Strategic Performance Agreement
2018 – 2020

Kildare and Wicklow
Education and Training Board

kwetb
Kildare and Wicklow
Education and Training Board

SOLAS
learning works

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Investing in Your Future

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1. Introduction

Introduction

This agreement between SOLAS and Kildare and Wicklow Education and Training Board (KWETB) sets out the context, strategic priorities and ETB contribution to achievement of key national further education and training (FET) sector targets over the period 2018-2020. 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 KWETB, 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

Kildare and Wicklow Education and Training Board serves counties Kildare and Wicklow. The catchment area has an overall population of 364,450 i.e. 7.5% of the national population. Nationally, the mid-east region is an area of significant population growth and economic development incorporating counties Kildare, Wicklow and Meath. This region's population is expected to increase between 78,000 & 144,000 by 2031. 47% of people in the mid-east region have a third level qualification; 4% have primary level or below. The working age population of Kildare and Wicklow is circa 279,000 people. Kildare and Wicklow also have relatively young populations - according to the 2016 Census, the population aged 0 to 24 residing in the former represented 36.6% while that residing in the latter represented 35% – indeed Kildare has the highest county rate in the State.

KWETB provides services in both urban and rural areas with a large area forming part of the greater Dublin region. 27% of the population of Kildare and Wicklow live in the North-eastern townlands of Bray, Enniskerry, Kilmacanoque, Celbridge, Leixlip and Maynooth which border Co. Dublin. These areas are expanding as the Dublin commuter belt extends further into both counties, encompassing Naas, Newbridge, Blessington, Newcastle and Wicklow Town. In 20 years, the population of Kildare has increased by 64% while Wicklow has experienced an increase of 38%.

The Labour force participation rate is 64.1% in Kildare and 61.5% in Wicklow, higher than the national average. This, coupled with relatively high educational attainment levels, and a higher proportion of the workforce serving as professionals or managers, gives Kildare and Wicklow a competitive advantage. It is important to note, however, that while the unemployment rate dropped to just over 5% in Q2 2018; there are areas where unemployment and in particular youth unemployment remains above the national average. There are two areas identified by the CSO as areas of high unemployment including Athy West Urban in Kildare with an unemployment rate of 35% and Rathmicheal, Bray in Wicklow at 27.2%. KWETB is working to support and deliver on Youth Employment Initiatives in both localities.

The National University of Ireland in Maynooth is the largest third level institution in the region. KWETB has many links (formalised with Memorandums of Understanding) with other third level institutes. A consolidation of these arrangements will be undertaken by KWETB in collaboration with universities and Institutes of Technology. KWETB is also ideally located to build links with the recently established Technological University (TU) Dublin.

2.1 Learner Profile

KWETB caters for a diverse range of learners as outlined in the Profile of Programmes and Services below. The priority groups for 2018 – 2020 include:

— Adults returning to education
— Low skilled people
— Long-term unemployed people
— People under 25
— People with disabilities, travellers, refugees, ex-offenders and disadvantaged members of our communities
— Early school leavers and recent school leavers
— Those in employment wishing to upskill/reskill and gain a qualification
— Those wishing to become an apprentice or trainee on a work-based learning programme
— People not in education, employment or training (NEET)

Employment in the region increased in economic sectors primarily in administrative and support services, construction and industry, health and social activities. It is important to note that there is a change in the learner profile as unemployment levels fall. Many people experience multiple barriers in terms of participation as outlined in the *Barriers to FET with reference to long term unemployed people and other vulnerable individuals (SOLAS, 2017)*. KWETB has noted a significant increase in learners who require supports and are striving to meet and support learner needs across all programmes. It has been noted during the national evaluation that Youthreach learners require an expanding suite of supports which are more easily met in the centres that are part of the Special Education Needs Initiative (SENI) than those which are not.
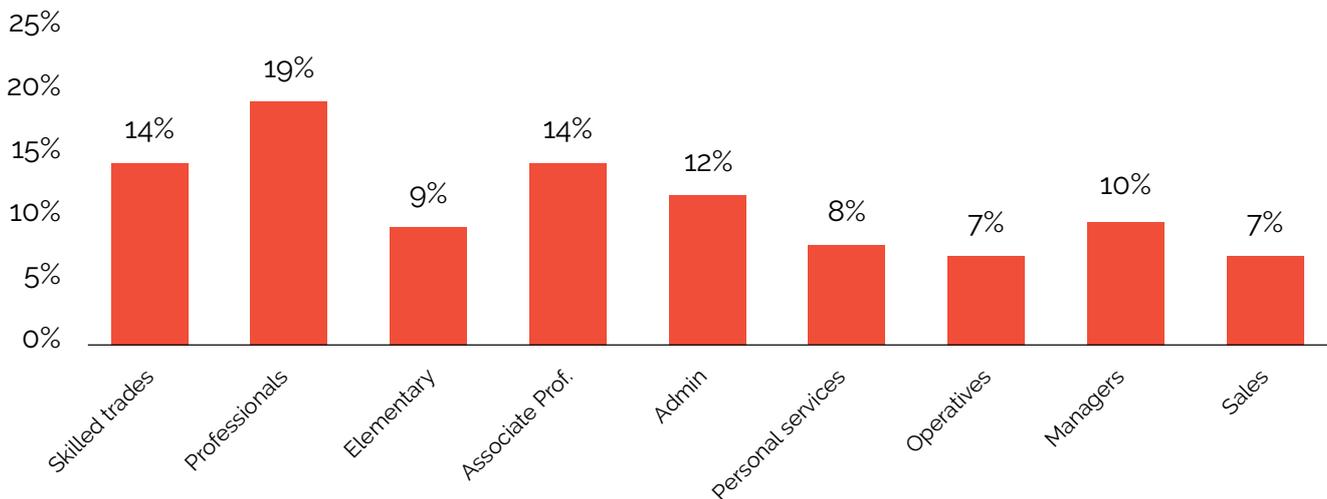
2.2 Enterprise Base

The top enterprise areas in Kildare and Wicklow are in wholesale, retail, industry, health, education, accommodation and food (with over 50% in professional, associate professional and skilled trades). The Mid-East Regional Action Plan for Jobs outlines key areas of growth that offer opportunity for strategic development in the region. KWETB are both leading and supporting these growth areas, by our strategic contribution to the Regional Skills Forum; development work focussing on current and future needs; and engagement on a daily basis (locally and regionally) with employers to develop a well skilled economy in Kildare and Wicklow while building on the **unique strengths** of our region and by providing more specific skills in areas where job opportunities exist.

It is important to note the growth and success of large multinational organisations in the region; the Agri-food sector; the Manufacturing sector; the Irish Horse Industry; the Hospitality, Tourism and Film sector; ICT and the Financial Services sector. The main sectors of employment in the Kildare and Wicklow region (Skills and Labour Market Research Unit, 2016) aligned to the changes in KWETB provision are as follows, with analysis of employment by occupation set out below.

Industry – 17%	Wholesale/Retail – 15%
Health – 10%	Education – 9%
Construction – 6%	Professional Services – 6%
Finance – 6%	Public Admin and Defence – 5%
Accommodation and Food – 5%	ICT – 5%
Agriculture – 3%	Transport – 3%
Administration and Other – 10%	

Kildare/Wicklow Employment by Occupation

Bar chart showing: Skilled trades 14%, Professionals 19%, Elementary 9%, Associate Prof. 14%, Admin 12%, Personal services 8%, Operatives 7%, Managers 10%, Sales 7%.

3. ETB FET Provision

Section 3
ETB FET Provision

3.1 Staffing and Infrastructure

The FET service has approximately **122** staff throughout Kildare and Wicklow, excluding teaching and instructing resources, and is broadly structured along the following lines:

— **Head Offices** – The Director of Further Education and Training works with the Training Services Manager, Adult Education Officers, and two support staff to oversee FET provision. The KWETB Youth Officers also report to the Director of Further Education and Training.

— **Further Education Service** – Programme coordinators in Adult Basic Education, VTOS, Youthreach, Skills for Work, Prison Education, Back to Education Initiative and Community Education Facilitators work with the Adult Education Guidance Service, QA staff, outreach and Youthreach resource workers and administration staff to support delivery of an effective Further Education service.

— **Training Services** – A Community Development Officer, Apprenticeship Authorised Officers, Contracted Training Officers, a Training Standards Officer, a Recruitment Officer and administration support staff work to deliver effective training services. Training Services deliver programmes through Contracted Training Providers and also through Local Training Initiatives and Specialist Training Providers.

— **PLC Provision** – Principals and Deputy Principals oversee PLC provision across 6 dual provision schools and one dedicated college Bray Institute of Further Education (BIFE). BIFE cater for over 1000 students per annum and have been pivotal in the integration of FET.

In 2017, there were 231 part-time Further Education tutors and 123 full-time whole-time equivalent VTOS and PLC teachers in KWETB.

3.2 FET Provision

KWETB offers a comprehensive range of part-time and full-time courses for learners providing career pathways to employment, further education and training and higher education. Central SOLAS funding of **€29.2m** was allocated to KWETB in 2017 to support over 15,000 beneficiaries[1] from the provision.

The following programmes and services are delivered by KWETB:

— Adult Basic Education Service
— Adult Education Guidance Service
— Apprenticeships
— Back to Education Initiative
— Blended Learning
— Bridging and Foundation Programmes
— Community Education
— Community Training Centre
— Evening Training
— Local Training Initiatives
— Youthreach
— Post Leaving Certificate (PLC)
— Prisoner Education Programmes
— Recruitment Service
— Skills for Work Programme
— Specialist Training for People with Disabilities
— Specific Skills Training Programmes
— Traineeships
— Upskilling/reskilling options for those in employment
— Vocational Training and Opportunities Scheme (VTOS)

Analysis of provision is set out by skills cluster in the table below. This highlights the strong focus on transversal skills development within the general learning and core personal categories. However, it also highlights strengths in provision in key specific skills areas like business, health and social services and ICT, reflecting the characteristics of the regional employment profile highlighted earlier. The rebalancing of provision will allow KWETB to provide opportunities in specific skills clusters where job opportunities exist. See below.

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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 Mari-culture	128	0.84%
Animal Science	325	2.13%
Arts & Crafts	486	3.18%
Built Environment	112	0.73%
Business, Administration	1,306	8.55%
Core ICT	127	0.83%
Core Personnel	5,254	34.41%
Engineering	41	0.27%
Engineering (IT)	12	0.08%
Engineering (Mechanical)	2	0.01%
Financial Services	74	0.48%
Food and Beverage	132	0.86%
General Learning	3,234	21.18%
Hairdressing, Beauty and Complementary Therapies	172	1.13%
Health, Family other Social Services	2,101	13.76%
Information Technology	328	2.15%
Management	31	0.20%
Manufacturing	40	0.26%
Media Graphics Communications	281	1.84%
Research and Education Training	25	0.16%
Sales & Marketing	318	2.08%
Science and Technology	65	0.43%
Security, Guarding & Emergency Services	130	0.85%
Skills Sampling, General Learning & Core Personal	6	0.04%
Sport and Leisure	200	1.31%
Tourism	117	0.77%
Transport, Distribution & Logistics	184	1.21%
Web Development & Design	37	0.24%
Total	**15,268**	

4. ETB Strategic Priorities

Section 4
ETB Strategic Priorities

4.1 ETB FET Strategic Priorities

KWETB has identified a series of strategic priorities for the further development of further education and training over the period 2018-2020. These are set out in the box below and discussed in more detail in the following sections.

1. Provide **lifelong learning and upskilling** opportunities for all learners
2. Enhance the **quality of the learning experience** for learners
3. Provide **relevant, integrated and innovative programmes** and initiatives
4. Promote and deliver **equality and active inclusion** through responsive and integrated programmes
5. Facilitate progression and provide **clear and transparent pathways for learners**
6. Develop the KWETB **employer engagement** strategy
7. Collaborate locally with communities and enterprise and build **strategic networks**
8. **Manage data and knowledge** to support evidence based decision making and improvement
9. Develop and **build the KWETB Brand** as the FET provider of choice in Kildare and Wicklow

4.1.1 Lifelong Learning and Upskilling

With globalisation and rapid technological progress in our economy, **lifelong learning** needs to build on strong collaboration between industry, education, training and learning settings. As outlined in the *Key Competences for Lifelong Learning — A European Reference Framework*, "it is not enough to equip young people and adults with a fixed set of skills or knowledge; a broad set of competences, resilience and the ability to adapt to change are increasingly important". The need for and value of a lifelong learning perspective, where people acquire new and more relevant competences throughout their lives, is more evident than ever. EU member states have been asked to "ensure that initial education and training offers all young people the means to develop the key competences to a level that equips them for adult life and that adults are able to develop and update their key competences throughout their lives". Realising this ambition is and continues to be a strategic priority for KWETB and will provide a strong foundation for delivering on key targets within this agreement. The approach in KWETB is to support all learners

including those facing disadvantage; raise the level of achievement of basic skills; increase and improve the level of digital literacy at all stages of education and training, across all of the population; nurture entrepreneurship and creativity; recognise learners previous experience and informal/non-formal learning through RPL, prepare learners for employment and build on collaboration with industry to ensure the skills of the workforce are kept up to date.

4.1.2 Quality of the Learning Experience

KWETB strives to continually improve the quality of **teaching and learning** through continuous professional development of teachers, instructors and tutors and by supporting communities of practice. Over the duration of this agreement the focus will include upskilling of FET staff to respond to the changing needs of learners and employers, to meet new quality assurance and programme validation requirements and development of Technology-Enhanced Learning pedagogy. KWETB, in collaboration with SOLAS and NUIG, will take part in a pilot programme for twenty FET staff members in a Level 8 award in Change Management commencing in September 2018 and also in the area of Technology Enhanced Learning (TEL).

Through a re-engagement process with Quality and Qualifications Ireland (QQI), KWETB has developed a quality improvement plan (QIP) which includes enhancing QA governance structures and delivering new QA procedures in FET. New programme development will be critical for KWETB and the validation of programmes by QQI is an important aspect. Resources to deliver the range of new initiatives will be incorporated into the budget allocation. KWETB plan to commence the journey to devolved responsibility by QQI for validation of its own programmes. KWETB will also continue to build relationships with other certifying bodies in the provision of relevant quality programmes as part of this agreement.

A number of the buildings used for FET in KWETB are old and need significant refurbishment to remain fit for purpose. Funding is required to update and/or create new facilities in North Kildare, Bray and Athy. In addition, and central to the learner experience, is the quality of guidance available to learners; KWETB plans to continually review and enhance the guidance service to support the growing need of our counties and of all learners.

4.1.3 Relevant, Integrated and Innovative Programmes

KWETB will continue to re-balance and grow provision across the skills clusters most relevant to the labour market and social inclusion context of Kildare and Wicklow. This will allow KWETB to develop responses to meet the skills requirements of a growing economy, to provide better progression options and support social inclusion across the entire catchment area. We would like to ensure that the right mix of FET provision is located in growing urban areas and also in rural communities where the needs are different and equally important. The following are just some of the initiatives that KWETB is planning to integrate and deliver, in consultation with key stakeholders:

— Consolidate and rebalance PLC provision in line with the findings of the national PLC programme evaluation, including a stronger labour market focus and a more consistent approach to the work placement component. KWETB will develop mechanisms to ensure synergies in planning and coordination of provision to ensure an effective response to specific sectors. In order to ensure relevant and innovative courses; a redevelopment of the BIFE site must be considered to enhance fit for purpose facilities in, for example, Film & Creative Arts; Science and Technology; and Hospitality and Culinary Arts.

— Pilot a new learner support service and build collaboration across FET which has commenced with the Adult Basic Education Service and Training Services.

— Deliver new Apprenticeships in, for example, Commis Chef, ICT Software Developer, ICT Network Engineer, Accounting Technician, Baker, Hairdressing, Electrical, Manufacturing and Cybersecurity.

— Develop and deliver new Traineeships in, for example, Green-keeping, Supply Chain Logistics, Film, Data Analytics, Agri-Food and Construction. KWETB will continue to grow with a new emphasis on Traineeships for employed people.

— Build on the success and develop action plans to respond to and support programme development and innovation in Post Leaving Certificate courses, the Vocational Training Opportunities Scheme (VTOS), Youthreach and in the Community Training Centre as per the SOLAS-led research and programme evaluation recommendations.

— Implement high support provision in areas identified by the CSO as blackspot areas for unemployment including Athy West Urban in Kildare and Rathmicheal, Bray in Wicklow. Support and deliver on Youth Employment Initiatives in both localities. KWETB is also collaborating with DEASP and the Defence Forces with an innovative project targeting young people in Kildare.

— Deliver FET to people in employment by collaborating with companies to meet their needs and supporting the language, digital and technological skill needs of the workforce continually as required by individuals and employers.

— Deliver supports to young people so that they can remain in education and/or training to gain relevant qualifications through guidance, learner support etc. across the ETB including via the KWETB Advocacy Service, Youth Services and second level guidance counsellors. It is important to note that in the recent ESRI research for the Youthreach Evaluation that KWETB has the least number of places available to the ratio of early school leavers.

— Build the entrepreneurial and critical thinking skills in FET programmes. KWETB is working closely with Wicklow County Council and the Local Enterprise Offices to further develop entrepreneurial talent and expertise in Kildare and Wicklow. KWETB is leading a new initiative with the community and employers in Wicklow town combining culinary and entrepreneurship skills with the re-opening of the River Walk Café further enhancing the developments in the Marine House Hospitality Training Centre and the Wicklow FETC. We are also involved in the development of an Entrpreneurial/Technological Hub with Wicklow County Council.

— Deliver evening courses in the Celbridge Manufacturing Hub in Artificial Intelligence (AI) and Robotics.

— Deliver community education and draw on the expertise in KWETB locally to facilitate opportunities for people to progress their personal, career and employment aspirations promoting community participation and active citizenship.

— Deliver progression pathways in the Equine Industry from Level 4 in KWETB to Higher Education with Maynooth University.

4.1.4 Equality and Social Inclusion

The adult guidance service and adult literacy service supports people to deal with the many challenges to social inclusion such as long term unemployment, social exclusion, gender inequality as well as poverty by providing local and community based access to programmes including community education, adult basic education programmes and specialist training programmes. KWETB 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. The many barriers to participation are reduced through our services and KWETB continues to strive to meet the needs of our most marginalised citizens. One of the barriers is language which is catered for through ESOL provision; another is the increase in mental health issues and special educational needs which is catered for in the additional supports provided and reasonable accommodations made to support learners. KWETB is committed to

equal and fair opportunities for all learners in Kildare and Wicklow and commitment to deliver the *DES Literacy and Numeracy Strategy 2013* and the recently published *Ongoing Assessment of Adult Literacy and Numeracy at NFQ Levels 1-3* are outlined in section 5.2 of this Agreement.

4.1.5 Clear and Transparent Pathways for Learners

Progression is supported through the provision of adult education guidance, course recruitment, information and support from learners' first engagement with FET programmes and services. Significant care and attention is paid to correctly placing learners in appropriate courses where their progression routes are clearly evident and achievable. Continued support and resourcing of recruitment and guidance services will be critical over the lifetime of this Agreement.

Memorandums of Understanding (MOUs) are in place between KWETB and a number of third level institutions providing many opportunities for KWETB learners. There is a strong history of progression for PLC and VTOS learners, in KWETB, to both employment and higher education. Qualitative data from the PLC evaluation indicates that the learning that takes place in terms of knowledge of their discipline, understanding of continuous assessment and development of soft skills plays a positive role in facilitating progression and ultimately retention in higher education.

KWETB will improve the information for learners and other key stakeholders in relation to potential progression options. Initially, we will map our services and programmes from the first point of guidance through the programmes (including levels on the NFQ) and on to employment and/or higher education with learner's goals and objectives at the heart of the decision making process.

4.1.6 Manage Data and Knowledge

KWETB's role in data collection, management, analysis and our legal obligations in terms of General Data Protection Regulation compliance is critical to the operation of KWETB. The quality of the planning process, planning data and management of the Programme and Learner Support System (PLSS) - including the National Course Database, National Course Calendar and the Learner Database - is a strategic priority for KWETB the administration of which must be resourced in order to meet all ESF requirements. KWETB supports the SOLAS initiative with the CSO and the longitudinal studies being led by the Skills and Labour Market Research Unit. The availability of reporting tools to generate reports from the PLSS and Funding Allocation Request database will also further assist with this important priority for KWETB and nationally for SOLAS.

4.1.7 Employer Engagement

KWETB has worked with the National Innovation Unit in SOLAS and with employers in relation to employer engagement in order to;

— Identify training needs so that provision can be developed in response to enterprise needs, for example, the development of the Manufacturing Hub in Celbridge, Co. Kildare and the Career Traineeship in Hospitality in Co. Wicklow.

— Ensure KWETB programmes are relevant, for example, local arrangements with PLC Principals, FET Programme Managers and local employers in securing work experience opportunities for learners across all programmes in all sectors.

— Secure work based learning opportunities for Apprentices and Trainees, for example, the Commis Chef Apprenticeship.

— Provide opportunities to employers through the Skills for Work programme which will continue in 2018 to target local retail, manufacturing, hospitality, farming and other sectors identified in national reports and provide programmes that meet the workplace education and training needs of low-skilled workers and to ensure that programmes offer accreditation up to NFQ Level 3 and progression onto NFQ Level 4, where appropriate.

— Support the language needs to those at work through our ESOL provision.

— Support the digital and technological skill development of those at work to maintain the needs of a changing economy, for example, the Digital Hub in Naas which will provide on-line and blended options to those at work. Supervisory Management courses are also being delivered through evening training.

— Develop mentoring skills and capacity in companies to support the identification of training needs and the development and roll-out of successful work-based learning.

— Collaborate on a *Learning and Development Strategy* with a large employer in our region and roll out in 2019.

KWETB has prioritised the Hospitality, Construction, Manufacturing, Healthcare, Film, Finance, ICT and Business sectors for further development in collaboration with the Regional Skills Forum, employers and other key stakeholders and will continue to support **lifelong learning** and workforce **upskilling** in these sectors. KWETB has developed an Employer Engagement Strategy for roll out in 2019. 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 KWETB will work with SOLAS to support its effective implementation over this period.

4.1.8 Building Strategic Networks and Partnerships

KWETB has a strong tradition of collaboration with local communities and enterprise. KWETB will continue to invest in our communities with circa 1,600 people benefiting from community education in 2018. KWETB interacts with a wide range of external organisations and agencies including DES, SOLAS, QQI, DEASP, Local Authorities, Local Area Partnerships and many more in the administrative area. KWETB is a key driver with all representative bodies including the Chambers of Commerce, LEOs and, in particular, the Regional Skills Forum. Interaction with the business community takes place in many ways, for example, meetings, referrals, exhibitions, conferences and networking events. The results of these collaborations are incorporated into this performance agreement. Closer relationships with the DEASP Employer Engagement Unit is also taking place and opportunities are shared at these forums. A recent success for learners resulted from a collaboration around a short training programme in Clean Room Technology; 60 learners progressed to employment with a company contracted by a large multi-national organisation in County Kildare.

4.1.9 Building the KWETB Brand

KWETB aims to be identified as the first choice provider for learners and employers in Kildare and Wicklow. Over the duration of the agreement, we are redeveloping our website to reflect the wide range of integrated programmes and services on offer and provide information in a user friendly format. Our KWETB FET centres all have active Facebook pages providing daily updates and we endeavour to share good news about our learners and their successes. We endeavour to keep staff up to date on our strategic focus through effective communication sessions and collaborative working groups. A cultural change to develop an integrated and future proofed approach to lifelong learning for all learners will remain our main strategic priority during the lifetime of this Agreement.

4.2 Risks and Challenges

The importance of the ETB Organisaton Design Project being led by ETBI and DES is critical in order to support the pace of change and reform in KWETB. In progressing this reform, critical structures and named posts in relation to ICT & Technology Enhanced Learning (TEL), PLSS and Data Analytics, Business Engagement, Professional Development, Quality Assurance and Programme Development must be in place to deliver on all of the priorities over the lifetime of this Agreement. This is the most significant risk to the successful implementation of this Agreement.

Other key challenges that have to be addressed over the period 2018-2020 include:

— The ability to source and develop new facilities and accommodation for learners will continue to be a challenge in meeting our legislative requirements. The successful delivery of the SOLAS recommendations following the PLC Evaluation and subsequent programme evaluations will require decisions from SOLAS and DES in relation to capital funding, contracts and operational guidelines.
— Contracts of indefinite duration and upskilling/reskilling of teachers/instructors and tutors to deal with the pace of economic, demographic and technological change.
— Changes to teaching contracts for part-time programmes could impact on our ability to deliver non-academic year accredited part-time provision.
— Challenges which may also bring opportunities but are yet unknown including BREXIT, the evolving national/local economic climate, company closures etc.
— The availability of suitable facilities, transport, internet connectivity and Wi-Fi, for example, in rural areas.
— Resource constraints for new programme development, in particular, in relation to new Apprenticeships.

Finally, the relative attractiveness of FET options as an alternative to HE options remains a challenge but also presents a significant opportunity for development if the standing of FET can be improved over the course of the agreement period.

4.3 Delivering on FET Relevant Policies and Strategies

KWETB is directed and guided by the ETB legislation; national strategies and policies and, of course, local knowledge and demand from our learners, communities and employers including:

FET Provision	National FET Strategy National Skills Strategy Action Plan for Education Action Plan for Jobs Comprehensive Employment Strategy Action Plan for Housing Kildare Local Economic & Community Plan Wicklow Local Economic & Community Plan SOLAS Corporate Plan Expert Group on Future Skills Needs (EGFSN) Research Skills and Labour Market Research Unit (SLMRU) Research SOLAS Programme Evaluations Supporting Working Lives and Enterprise Growth in Ireland Best Practice in Entrepreneurship Education and Training in the FET Sector
Social Inclusion	National Disability Inclusion Strategy Migrant Integration Strategy National Traveller and Roma Inclusion Strategy National Strategy for Women and Girls National Carers Strategy Barriers to Participation in FET Programmes
Language, Literacy and Numeracy Provision	National Strategy: Literacy & Numeracy for Learning & Life Common European Framework of Reference for Languages for ESOL learners
Quality Assurance	National Quality Assurance Policies and Guidelines Recognition of Prior Learning in Irish FET
Teaching and Learning	Professional Development Strategy National TEL Strategy
Governance	Code of Practice for the Governance of ETBs

5. ETB Contribution to National FET Strategy and Targets

Section 5
ETB Contribution to National FET Strategy and Targets

KWETB will re-balance provision across the skills clusters most relevant to the labour market and social inclusion context of Kildare and Wicklow. The following will be notable over the lifetime of this agreement:

— Overall increases in the level of provision in the Labour Market and Progression programmes;

— Overall decrease in the Social Mobility programmes through a reduction in stand-alone and voluntary provision and a more concentrated focus on learners whose literacy and numeracy do not match those at Level 3 of the NFQ;

— Overall increase in the level of participation in Lifelong Learning programmes with an overall increase in both existing and new provision;

— Increase in the achievement of relevant qualifications;

— Substantial increase in Apprenticeship and Traineeships registrations demonstrating enhanced workforce development;

— Changed composition of the Labour Market programmes including an increase in the proportion of Traineeships and Apprenticeship

provision with a decrease in overall provision for those on the Live Register; and

— Change in composition of the Progression programmes with a decrease in provision for those on the Live Register and an increase in the level and diversity of provision for those in the workforce and those who may be planning to return to the labour market.

These changes have been carefully planned to be implemented incrementally to maximise their impact while ensuring that there is continued stability and increased integration in KWETB's FET service. KWETB will monitor our performance so that when we look back in 2021, the positive outcomes and impact will be demonstrable to our learners and funders.

KWETB therefore 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	KWETB Contribution
1. More learners securing employment from provision which primarily serves the labour market	10% over 3 years	67% over 3 years, which equates to 1,356 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	16% over 3 years, which equates to 1,681 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	120% over 3 years, equating to 1,050 completers certified in 2020
4. Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over 3 years	12% over 3 years, which equates to 8,708 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 513 or a 46% increase in learners in 2020 compared with 2017
6) New trainee registrations in the period 2018 to 2020	13,900 over 3 years	589 over 3 years, more than doubling the current base

5.1 Skills for the Economy

KWETB's contribution to this national FET sector objective is both considered and significant. It is in line with the growth projected in both counties and KWETB's strategic direction and collaboration with the Regional Skills Forum, Chambers of Commerce, Employer groups and Employers and DEASP. We are actively networking through our one-to-one meetings with employers, and we are setting up much needed Traineeships and Apprenticeships to fulfil skills shortages with those businesses. We are also identifying short courses to meet employer needs.

In addition, KWETB is actively encouraging employer involvement in curriculum development to ensure that learners are facilitated to attain the most appropriate occupational skills required by the labour market. KWETB has a long history of employer engagement at all levels through the provision of work-based learning. Employers are also supported through responsive arrangements for the work release elements of programmes including Traineeship and Skills for Work, Skills to Advance and Skills for Work . KWETB is also fortunate to benefit from employer engagement through the provision of work experience opportunities for students. KWETB is in the process of transitioning some former Local Training Initiatives into Traineeships as they were developed over time with a significant work based learning component, for example, in Green Keeping.

KWETB supports the publication of the workforce development policy framework and appropriate funding to provide upskilling and reskilling opportunities for the approximately 10% of employees earning minimum wage or less and working in elementary occupations across Kildare and Wicklow. KWETB will work with employers in these areas and influence the possibilities in this area. KWETB is represented on the Technical Working Group with SOLAS to progress the implementation of this framework.

The reporting of those progressing to work will be managed carefully by KWETB but due to the timeframes in outcomes reporting, longitudinal studies by SOLAS are of critical importance. The number of learners completing and progressing to employment will increase from 566 in 2017 to 1,356 in 2020. The increase in progression to employment will be achieved through the rebalancing of provision to align it more closely with skills clusters where there are skills shortages and increased employment opportunities. This will be aligned with a focus on supporting more learners through to completion, thus making them more employable. There is an increase envisaged in provision in the traineeship area which has statistically higher employment outcomes. Learners will also be supported with improved on-course employment support, information and specific career guidance.

KWETB has identified a need for rebalancing provision across skills clusters and as such there is steady incremental change underpinning provision across clusters from 2017 to 2020.

— In areas where there is significant provision and matching employment opportunities available such as Health and Business and Administration, overall levels of provision are being very gradually decreased while the quality of the delivery and level of progression to employment are being enhanced.

— The decrease in provision in these areas allows for a planned increase in provision in skills growth areas such as Food and Beverage, Tourism, Manufacturing and Built Environment. Over the period of this agreement, there is an incremental increase projected in provision and the number progressing to employment and it is anticipated that this increase will continue beyond 2020 in line with the skill needs of the economy.

KWETB will also increase the number of learners securing qualifications in sectors where employment opportunities exist by an average of 500 learners per annum as its contribution to Target 5, driven by its expansion of Apprenticeship and Traineeship registrations.

5.2 Active Inclusion

KWETB is planning the development of two strands within the social mobility programmes to support the achievement of Goal 2 of the FET Strategy: (1) the enhancement of core provision; and (2) the development of an embedded learning and language support service across our FET provision.

The enhancement of core provision will include the introduction of a common approach to initial assessment across the ETB which will benchmark the learners' skills against the National Framework of Qualifications in line with the SOLAS/ETBI Initial and Ongoing Assessment of Adult Literacy and Numeracy at NFQ levels 1-3 Guidelines, Toolkit and Research Report and the Common European Framework of Reference for Languages for ESOL learners to allow them to be correctly placed in the most appropriate course.

Over the life of the performance agreement, and as part of its review and evaluation of social mobility provision, KWETB is committed to increasing intensive literacy, numeracy, ICT and language provision in an integrated manner as part of its core provision. The purpose of this increase in intensive tuition is to facilitate learners to progress more quickly with their learning and to provide more positive outcomes within the context of adult learning. There will also be an increase in the provision of accredited courses with a minimum of 50% of all social mobility provision offering accreditation.

In relation to language learning, KWETB will develop a plan to ensure that the recommendations of the Review of ETB ESOL Provision and Initial Language Assessment for low skilled and unemployed migrants will implemented. The provision of ESOL by KWETB will be underpinned by the delivery of appropriate social and civic education in tandem with language development as part of holistic lifelong learning. In addition, particular inclusion measures will be put in place to ensure the participation of ESOL learners who are not visible in the labour market and who may be particularly vulnerable to social exclusion.

By 2020, voluntary literacy provision will be discontinued but this does not mean that one-to-one provision will cease; rather in limited circumstances for pre-development and/or for learners with very specific needs which cannot be reasonably met in a group setting, one-to-one tuition will be provided by tutors with established experience and qualifications.

An embedded learning and language support service will be introduced to replace the current ad hoc provision and it is anticipated that the support service will provide initial assessment and on-going embedded support as required by learners participating in FET programmes. It is expected that this provision will be primarily unaccredited as it will be designed to provide support to participants to achieve their goals in the primary course they are undertaking. However, this provision will be carefully planned at the outset with specific learning outcomes and will include initial and on-going assessment to track progress in line with the SOLAS/ETBI Initial and Ongoing Assessment of Adult Literacy and Numeracy report.

For Target 3 KWETB will increase the rate of certification on courses primarily focused on social mobility skills development from 478 in 2017 to 1050 by 2020. KWETB will also support an additional 16% of learners progressing to further studies and will assist learners in that regard. In relation to lifelong learning and upskilling, KWETB plans to increase the number of adults engaging in lifelong learning interventions by 12% for Target 4 which will be primarily achieved by new course provision outlined previously. As noted, this will include provision for people in employment to access lifelong learning and upskilling opportunities in areas such as Supervisory Management, ICT and Digital Skill development through blended and flexible options.

5.3 Quality Provision

KWETB published its Quality Assurance (QA) Executive Self-evaluation Report, Quality Improvement Plan (QIP) and Quality Assurance processes in June 2018. One of the items in the QIP is an improved structure for the QA Governance arrangements which will be put in place in 2018. As the QA unit is the heart of programme development and fair/consistent assessment of learners, KWETB has brought a small QA team together to deliver on this high priority objective for all courses across all programmes. KWETB is represented on and influences direction of the national QA Forum, QA Steering Group and National QQI/ETBI Validation Group. KWETB is also delivering on the RPL project with the Defence Forces and is represented on the RPL Practitioners Network. KWETB has signed a Memorandum of Understanding with City and Guilds to become an approved Supercentre and also delivers a number of industry recognised awards to meet the needs to learners and employers.

KWETB has submitted its draft TEL Strategy to SOLAS and is working on a pilot project across FET with the approved contracted training provider in this category. KWETB has appointed a lead in professional development who will work with SOLAS and ETBI to ensure a coordinated approach to CPD in line with the national strategy. This will include focusing professional development on the national priority areas – technology enhanced learning; quality assurance; vocational upskilling, management training, enterprise engagement, ICT and working with and supporting Adult Learners.

5.4 Outcomes-based Planning and Funding

KWETB has a track record of strategically and carefully planning the implementation of PLSS and FARR. A distributed model of local area planning and reporting has been implemented and as such there is a high level of ownership amongst FET staff at management and co-ordination level of these systems.

KWETB regards the overall responsibility for the implementation of PLSS and FARR as a managerial level function; however, the role of support and administrative staff is very important to ensure compliance and as such specific training will be organised for this group of staff to ensure that they are confident users of the system which ensures that the data input is of the highest quality. Monitoring and review of the data takes place on an on-going basis to ensure its accuracy as it relates to 1,000+ courses and over 15,000 beneficiaries on an annual basis.

KWETB is committed to an outcomes-based approach and has set KPIs for all programmes/clusters. The longitudinal studies of FET outcomes and impact by SOLAS through PLSS and the CSO are welcomed and will be embedded into the KWETB planning processes.

5.5 Standing of FET

KWETB is working towards the FET strategy goal to improve the "Standing of FET". KWETB is currently engaging with employers to promote work based learning through Traineeships, Apprenticeships and Skills for Work. Additionally, KWETB has a strong presence on important engagement structures including the Regional Skills Forum, Chamber of Commerce etc. and is strengthening recognition of the value of FET via these structures. This is also supported by an increased KWETB presence in all media including social media. In addition, KWETB will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training during the lifetime of this Agreement.

6. Performance Agreement

Section 6
Performance Agreement

In entering this agreement, Kildare and Wicklow 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. KWETB 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.

KWETB commits to supporting on the delivery of the priorities, actions and targets within its existing resource constraints and competing commitments.

Signed:
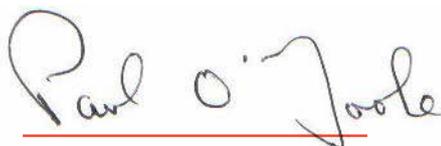
Paul O'Toole
Chief Executive, SOLAS

Deirdre Keyes
Chief Executive, Kildare and Wicklow Education and Training Board

Date: 04/12/2018

Date: 04/12/2018

Appendix A

Appendix A
KWETB 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	15	136%	12	60%		
Animal Science	19	146%	-5	-24%		
Arts and Crafts	-2	-8%	0	0%		
Built Environment	-26	-57%	26	0%		
Business Administration	25	24%	-31	-16%		
Engineering	24	0%	48	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	10	0%	0	0%		
Financial Services	13	260%	0	0%		
Food and Beverage	115	0%	75	0%		
Hairdressing, Beauty and Complementary Therapies	-8	-22%	0	0%		
Health, Family other Social Services	13	7%	-91	-20%		
Information Technology	18	67%	37	463%		
Management	25	2500%	0	0%		
Manufacturing	25	0%	0	0%		
Media, Graphics Communications	22	169%	0	0%		
Natural Resources	0	0%	0	0%		
Research and Education-Training	32	0%	0	0%		
Sales & Marketing	32	139%	20	80%		
Science and Technology	12	600%	24	0%		
Security, Guarding & Emergency Services	-11	-52%	0	0%		
Sport and Leisure	3	11%	14	233%		
Tourism	24	600%	69	223%		
Transport, Distribution & Logistics	5	50%	0	0%		
Web Development & Design	-6	-100%	0	0%		
Core ICT			53	757%	2237	75%
Core Personal			13	4%	180	1567%
General Learning			-34	-10%	499	365%
Language			0	0%	0	0%
Skills Sampling,			0	0%	0	0%
Key Skills			0	0%	0	0%
TOTAL	379	67%	230	16%	2916	120%

[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) Commencments 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 capaciy %	
Number	%	Number	%	Number	%
58	138%			40	0%
50	167%			89	0%
-4	-8%			0	0%
61	436%	19	150%	0	0%
-70	-10%			48	1500%
48	0%	52	2900%	0	0%
42	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	12	0%	0	0%
36	150%			15	0%
450	643%	217	600%	54	82%
32	0%			0	0%
-322	-24%	-31	-6%	50	1900%
92	69%	65	80%	50	-47%
50	357%			0	0%
42	300%	11	169%	50	0%
39	229%	34	42%	36	0%
0	0%			0	0%
52	0%			0	0%
59	35%	31	45%	93	100%
0	0%	17	150%	0	0%
-42	-51%			0	0%
54	225%	1	10%	30	15%
181	229%	118	700%	0	0%
-41	-39%			34	200%
-17	-100%	-34		0	0%
30	33%				
-234	-8%				
254	13%				
60	0%				
0	0%				
0	0%				
960	12%	513	48%	589	187%

Appendix B

Appendix B
Explaining the Targets

In agreeing the SOLAS Corporate Plan 2017-2019, the Department of 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 recorded 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 the 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 built on 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.