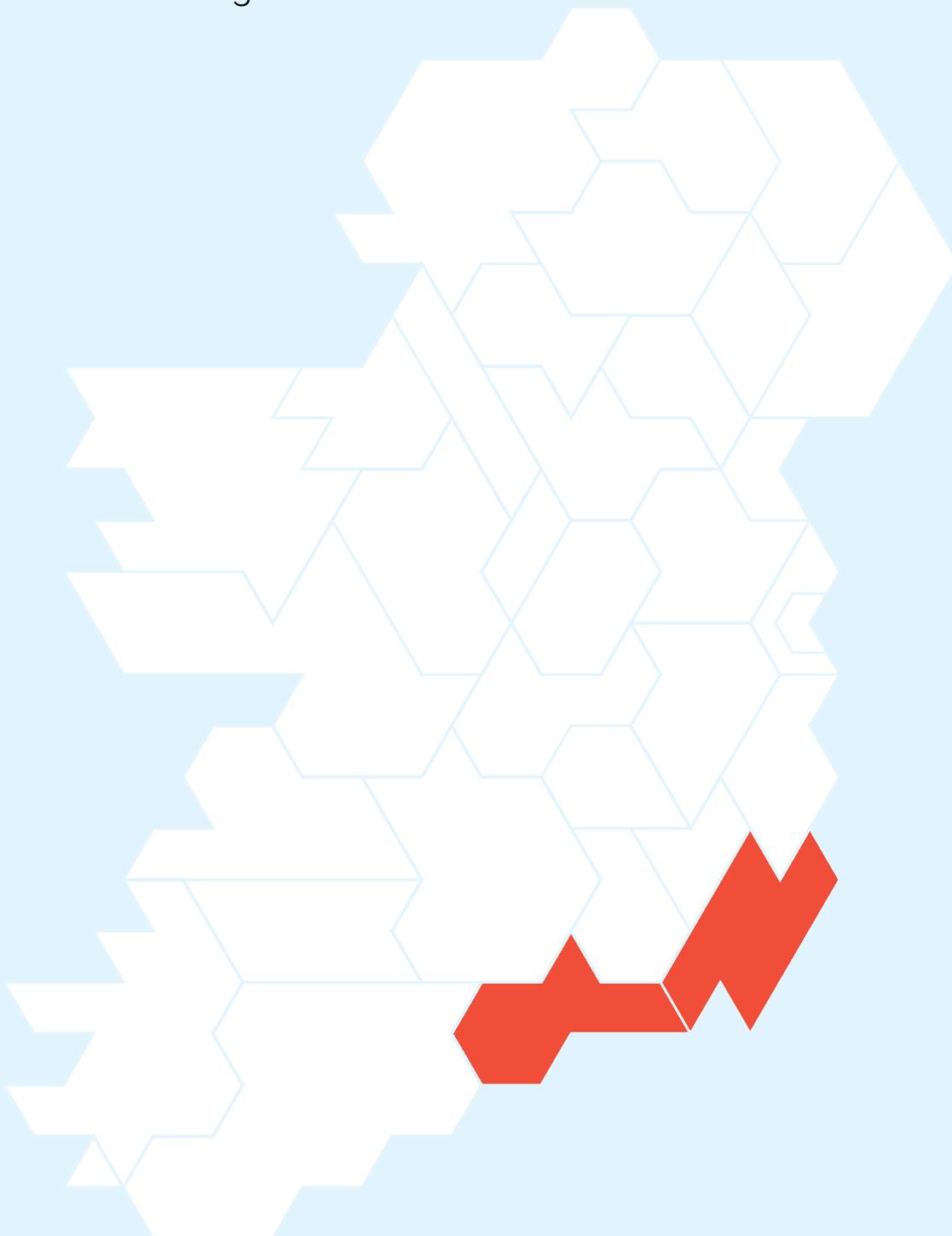


Strategic Performance Agreement 2018 – 2020

Waterford and Wexford
Education and Training Board



wwetb
Bord Oideachais agus Oiliána
Phort Láirge agus Loch Garman
Waterford and Wexford
Education and Training Board

SOLAS
learning works



Ireland's European Structural and
Investment Funds Programmes
2014-2020
Co-funded by the Irish Government
and the European Union



European Union
Investing in Your Future
European Social Fund

Table of Contents

1. Introduction	1
2. Profile of the ETB Region	3
2.1 Demographic Profile	3
2.2 Enterprise and Employment Base	4
2.3 Learner Profile	4
3. ETB FET Provision	6
3.1 Staffing and Infrastructure	6
3.2 FET Provision	8
4. ETB Strategic Priorities	11
4.1 ETB FET Strategic Priorities	11
4.2 Risks and Challenges	12
4.3 Delivering on FET Relevant Policies and Strategies	13
5. ETB Contribution to National FET Strategy and Targets	15
5.1 Skills for the Economy	15
5.2 Active Inclusion	15
5.3 Quality Provision	16
5.4 Outcomes-based Planning and Funding	17
5.5 Standing of FET	17
5.6 ETB Contribution to National FET Targets	18
6. Performance Agreement	20
Appendix A: WWETB Contribution to National FET Sector Targets by Skills Cluster	22
Appendix B: Explaining the Targets	25

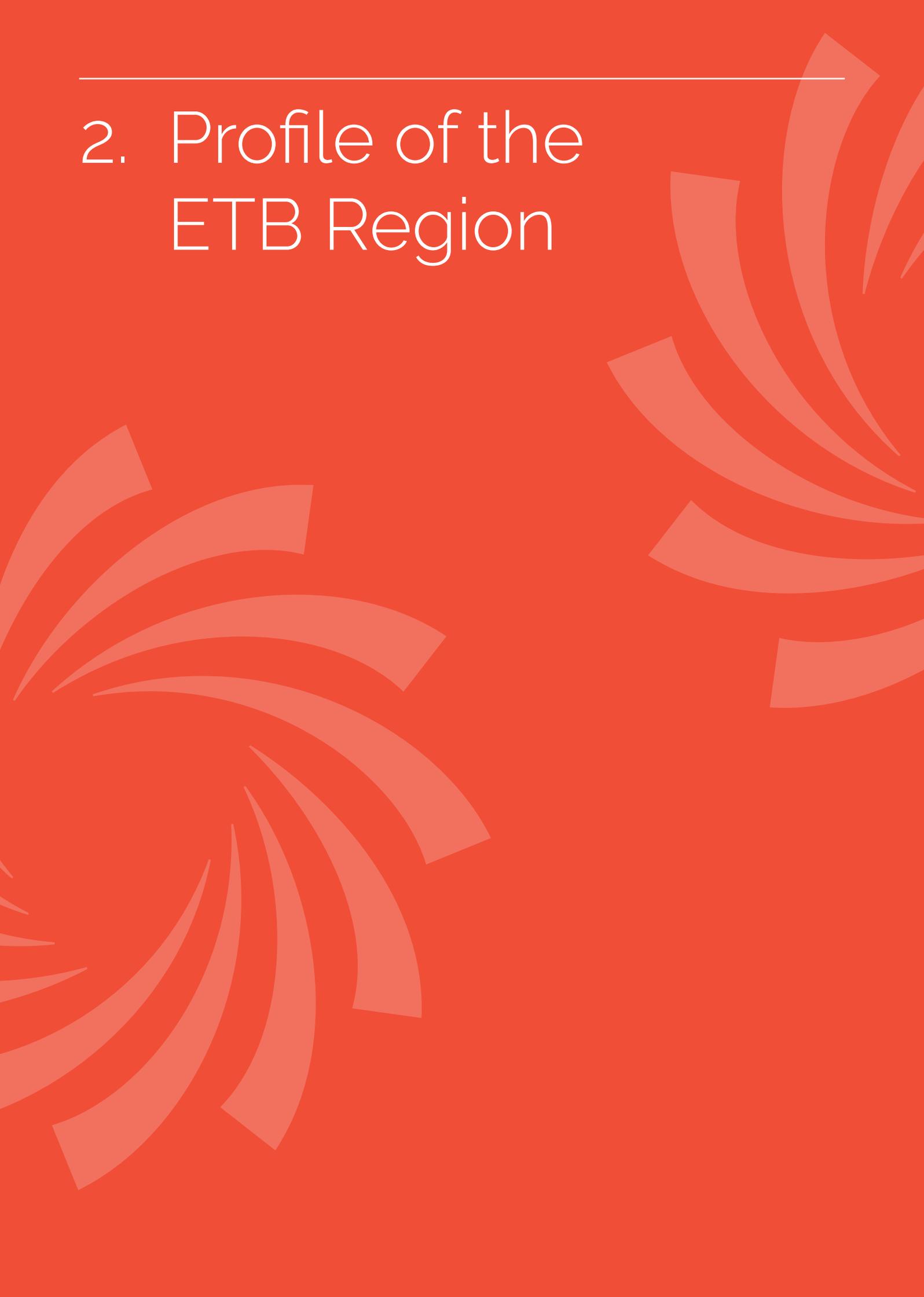
1. Introduction



Introduction

This agreement between SOLAS and Waterford and Wexford Education and Training Board (W/WETB) 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 Waterford and Wexford 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

2.1 Demographic Profile

WWETB covers the counties of Waterford and Wexford and an overview of some key regional characteristics is provided in the table below. Serving a growing catchment population of over a quarter of a million, there are nonetheless key challenges, with some local areas having high deprivation, age dependency levels and lower education levels.

	Waterford	Wexford	WWETB Combined Area
Population	116,176	149,722	265,898
Classification HP Index	Marginally below average but see below	Marginally below average but see below	Marginally below average
Change in population 2011-2016	0.03	0.04	
Age dependency ratio	35.74	36.63	
Lone parent ratio	24.97	22.95	
Primary education only	14.00%	16.43%	
Third level achieved	30.77%	25.58%	
Unemployment rate (2016 Census)	7%	7.3%	7.2%

The overall HP deprivation index is *marginally below average* for both counties (-2.35&-4.81). However, there are 29 local areas in Waterford (5 county & 24 city) and 27 local areas in Wexford that are classified as *very disadvantaged*. These areas would have a scale score of between -20 and -30 on the index which is the second worst category on the scale. Targeting specific provision to these areas facilitates positive systemic change for those communities.

Although the overall unemployment rate across the entire region is broadly in line with the national average, there are serious issues around unemployment blackspots, with 12 identified across the counties of Waterford (9) and Wexford (3). According to the live register, in January 2018, there were 19,089 unemployed persons – 57% were male. This equates to approximately 3-in-5 seeking a job for at least 12 months – a fifth had no previous employment experience. Other notable characteristics included:

- **Age:** youth unemployment rate was approximately 11% • Education: 5633 of those on the live register on January 2018 had attained at most lower secondary education or level 3.
- **Sector:** wholesale & retail accounted for the largest share
- **Occupation:** those previously employed in skilled trades and elementary occupations accounted for largest shares of unemployed.

2.2 Enterprise and Employment Base

There is an enterprise base of almost 12,000 in the WWETB area. In 2014, there were 7,027 active private enterprises employing 29,982 people, with 4,882 employing 26,267 people in Waterford. Key features of the enterprise and employment base include:

- An analysis in 2016 indicates that, as a percentage of the national total, the South East accounted for 10% of hires with the majority of those in wholesale and retail, industry, accommodation and food. The majority of those hired had higher secondary or FET qualifications and fell into the 15 to 24 age category.
- The job vacancies in the south east identified by DSP in the same year showed that over 50% were based in the Waterford and Wexford urban centres with the majority of the vacancies in skilled trades, sales and at the elementary level. These included sales reps, stocktakers, telesales, kitchen assistants, construction labourers etc.
- Job announcements in 2016/2017 centre around industry, ICT, construction, service, wholesale & retail and financial Services.
- Employment projections would indicate a demand for staff in most sectors with increased demand in wholesale & retail (3700), construction (2100), high tech (1000) and accommodation & food (1900).

2.3 Learner Profile

At the entry level, many of the learners are economically inactive with low levels of educational achievement. There is an over representation of males, particularly in the 35 to 55 age bracket, sometimes with mental health issues in addition to literacy and numeracy issues. Many of the courses for this cohort are offered at a location which is easily accessed by the learner.

At the upper levels, many of the learners are school leavers who, in the main, wish to go in one of two directions. The first group wish to train as an apprentice or want to achieve a work-related qualification which will allow them to get a job at operator level. The second group are looking for an additional qualification to allow them to progress to third level.

Recently, WWETB are receiving an increasing level of queries from employers looking to upskill their current workforce and requesting support from the ETB. This is an area we would like to explore more as the learners would be the most vulnerable to a future recession.

WWETB has 13 second level schools (8 of which offer dual provision and one PLC only). Other education options in the region include private providers, higher education provided by Waterford Institute of Technology and Carlow Institute of Technology (at its Wexford campus), SICAP and Skillnets.

3. ETB FET Provision



Section 3

ETB FET Provision

3.1 Staffing and Infrastructure

In total Waterford Wexford ETB employs 878 staff in the FET division. The FET Director coordinates a WWETB FET management and support team with around 60 staff which covers functions including:

- QA management and support functions
- Services to Business
- Training centres and provision
- VTOS & BTEI
- Community Education & Training
- Youthreach, CTC and Youth Affairs (it should be noted that the funding for youth officers and their admin support is provided by the Department of Children and Youth affairs)
- Adult Literacy
- Adult Education Guidance Service

Currently, there are 6.0 whole-time equivalent (WTE) agency staff working in the FET services. The staff provide administrative support in the absence of sanctioned clerical officers. This reliance on agency staff to underpin services is not sustainable and the necessary administrative staff resources are required to address current responsibilities. Additional resources will also be required to meet SOLAS policy requirements in the areas of: Professional development, Access programmes, child protection, Data Analytics and TEL. WWETB also recognises that as the balance of provision changes, there may be less need for staffing in certain areas and will look to use natural attrition and reassignment to balance increases in staffing wherever appropriate.

Staff are deployed in a range of facilities across the two counties as set out in the map below.



- Post Primary College
- Adult Education Centre
- Youthreach Centre
- Outdoor Education and Training Centre
- Training Centre
- Office
- Local Training Initiative
- Community Training Centre
- Adult Education
- Specialist Training Provider
- Community Schools

The breakdown of activities and services available across the 33 WWETB FET centres is set out in the table below. WWETB has, and will continue to focus on, the integration of provision within consolidated FET centres, while ensuring a balance with community and outreach resources.

WWETB Centres	Youthreach	VTOS	OEC	Training Centres	BTEI	Adult Literacy	Community Education	Total
Bunclody FET Centre		✓			✓	✓	✓	
Dungarvan FETC		✓			✓		✓	
Enniscorthy FETC		✓			✓	✓	✓	
Gorey FETC	✓	✓			✓	✓	✓	
Kilmacthomas FETC		✓			✓		✓	
Cappoquin FETC					✓	✓	✓	
New Ross FETC		✓			✓	✓	✓	
Ozanam Street FETC, Wfd					✓	✓	✓	
Tramore FETC	✓				✓	✓	✓	
Wexford FETC					✓	✓	✓	
Wexford Adult Education Centre		✓				✓		11
Outdoor Education & Training Centre			✓					1
Waterford Training Centre				✓				2
Wexford Training Centre				✓				
Wexford Youthreach	✓							6
Dungarvan Youthreach	✓							
Enniscorthy Youthreach	✓							
New Ross Youthreach	✓							
Waterford Youthreach	✓							
Subla Youthreach, Waterford	✓							
Dungarvan Adult Literacy Centre						✓		2
Railway Square Adult Education Centre, Wfd						✓		
Waterford VTOS, Durands Court, Wfd		✓						2
WCFE VTOS, Burchell House, Wfd		✓						
PLC College (WCFE)								1
Schools offering PLC courses								8
Total FET Centres	8	9	1	2	10	11	10	33

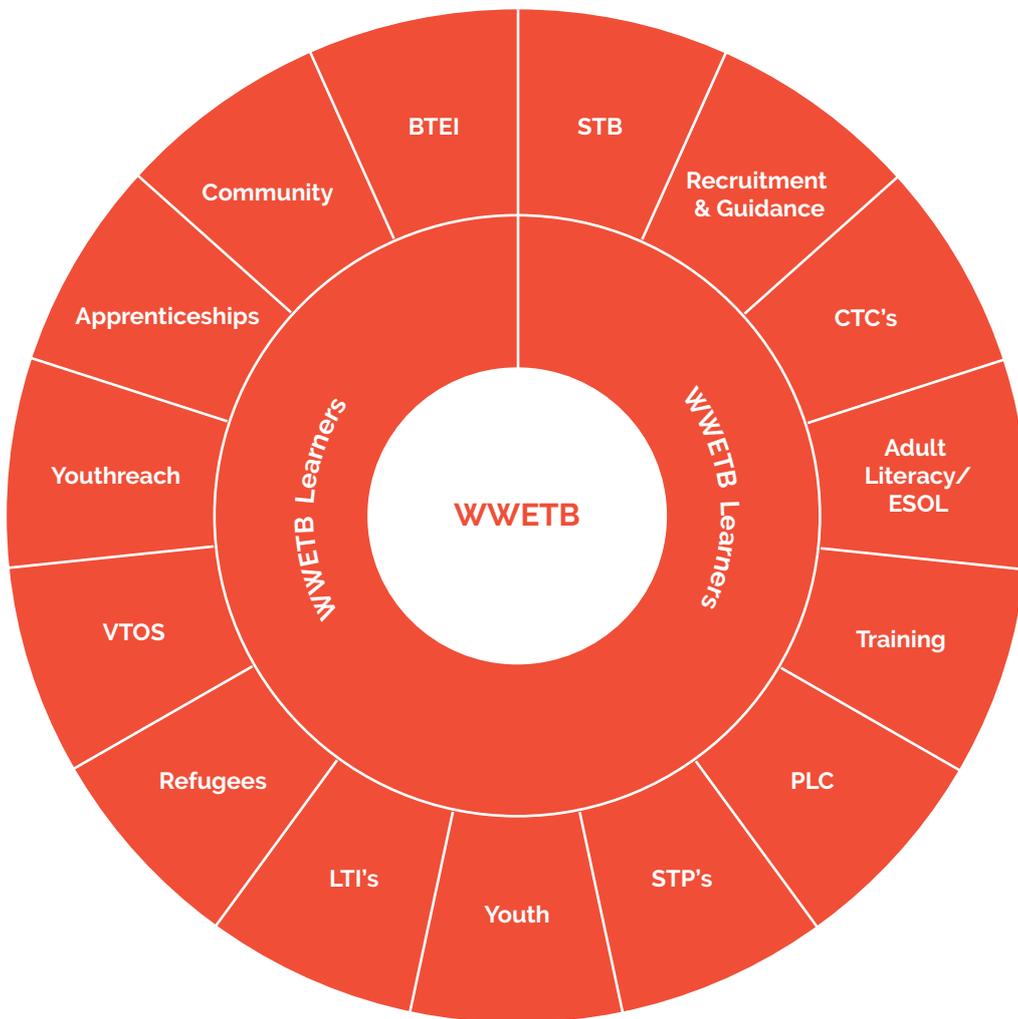
3.2 FET Provision

In common with all ETBs, FET provision is spread across a myriad of different programmes, reflected in the functional structure and set out in the graphic over the page. WWETB received €50.0m in funding for 2017, supporting a total of 17,698¹ across 2,152 courses.

WWETB 2017

NO. COMMENCING COURSES	NO. COMPLETING COURSES	NO. OVERALL BENEFICIARIES
12,278	10,078	17,698

Further Education and Training Services in WWETB



WWETB FET provision by skills cluster in 2017 is also set out below.

This shows a diverse base of vocationally focused provision, building on the delivery of a core base of general learning and personal skills development.

Significant concentrations of provision are apparent in the health and business areas, but there is also a strong base of learners in engineering, manufacturing and the built environment.

¹ Beneficiary numbers include those already enrolled at 1st January 2017

2017 Provision by Skills Cluster

	Total Actual Beneficiaries	% of Total Beneficiaries
Agriculture, Horticulture and Mariculture	280	1.58%
Animal Science	9	0.05%
Art, Craft and Media		
Arts & Crafts	325	1.84%
Built Environment	656	3.71%
Business, Admin & Management		
Business, Administration	1,279	7.23%
Core ICT	336	1.90%
Core Personal	5,814	32.85%
Engineering	81	0.46%
Engineering (Electrical)	91	0.51%
Engineering (IT)	14	0.08%
Engineering (Mechanical)	499	2.82%
Engineering (Transport)	57	0.32%
Entrepreneurship	31	0.18%
Financial Services	107	0.60%
Food and Beverage	222	1.25%
General Learning	2,702	15.27%
Hairdressing, Beauty and Complementary Therapies	599	3.38%
Health, Family other Social Services	2,162	12.22%
Information Technology	95	0.54%
Management	37	0.21%
Manufacturing	365	2.06%
Media Graphics Communications	202	1.14%
Natural Resources		
Research and Education-Training	20	0.11%
Sales & Marketing	222	1.25%
Sampling Skills		
Science and Technology	48	0.27%
Security, Guarding & Emergency Services	133	0.75%
Skills Sampling, General Learning & Core Personal	350	1.98%
Sport and Leisure	412	2.33%
Tourism	216	1.22%
Tourism and Sport		
Transport, Distribution & Logistics	272	1.54%
Web Development & Design	62	0.35%
Total	17,698	

4. ETB Strategic Priorities



Section 4

ETB Strategic Priorities

4.1 ETB FET Strategic Priorities

FET provision in Waterford and Wexford ETB is delivered through our various programmes. In determining what provision is offered and to whom, cognisance is taken of the values that drive our beliefs about Further Education and Training. These values are **our core values**; *the values that we believe each team member should have ownership of and which should permeate all that we do as educators.*

- **Learner Focus:** we are a needs-based organisation; existing to meet the needs of our learners, both as individuals and within communities.
- **Respect:** we respect all those who benefit from our services, those who deliver our services and those who support the work of our organisation in any manner.
- **Quality:** we seek to deliver quality services; we do this by delivering programmes that are effective in meeting the needs of their target groups and are efficient in terms of delivery.
- **Accountability:** we are accountable to a wide range of stakeholders; the Board of WWETB, our funders especially SOLAS, the Department of Education and Skills, Department of Children and Youth affairs. All of our programmes aim to make the best use of the available resources and give value for money.

The WWETB Statement of Strategy 2018-2022 set out a range of FET priorities:

1. Prepare an Operational plan for FET 2018-20
2. Develop a coordinated structure for FET
3. Develop a financial and budgeting model that ensures that the financial resources are managed in an effective and efficient manner
4. Develop new initiatives that reflect the needs of learners, employers and national policy in Waterford and Wexford
5. Profile and develop productive external relationships

While four of these five priorities reflect the continuing organisational development of a relatively young integrated further education and training service in WWETB, there are a range of initiatives being progressed to reflect pursuit of the fourth priority. These are summarised under five FET themes below.

4.1.1 Meeting the Evolving Needs of the Labour Market

WWETB is committed to the further development of provision and learner support to meet the evolving needs of the labour market. It will:

- Increase the number of apprentices being trained by WWETB. Supports in Literacy and numeracy for apprentices to be provided, with a support programme for women in apprenticeship planned (a proposal has recently been made to SOLAS and WWETB is awaiting feedback).
- Develop a specific initiative for those in employment (workforce development) through a reconfigured Service to Business (STB) unit.
- Expand the number of Traineeships being offered by WWETB, starting with HGV and precision manufacturing in 2018.
- A significant increase in completers achieving employment of over 180% driven by plc completers, in line with Target 1 within this strategic performance agreement.
- Development of employer engagement mechanisms to develop closer working partnerships with local enterprises and respond to their skills needs

4.1.2 Active Inclusion

WWETB will continue to prioritise the active inclusion of all learners and potential learners in its area. It will:

- Develop specific programmes for and prioritise target groups of learners: including the economically inactive, dependents of unemployed persons, NEETs, people with disabilities, lone parents, jobless households, travellers and other under-represented groups.
- Develop specific provision to support the provision of literacy and education services to refugees, including a 2nd year initiative.
- Develop Small Area plans that review the totality of current and planned provision within these communities.
- Move toward assessment of learners at initial entry, deploying the best practice toolkit as well as other recognised tools for literacy and numeracy assessment at levels 1-3.
- Expansion of the area analysis initiative including further analysis of areas encompassed by the POBAL deprivation index to develop suitable responses.

- Progress the implementation of the recommendations of the ESOL review published by SOLAS and ETBI early in 2018.
- Target a 11% increase in certification for those courses primarily focussed on transversal skills development especially among our literacy and ESOL courses (Target 3 in this agreement).

4.1.3 Progression to Other Learning Opportunities

WWTB will work to establish clearer learner pathways and facilitate the progression of learners to other FET and HE opportunities. It will:

- Target a 23% increase in the numbers of learners progressing to either further or higher education, in delivering on Target 2 within this performance agreement.
- A re-balancing of PLC programmes to reflect a stronger labour market focus, more consistent approaches to work placement and a move away from general broad-based education programmes towards targeting specific skills areas. Progression will remain an important objective from PLC provision.
- Literacy programmes to offer more progression focussed opportunities.
- Career guidance opportunity to be offered to training centre staff to provide an equivalent service to apprentices and trainees.

4.1.4 Lifelong Learning and Workforce Upskilling

WWTB recognises the importance of re-balancing provision from 'for employment' to 'in employment by creating lifelong learning opportunities and targeting upskilling of the existing workforce. It will:

- Target a 9% increase in adults, who are seeking FET level provision, engaging in lifelong learning interventions, in response to Target 4 within this agreement
- Build a base of more flexible and part time courses to facilitate engagement by those in employment.
- Use developing employer engagement structures to proactively target workforce upskilling. . Further impetus will be provided by the launch of 'Supporting Working Lives and Enterprise Growth', a 2018-2021 FET policy framework for skills development of people in employment, and WWTB will work with SOLAS to support its effective implementation over this period.

4.1.5 Evolving the Delivery of Learning and Developing New Programmes

WWTB will continue to review and reform all of its FET provision, and upskill its staff appropriately, to ensure that learning evolves to meet the needs of the ETB area. It will:

- Target more completers gaining certification, an increase of 39% under Target 5 of this agreement.
- Shift provision from Specific skills training(SST) to Traineeship for the unemployed
- Shift LTI provision to support initiatives in unemployment blackspots and areas defined as high deprivation.
- Realignment of teaching staff in VTOS and BTEI.
- Opportunities for the reassignment of staff to support services including professional development, access and disability, child protection and Technology enhanced learning.
- Realignment of management structure to support delivery of programmes.
- Creation of a 'community unit' from community training and community education to ensure more effective and integrated responses at community level.
- Management training for coordinators level grades.
- Specific plans to be developed to detail current and proposed provision within WWTB including the development of new facilities.
- Employment of a Data Analytics specialist to support the preparation of useful and effective reports from PLSS, CSO, POBAL , Business.ie to support our planned responses to learner and skill needs in Waterford and Wexford. We will also focus on assuring the quality of the data provided for ETB and national planning purposes.

4.2 Risks and Challenges

WWTB has identified a series of risks and challenges to be addressed over the period 2018-2020.

- A falling pool of available learners from the unemployed groups, especially unemployed groups aged under 25.
- The current Long term unemployed are a resource intensive cohort many from communities with high deprivation and generational unemployment.
- There are difficulties in clearly identifying and making contact with individuals who would be described as economically inactive.
- There will be growth in the demand for part-time provision relative to full-time provision, necessitating a reconfiguration of existing provision.
- The shift to part- time provision will be restricted by our current commitments to teacher grade staff, commitments which will be exacerbated by the BTEI conversion process.
- Resource intensive groups becoming the norm in all sections.
- Falling literacy and numeracy levels across all programmes.
- The economic impact of the improving economy; programmes such as PLC & VTOS will struggle to maintain numbers.

- The impact of the BTEI conversion process on the staffing mix within the programme and the consequent change to the configuration of the programme.
- Challenge in getting sufficient high-quality instructors to meet impending needs of the apprenticeship programme.
- Challenges in resourcing the new national policy framework for skills development of people in employment
- WWETB is committed to the use of PLSS as the primary collector of quality data in FET. We realise the benefits of good data collection and analysis which will clearly help identify where new

education and training courses are needed, and the target group with the most need. WWETB believe that it is vitally important that a data analytics person be appointed to coordinate the collection of data required to inform effective decision making.

4.3 Delivering on FET Relevant Policies and Strategies

TETB is committed to contributing to the delivery of the wide range of national and regional policies and strategies of relevance to its FET service as set out in the table below.

Focus	Policies/Strategies
National Strategies	<ul style="list-style-type: none"> – National Skills Strategy – SOLAS Corporate Plan – Action Plan for Jobs (APJ) – Action Plan for Education (APE) – Further Education & Training Strategy 2014 - 2019 – Action Plan for Apprenticeship & Traineeship 2016 - 2020 – SOLAS Barriers to Participation in FET Programmes 2017 – FET Professional Development Strategy 2017 – 2019 – Strategy for Technology Enhanced Learning in Further Education & Training 2016 – 2019 – National Disability Inclusion Strategy 2017-2021 – Migrant Integration Strategy 2017 - 2020 – The National Traveller and Roma Inclusion Strategy 2017 – 2021 – WWETB Refugee resettlement Education programme; Operating guidelines 2018 – Integrating Literacy and Numeracy Report
Regional / Local Strategies	<ul style="list-style-type: none"> – WWETB Statement of Strategy 2018 - 2020 – Waterford Local Economic & Community Plan 2016 – 2021 – Wexford Local Economic & Community Plan 2016 – 2021 – Action Plan for Jobs for Southeast

We are 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



Section 5

ETB Contribution to National FET Strategy and Targets

5.1 Skills for the Economy

WWETB has developed recognisable expertise in delivering high quality apprentices and trainees to local and national employers and the economy. To maintain this vision WWETB proposes to:

- Expand the number of *apprentices* being trained by WWETB by providing additional capacity as well as supporting a broadening of the list of apprenticeships offered in our training centres
- Increase the number of *Traineeships* being offered, this will be done by
 - broadening the variety of traineeships being offered
 - developing new traineeships in conjunction with local industry
 - converting suitable existing skill training courses to traineeships.
- Support 2016+ apprenticeships by acting as a collaborating provider for a number of apprenticeships including; Accounting Technician, Hairdressing and ICT Associate Professional. WWETB will firm up commitments in this regard during 2018.
- Develop a specific initiative for *those in employment* (workforce development) through a reconfigured Service to Business (STB) unit.
 - We will, in particular, target the needs of SMEs in the south east region.
 - The unit will engage with employers on a one-to-one and group basis.
 - The unit will service the apprentice needs of employers as well as upskilling and training needs.
 - The unit will offer skill needs analysis to employers as well as offering specific responses to their individual and group training needs through existing and new programmes.

5.2 Active Inclusion

We will develop provision to support the active inclusion of our learners by:

- Develop specific provision to support the *provision of literacy and education services to refugees*.
- Develop *area based plans* to better identify groups in need of literacy and numeracy support. These plans will be prioritised for the needs of those in
 - Areas of economic deprivation
 - unemployment blackspots

- Prepare a *Youth work plan* for WWETB which links the work of our community and literacy services to the needs of young learners
- Support the integration of literacy & numeracy across all FET provision

WWETB is also focused on helping learners through the WWETB Literacy service and in integrating literacy and numeracy support across all FET provision. WWETB recognises the importance of initial assessment of learners. In WWETB, learners in Adult Literacy programmes are assessed using the BKSB assessment test. This gives the student a detailed analysis of their strengths and weaknesses. From this **initial assessment**, an **Individual Learning Plan (ILP)** is developed for the student. Every student in WWETB Adult Literacy has an ILP based on initial assessment. The ALO works with the Tutor to monitor progress throughout the year, with mid-term reviews. The course the student attends will be one of the following: Unaccredited, QQI Levels 1,2 and 3. The majority of students are on courses leading to **QQI certification** and the achievement of certification is an **acknowledgment of a goal achieved**. The resources and expertise developed from the **ITABE** course are now **fully incorporated into all programmes** delivered by WWETB.

The Literacy Service targets **DEIS Schools** for its **Family Literacy and Maths programme**. WWETB works closely with the Home School Liaison Teacher and information leaflets are produced for each individual school, based on the information shared. Through the HSLT, Parents are identified who have Literacy and Numeracy difficulties. It has been established that the most successful classes, are those, which follow the school curriculum at whatever stage their child is at. Imaginative techniques are worked out between the School and Literacy to deliver appropriate class content to the parent. While there are many, one at the moment stands out, namely **Maths for Parents** in Dungarvan. Parents actually physically make cardboard clocks and number lines and use "money" which they have made. It is all done in an adult setting and adult scenarios but mirroring their child's work in school. Huge progress was recorded in their knowledge of maths for every day use. It is intended to include this class in a review and to consider if it can be replicated as best practice throughout the ETB.

The Adult Literacy Service is establishing links with the Training Centre in order to address the literacy and numeracy needs of Apprentices. Assessments have already taken place (using BKSB) in Waterford and Wexford Training Centres.

WWETB does employ qualified ESOL teachers, carries out initial assessment with the Oxford quick placement, issues report on progress based on CEFR and the majority of students gain certification within one year through QQI, as it is the only certification option available at this moment.

To facilitate progression between FET programmes, WWETB made a decision to move programmes into single locations called Further Education and Training Centres. This means that a learner can potentially progress from community education right up to level five and in some cases, level six within the one centre. In addition, Adult Guidance spends time in these centres providing assistance to the learners especially relating to progression opportunities offered within the WWETB family of programmes across further education and training. Progression to third level is important to our learners, particularly from PLC and VTOS. To better facilitate this transition, WWETB have signed progression agreements with both Waterford Institute of Technology and Institute of Technology Carlow.

5.3 Quality Provision

WWETB has a Quality Improvement Plan (QIP) in place which includes the five key steps set out below.

1. Review and enhance FET QA Governance
 - Review existing policies and procedures and amend or create new policies and procedures where needed; with a view towards one overarching Total Quality Assurance System.
 - Identify & collate all existing legacy policies and procedures (both FE & TQAS) to be reviewed.
 - Create Terms of Reference for the QA Steering Group and Programme Approval committee.
 - Consider how other Awarding Bodies and non-certified programmes can be included in policies and procedures.
2. Review and ensure the implementation of fair & consistent assessment procedures
 - Review and collate finding from EA Reports and RAP meetings from 2017
 - Conduct Internal Verification training for all staff engaged in Internal Verification
 - Develop a policy and procedures around recognition of Prior Learning (RPL)
3. Review and improve course monitoring procedures
 - Reintroduce monitoring functions of TQAS
 - Ensure the collation of all centre EA Reports & RAP Reports into one summary report in 2018.
4. Improve Programme Development process & validation of new Agriculture programmes
5. Ensure Continuous Professional Development of the QA Team, QA/QQI Coordinators and centre-based staff involved in the Assessment Process
 - Plan QA Workshop for QA/QQI coordinators.
 - Provide training on new assessment handbooks and new QBS.
 - Ensure the continued in-centre training of staff where specific needs arise.

WWETB will continue to improve data collection, Information Systems and data analysis, with the development of a WWETB SharePoint site to include all WWETB policies, procedures, resources and programme descriptors. As we noted earlier, we will continue to support improvements in the quality of data, including providing ongoing training to those mandated to input the details and to those who subsequently manage learners on the system.

To build capacity across WWETB, we will seek to implement the National strategies for *TEL* and *Professional Development*. This will include:

- appointment of senior managers to the programmes to oversee progress.
- reassignments to coordinator posts.
- development a PD monitoring and recording system.
- enhanced IT infrastructure to support the implementation of TEL strategies.
- creation of subject groups to widen the use of TEL in their subject areas.
- create implementation groups to monitor progress at etb level of both PD and TEL.

WWETB will also provide support to coordinators and staff in the management of GDPR and the protection of children and vulnerable adults.

5.4 Outcomes-based Planning and Funding

WWETB continue to be committed to putting systems and structures in place that will facilitate an outcomes-based approach to planning and funding across FET. As part of the exercise to develop this performance agreement, an operational plan for FET for 2018-20 is being prepared. This plan will include an *Annual Services Plan* detailing the provision from all programmes within FET. The *Operational Plan* will present and show evidence of a model of integrated and coordinated provision within WWETB and incorporate multi-annual services plans. The plan will include realistic and deliverable targets based on a forensic analysis of each programme, linked to the targets agreed with SOLAS within this agreement.

Linked to this is a commitment to reconfigure structures. WWETB are developing a *coordinated structure for FET* which will support the integration of the Further Education and Training functions and be based around the concept of a 'team' approach to programme delivery and improvement. The structure will have programme management as well as communication and change management elements. A new approach to *programme development* will be included in the coordinated structure with a specific focus of matching provision to the changing educational and training needs of communities and learners, reducing duplication of provision and developing new innovative responses to identified needs.

WWETB is also putting a strong emphasis on improving financial management. A detailed examination of *financial processes* will be undertaken, with Finance, to deliver a more accurate recording of expenditure on FET. Work will be progressed on a *funding model* that supports programme provision in line with the SOLAS funding model and any changes to that funding model following a review in Q4 2018. Robust and accurate reporting mechanisms of spending and variances will also be developed.

5.5 Standing of FET

WWETB has an active engagement with many bodies to enhance the status of its work, these bodies include:

- Wexford Interagency Group for Refugee Resettlement Programme
- Pilot Traveller Roma Health/Social Care Programme
- Wexford Local Development
- WLD Education and Training Sub Committee
- Wexford Breakfast Network
- Chambers of Commerce
- Waterford Employer Network
- LCDC Sub-Group Skills Enhancement
- World Skills Council
- Waterford Leader Partnership
- Co. Waterford Community Childcare Facility
- Adult and Further Education and Training Forum
- Youthreach and CTC Evaluation Advisory Group
- Waterford Age Friendly Alliance
- South East Regional Skills Forum
- Wexford Public Participation Network
- Treo
- Wexford Age Friendly Alliance
- Waterford Traveller Interagency
- Waterford Women's Centre
- FLAG - Fisheries Local Action Group
- 4 Area Planning Groups
- Waterford Area Partnership Board
- Waterford Arts & Heritage Community Employment
- Waterford Social Enterprise Network
- REACH - Resources Enterprise Arts Crafts Heritage Sector Waterford
- Employer Network with Waterford Area Partnership, Waterford LES, DSP and Waterford Chamber Skillnet
- Committee Member of the DAY Project (run by Waterford South Tipp. Comm. Youth Service)
- Refugee Inter-Agency Forum – Waterford and Wexford
- SE Action Plan for Jobs

WWETB will also work with SOLAS to roll-out a national campaign to promote FET in 2018 and 2019.

5.6 ETB Contribution to National FET Targets

Waterford and Wexford 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.

Target	National Sectoral Target	Waterford Wexford ETB Contribution
1. More learners securing employment from provision which primarily serves the labour market	10% over 3 years	188% over 3 years, equating to 1,002 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	23% over 3 years, equating to 1,222 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	11% over 3 years, equating to 1,062 completers certified in 2020
4. Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over 3 years	11% over 3 years, equating to 13,306 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 803 and a 47% 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	1109 over 3 years, equating to double current provision

6. Performance Agreement



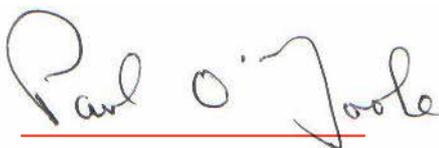
Section 6

Performance Agreement

In entering this agreement, Waterford Wexford 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. WWETB 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: 2/10/2018



Kevin Lewis

Chief Executive, Waterford and Wexford
Education and Training Board

Date: 2/10/2018

Appendix A



Appendix A

WWETB Contribution to National FET Sector Targets by Skills Cluster

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	41%	6	55%		
Animal Science	0	0%	0	0%		
Arts and Crafts	40	333%	2	10%		
Built Environment	24	343%	11	0%		
Business Administration	20	24%	17	12%		
Engineering	8	47%	0	0%		
Engineering (Electrical)	0	0%	0	0%		
Engineering (IT)	5	0%	0	0%		
Engineering (Mechanical)	29	0%	6	0%		
Engineering (Transport)	8	0%	6	0%		
Entrepreneurship	0	0%	0	0%		
Financial Services	20	167%	0	0%		
Food and Beverage	24	267%	-2	-9%		
Hairdressing, Beauty and Complementary Therapies	57	146%	4	0%		
Health, Family other Social Services	123	145%	100	56%		
Information Technology	19	950%	0	0%		
Management	23	0%	0	0%		
Manufacturing	57	0%	8	0%		
Media, Graphics Communications	0	0%	0	0%		
Natural Resources	0	0%	0	0%		
Research and Education-Training	0	0%	0	0%		
Sales & Marketing	26	325%	5	63%		
Science and Technology	-9	-100%	0	0%		
Security, Guarding & Emergency Services	0	0%	0	0%		
Sport and Leisure	59	219%	5	125%		
Tourism	15	167%	2	0%		
Transport, Distribution & Logistics	94	0%	0	0%		
Web Development & Design	0	0%	0	0%		
Core ICT			14	37%	0	0%
Core Personal			27	7%	3060	7%
General Learning			20	11%	126	2000%
Language			0	0%	0	0%
Skills Sampling,			0	0%	0	0%
Key Skills			0	0%	0	0%
TOTAL	654	188%	231	23%	3186	11%

[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	%
17	17%			32	0%
-9	-100%			0	0%
4	3%			0	0%
504	371%	143	220%	0	0%
216	23%			228	105%
0	0%	19	63%	0	0%
9	129%	16	80%	0	0%
-14	-100%	4	29%	0	0%
307	71%	50	13%	64	0%
0	0%	8	17%	0	0%
1	3%	12	0%	0	0%
-22	-100%			0	0%
41	30%	11	24%	44	0%
10	7%			166	100%
12	1%	257	44%	122	-63%
-4	-7%	32	92%	47	0%
-13	-35%			0	0%
-17	-9%	59	94%	96	0%
0	0%	27	42%	0	0%
0	0%			0	0%
40	200%			0	0%
-147	-79%	115	162%	0	0%
0	0%	-6	-20%	0	0%
-133	-100%			0	0%
-77	-48%	15	13%	96	0%
-39	-24%	38	51%	0	0%
35	13%			214	0%
-16	-100%	2	3%	0	0%
123	37%				
381	9%				
72	3%				
0	0%				
10	0%				
0	0%				
1291	11%	803	47%	1109	104%

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	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	
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.

Waterford and Wexford Education and Training Board
Ardcavan Business Park, Ardcavan, Wexford Y35 P9EA
+353 (0) 53 912 3799 / www.wwetb.ie / info@wwetb.ie

SOLAS
An tSeirbhís Oideachais Leanúnaigh agus Scileanna
Further Education and Training Authority
Castleforbes House, Castleforbes Road, Dublin D01 A8N0
+ 353 (0) 1 533 2500 / www.solas.ie / info@solas.ie
