Strategic Performance Agreement 2018 – 2020

Kilkenny and Carlow
Education and Training Board

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1. Introduction

Introduction

This agreement between SOLAS and Kilkenny and Carlow Education and Training Board (KCETB) 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 KCETB, 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

KCETB serves both counties of Kilkenny and Carlow with a population of 156,164 people. Kilkenny City and Carlow Town are the main urban centres of population with the next largest towns being the Ferrybank area (adjacent to Waterford City), and the district towns of Callan, Castlecomer, Graiguenamanagh, Tullow and Bagenalstown. The geographic area is bordered by Waterford, Wexford, Laois and Tipperary.

2.1 Learner Profile

The ETB has a large diverse learner population. There are 114,578 individuals aged between 12 and 65. (Carlow: 41915 and Kilkenny: 72,663) and in any one year KCETB will have 24,000 learners attending schools or FET centres. As approximately 50% of the population lives in villages or small towns of less than 1500 people (or in the countryside) the learners attending courses are a mix of those from urban and rural.

In the ETB geographic area, there are two higher education institutions (HEIs) – Institute of Technology Carlow and St Patrick's College, Carlow, enrolling over 7000 full/part-time students in 2017 – 2018. Other Education Providers in Kilkenny and Carlow include two Community Schools offering PLC provision (Castlecomer and Tullow), Private Training Providers including SKILLNETS.

KCETB Area 2016

POPULATION
156,164

UNEMPLOYMENT
7.2%

(Source: 2016 Census)

2.2 Enterprise Base

The main employment sectors in KCETB are Industry, Wholesale / Retail, Education, ICT, Agriculture, Accommodation & Food and Construction. Key employers in Kilkenny and Carlow are The Taxback Group, Glanbia (employing 700+), Carne Group, Transfer Mate, Belview Port, Burnside, Keenan's and Autolaunch Engineering (employing 1400+), VHI (employing 250+), Merck Sharp & Dohme (employing 600+), Statestreet (280), BOI Banking 365 (250) and Carlow Institute of Technology. In addition to this, the two local authorities employ in excess of 1200 individuals, as does Kilkenny and Carlow ETB. Of those employed:

— 21% are in skilled trades
— 17% are professionals
— 10% are in the elementary skills category
— 10% are Associate Professionals
— 10% are in the administrative skills category.

There is a growing cluster of financial services companies in the South East providing career opportunities for those with business and financial education and training. According to the National Skills Bulletin 2017, the following occupations / roles are in high demand: accountants, tax advisors, business analysts, financial accounts managers and actuaries. Most ICT skills are also in short supply.
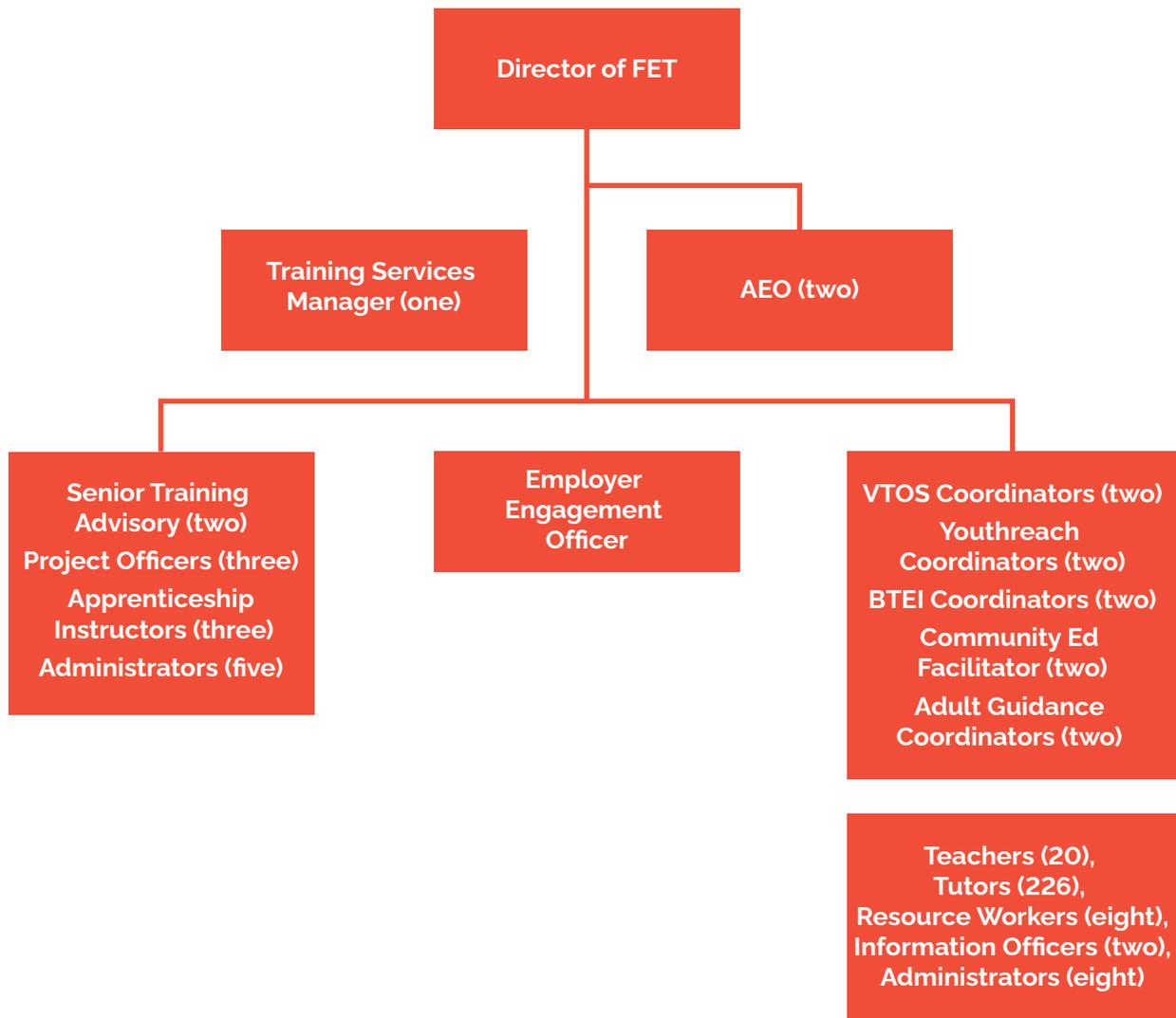
3. ETB FET Provision

Section 3
ETB FET Provision

3.1 Staffing and Infrastructure

The Chief Executive of KCETB is ultimately responsible for the oversight of Further Education and has delegated the responsibility for its operation to the Director of FET. The FET Senior Management Team comprises of two AEOS and one Training Services Manager. Each AEO has responsibility for a number of programmes and staff. One AEO manages two VTOS Coordinators, two Adult Guidance Coordinators and two Community Education Facilitators. The second

AEO manages two Youthreach Coordinators, two BTEI Coordinators and two Adult Literacy Organisers and two Community Education Facilitators. The Training Services Manager manages Project Officers, a QA Officer and Apprenticeship Officers (Training Standards). In addition to the staff listed above there are Information Officers, Guidance Counsellors, Resource Workers, Part time Tutors, Teachers and Administrators. The staffing structure across FET in KCETB is set out in the diagram below.

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                    ┌──────────────────────┐
                    │    Director of FET    │
                    └──────────┬───────────┘
              ┌────────────────┴─────────────┐
   ┌──────────────────────┐      ┌──────────────────────┐
   │  Training Services    │      │      AEO (two)        │
   │    Manager (one)      │      │                       │
   └──────────┬───────────┘      └───────────┬───────────┘
       ┌───────────────┬──────────────────────┐
┌──────────────┐ ┌──────────────┐ ┌──────────────────────────┐
│ Senior       │ │  Employer    │ │ VTOS Coordinators (two)  │
│ Training     │ │  Engagement  │ │ Youthreach               │
│ Advisory     │ │  Officer     │ │ Coordinators (two)       │
│ (two)        │ └──────────────┘ │ BTEI Coordinators (two)  │
│ Project      │                  │ Community Ed             │
│ Officers     │                  │ Facilitator (two)        │
│ (three)      │                  │ Adult Guidance           │
│ Apprenticeship│                 │ Coordinators (two)       │
│ Instructors  │                  └──────────────────────────┘
│ (three)      │
│ Administrators│                 ┌──────────────────────────┐
│ (five)       │                  │ Teachers (20),           │
└──────────────┘                  │ Tutors (226),            │
                                  │ Resource Workers (eight),│
                                  │ Information Officers (two),│
                                  │ Administrators (eight)   │
                                  └──────────────────────────┘
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In the KCETB FET Service there are many premises and facilities used by FET for both full time and part time provision. The main locations for FET delivery are set out in the map below. From September 2018 onwards four centres will offer PLC, three at dual provision sites (with schools), with one new dedicated FET College in Carlow. This will provide an opportunity to have a number of FET programmes on one campus, allowing learners to transfer from part time to full time learning or progress from one level to a higher level. The Carlow Institute of Further Education and Training was constructed to accommodate 1000 students and incorporates specialist rooms and suites to provide high quality professional education and training for the region.

The Training Services premises are rented for administrative purposes and units in Kilkenny have been leased to offer Apprenticeship Phase 2 Electrical Training. This facility has the capacity to grow in response to any demand for other craft apprenticeship, and traineeship. Other facilities will be procured as this service grows.

Adult Education buildings and facilities have been leased and rented as programmes have developed. A number of premises are rented for the single purpose of providing that FET Programme only. For example Adult Literacy has a dedicated Literacy Service in each county and leases premises to provide for programmes and administration. KCETB cooperates with many local community organisations to avail of smaller premises for part time programmes in rural areas for outreach provision.

3.2 FET Provision

The SOLAS funding allocation to KCETB of **€16.8m** supports a total of 10,716 beneficiaries[1] of a range of programmes across both counties.

Full time programmes - VTOS, Youthreach, PLC, Traineeship, Bridging & Foundation Programmes, Specific Skills Training, as well as grant aiding Community Training Centres, Specialist Training Providers, Apprenticeships and Local Training Initiatives.

Part time programmes - Community Education, BTEI, Adult Literacy, Adult Education Programmes.

The Adult Guidance Service does not host any programmes but works with groups and individuals (4,071 in 2017). In addition to the above there are a number of non SOLAS funded programmes under the Director of FET including Music Generation and Youth Services. The latter two programmes account for about 10,000 beneficiaries each year, meaning the FET service worked with a total of 24,787 participants in 2017.

FET provision is focused on meeting the key skills needs of the area and a breakdown of provision by skills cluster is provided in the table over the page. This shows the importance of developing core personal skills across groups of KCETB learners, but also demonstrates the importance of key skills areas for industries like healthcare and business.

KCETB 2017

NOS COMMENCING COURSES

8,060

NOS COMPLETING COURSES

7,434

NO OF OVERALL BENEFICIARIES

10,716

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

2017 Provision by Skills Cluster

	Total Actual Beneficaries	% of Total Beneficaries
Agriculture, Horticulture and Mariculture	167	1.56%
Animal Science	226	2.11%
Art, Craft and Media		
Arts & Crafts	240	2.24%
Built Environment	91	0.85%
Business, Admin & Management		
Business, Administration	540	5.04%
Core ICT	101	0.94%
Core Personal	2,882	26.89%
Engineering	23	0.21%
Engineering (Electrical)	217	2.03%
Engineering (IT)	5	0.05%
Engineering (Mechanical)	144	1.34%
Engineering (Transport)	98	0.91%
Financial Services	0	0.00%
Food and Beverage	60	0.56%
General Learning	3,422	31.93%
Hairdressing, Beauty and Complementary Therapies	374	3.49%
Health, Family other Social Services	1,249	11.66%
Information Technology	105	0.98%
Manufacturing		
Media Graphics Communications	220	2.05%
Sales & Marketing	121	1.13%
Science and Technology	8	0.07%
Security, Guarding & Emergency Services	48	0.45%
Sport and Leisure	193	1.80%
Tourism	77	0.72%
Tourism and Sport		
Transport, Distribution & Logistics	77	0.72%
Web Development & Design	28	0.26%
Total	**10,716**	

4. ETB Strategic Priorities

Section 4
ETB Strategic Priorities

4.1 ETB FET Strategic Priorities

KCETB's Statement of Strategy 2017-2021 has three high level goals, with a number of objectives under each goal.

Goal 1: Improve the learning experience and outcomes for all learners

Goal 2: Ensure that all KCETB services meet high quality standards

Goal 3: Strengthen our links with the wider community

KCETB Further Education and Training Service will lead the development of FET opportunities throughout Kilkenny and Carlow by engaging with learners and communities, creating positive learning environments and experiences for people at all stages of lifelong learning, and contributing to social and economic development.

KCETB aims to be "*the education and training service that others use as a benchmark of excellence.*" To achieve this over the period 2018 – 2020 and beyond the FET Service will endeavour to provide and promote relevant and accessible Further Education and Training opportunities that serve the needs of learners, communities and employers in the counties of Kilkenny and Carlow. A range of strategic priorities are set out against key FET themes in the sections below.

4.1.1 Meeting the Evolving Needs of the Labour Market

KCETB is committed to shaping its provision and support services to ensure that it continues to meet the rapidly evolving needs of the labour market. Key priorities will include:

—   As part of its Statement of Strategy and commitment to employers and industry in the region, KCETB has appointed an Employer Engagement Officer to work across all services as an initial point of contact with employers. The Employer Engagement Officer meets companies and businesses to discuss training needs and how the ETB can assist with same. The business is then referred to the appropriate service (manager / coordinator) in FET to develop the proposal.

—   KCETB is represented on both the South East Regional Skills Forum and South East Action Plan for Jobs. Regional analysis of skills needs, labour market trends and emerging business opportunities are presented at these forums. The SERSF was a central catalyst in bringing engineering employers together for the recent engineering traineeship programme.

—   Under new QA Governance Structures a work based learning group is being established to review programmes to include work based learning and / or increased monitoring of outcomes from Work Experience. KCETB is requesting an employer representative for this group.

—   Monitoring of work experience and work placement at Levels 5 and 6 is necessary to ensure that all learners experience a real work relevant placement. KCETB will standardise the length of work experience across all programmes and centres at levels 5 and 6, to not only ensure consistency for all learners, but also to meet employer needs regarding workplace learning.

—   Tracking of learners from FE to employment is important and while KCETB enters the known destination of a learner at the completion of a course, validation of the learners' employment status will be possible through the linking of PLSS to outcomes data via the SOLAS/CSO project. KCETB is committed to accurate reporting of learner data and outcomes as a driver to plan and respond to demand.

—   Development of new work based learning programmes, that strengthen links with the community, with statutory agencies and with business and industry, enhance the relevance of learning programmes and will maximise impact on social and economic development

4.1.2 Progression to Other Learning Opportunities

KCETB is strongly focused on facilitating the progression of learners and the development of clearer learner pathways, prior to, during and following engagement in FET, including for continuous upskilling once in employment. Key priorities include:

— There are many routes from FET to HE. KCETB is trying to standardise and have oversight of progression from its Further Education Centres / Colleges to Higher Education. A Cooperative Agreement is being established between KCETB and Carlow IOT to afford enhanced access and progression to learners. This agreement will also facilitate the return of data to KCETB, in the case of learners that do not remain in the IOT. By also reviewing certification rates across full time and part time provision, KCETB will establish patterns in those achieving certification and their progression to FET / HE or employment. Progression from PLC provision into higher education is currently estimated at 25%. Facilitating this progression route will continue to be a priority for KCETB.

— In collaboration with the Institutes of Technology in the region KCETB will offer referrals to the Adult Guidance and Information Service to those learners who do not stay in college / third level for a sustained period of time. An information event is planned for November 2018. While some of the learners opt to work, the Adult Guidance Service is in a position to meet and work with others who wish to re-enter FET or HE.

— Kilkenny County Council has recently published a report regarding the development of a campus facility in Kilkenny as part of the proposed Technological University of the South East (TUSE). KCETB will form part of the working group to assess potential programmes in Kilkenny from level 5 upwards.

— Progression options are also being standardised within KCETB. Routes are established from part-time to full-time (BTEI to PLC, VTOS or Training), and learners in Youthreach receive guidance in progression opportunities including relevant programmes in LTI, Apprenticeship, Traineeship and PLC.

— Those tutors involved in one to one tuition will be advised of all relevant FET programmes for learners wishing to progress into Adult Literacy or Community Education groups. This will be a CPD session for volunteer and Adult Literacy Tutors in Autumn 2018.

— Support for learners with additional needs and those affected by disadvantage to successfully sustain their participation in all education and training programmes, and to have the opportunity to progress to other FET services and / or employment

— Agreement of a common enrolment policy, including clear referral protocols to enhance participation and learner retention on programmes.

4.1.3 Active Inclusion and the Development of Transversal Skills

KCETB will continue to prioritise the active inclusion of all learners and potential learners in its area. Priorities include:

— KCETB will embed core literacy assessment techniques in all FET provision by deploying the toolkit from the recently published *Initial and Ongoing Assessment of Adult Literacy and Numeracy at NFQ Levels 1-3*.

— KCETB will support learners with additional needs and those affected by disadvantage to participate successfully in all education and training programmes at the appropriate level. This will include the promotion of wellbeing in our learning communities to support success in learning and in life

— In offering programmes such as Family Literacy and ITABE, KCETB is able to work with those who are most distant from the (Further) Education system.

— KCETB is reviewing all those learners who have achieved minor awards to ensure that they are achieving numeracy and literacy components to enable them to obtain appropriate major awards.

— KCETB will prioritise part-time Adult Education programmes and services with an outreach function by allocating 17% of the overall KCETB FET budget for this purpose.

4.1.4 Lifelong Learning and Workforce Upskilling

KCETB recognises the need for a shift in provision from 'for employment' to 'in employment' to reflect the evolving labour market and ensure that the existing workforce is sufficiently skilled to sustain jobs and careers. Key priorities in this area include:

— KCETB's Community Education Service provides courses to adult learners in their own local communities and serves as a predevelopment platform for adults to attend courses prior to progression to BTEI or other FE services.

— The DES-funded EXPLORE initiative is currently being piloted by KCETB with three manufacturing companies to improve digital skills of employees in manufacturing industries, explore opportunities for skills enhancement and explore improved health & wellbeing in the workplace. This course will not only attract new learners to KCETB services, but act as an introduction to a host of employee development programmes.

— Under new QA Governance Structures KCETB will agree a common enrolment policy, including clear referral protocols to enhance participation and learner retention on programmes.

— KCETB will develop a FET centre with multiple programme offerings to benefit the learner by offering choice in the nature and type of provision (full time / part time, day or night)

— It is also important to acknowledge the KCETB role in delivering courses to learners on a self-financed basis across some of its facilities, with an estimated 50 individuals participating in such lifelong learning activities in 2017.

4.1.5 Evolving the Delivery of Learning

KCETB is committed to evolving the delivery of learning to ensure efficient, effective and accessible FET provision that meets the needs of learners, communities and enterprises, while upholding, encouraging and supporting the achievement of excellent standards of teaching and learning in all education and training programmes. Priorities include:

— KCETB will maximise the use of ICT to enhance the quality of teaching, learning and assessment and embedding technology enhanced learning (TEL) across all FET provision, supported by relevant CPD for staff.

— KCETB is committed to increasing certification in the coming years and as well as developing and validating new QQI awards, with the establishment of KCETB as a City & Guilds Super Centre enhancing the range of courses offered.

— KCETB has reengaged with QQI, and has developed a Quality Improvement plan for implementation throughout 2018 and 2019. The emerging new QA structures for governance, management and oversight of all programmes will allow KCETB to rebalance its programme mix to reflect evolving local and regional needs.

— KCETB is reviewing all data for certification for each FET centre. Through PLSS KCETB will record and update individual learners' progress as they achieve minor and / or major awards. This accuracy is crucial in validating existing learners' achievements, demonstrating successful outcomes relating to certification and providing a platform for progression.

— KCETB is formalising its Recognition of Prior Learning Policy. A number of staff completed CPD in RPL Pedagogy and Practice in 2017. This will enable KCETB to pilot RPL initiatives in 2019. This will be an individual process and the structure and resources will be unique to each learner.

— KCETB will increase participation in activities that nurture learners' creativity, including the arts, culture and heritage, craft and design, new technologies and creative enterprise; such activities will also support learners' social, emotional and creative development.

— KCETB will implement curriculum reform that will develop the skills, knowledge and competences of learners and equip them to participate in a changing world

4.1.6 New Programme Development and Rebalancing of Provision

KCETB will introduce new programmes over the coming years, with a strong focus on apprenticeship and traineeship, and will reduce or cease those programmes that no longer have learner demand or labour market relevance. The new programmes include:

— Bridging and Foundation Programmes in Tullow, Hacketstown and Graiguenamanagh.
— Traineeships in both Kilkenny and Carlow including Hospitality and Culinary Skills, ICT, Engineering, Transport & Distribution Logistics and a pilot traineeship in Coach and Bus Transport.
— Commis Chef Apprenticeship (Level 6) starting October 2018. KCETB is dedicating approximately 11% of the FET Allocation to new traineeships and apprenticeships.
— Additional components added to existing awards in PLC, VTOS and BTEI
— PLC Programmes in Applied Science, Performing Arts, Production Arts, Professional Cookery and Advanced Make-Up Artistry.
— Since KCETB assumed responsibility for Training Services, we have endeavoured to meet the skills needs for the region by developing new traineeships and contributing to serving the needs of Apprentices. With support from SOLAS, KCETB is developing a Training Hub in Kilkenny city for Phase 2 Electrical Apprenticeship, and will further develop premises / units to offer the Commis Chef Apprenticeship and a number of Traineeships.
— KCETB is reviewing all full-time provision to ascertain what programmes can be best met by a work-based learning approach. Healthcare, Transport & Distribution, Food & Beverage and ICT are examples of new traineeships being advertised.
— KCETB will assess new apprentices to determine if literacy and numeracy support is required, and implement necessary supports in line with models developed by GRETB.

KCETB is also working towards phasing out some PLC programmes. Options are being explored for some of KCETB's specialist craft and equine programmes and KCETB will report on this in future dialogue meetings. From September 2018 KCETB has discontinued offering PLC courses at three locations:

— Coláiste Eoin, Hacketstown, Co Carlow
— Coláiste Aindriú, Bagenalstown, Co Carlow
— Coláiste Mhuire, Johnstown, Co Kilkenny

Learners expressing an interest in FET programmes at any of the three locations above have been directed to the Adult Guidance service for guidance and information on all education and training options available.

As a general principle, KCETB will cease offering those programmes that do not achieve required enrolment. It will also cease offering any traineeship or training programme that is not uniquely different to existing full time programmes. The Leaving Certificate in VTOS will be reviewed in the coming years.

4.2 Risks and Challenges

KCETB will require additional staff expertise and support in the coming years to bring the plans identified above to fruition. This includes an Assistant Training Centre Manager with responsibility for Apprenticeship and Traineeship, QA support and services; increased TEL / ICT support, and additional tutors / teachers with the knowledge and expertise to facilitate programmes that meet labour market requirements. In addition to this need for investment in appropriate staffing, a number of other risks and challenges which need to be addressed over the period 2018-2020 are set out below.

— The continuing decrease in the number of applicants coming from the live register as a result of the growth in the economy is reducing the number of participants in full-time and part-time courses.
— There is a risk that KCETB will not achieve the proposed targets due to low enrolment, learners not meeting the required standard, or not meeting the labour market outcomes.
— Growth of provision in some areas (eg Traineeship) may stunt growth in other areas (eg PLC)
— Having the staffing resources required to develop new Traineeships within a timeframe that meets the needs of employers and trainees.
— If PLC courses are reduced there may be teacher allocation and redeployment issues.
— There is a need for staff reskilling or upskilling due to the identification of any skill shortfalls in offering new courses. Sufficient lead in time, staff preparation/planning and training will help to ensure that these challenges are addressed.
— Having access to the requisite infrastructure required to deliver the training e.g. Engineering workshops for new traineeships. In 2018, there is a specific challenge in expanding the FET programme offering because of the delay in completion of the new building for Carlow Institute of Further Education and Training. This was caused by circumstances outside the control of KCETB.
— KCETB has high numbers of learners achieving certification, however, as the live register decreases, there is increasing complexity in learner needs. It is expected that these needs will result in the same amount of certification, but at varying levels of the NFQ.
— Continue to build on the numbers receiving major awards

— KCETB needs to introduce streamlined governance systems to manage the workload associated with a quality assured provider offering increased levels of certification.
— Workplace learning and certification obtained through this model needs monitoring.

4.3 Delivering on FET Relevant Policies and Strategies

KCETB is influenced and guided by number of key national education and training strategies that are driving the planning and implementation of significant changes across Further Education. These strategies include:

— The National Skills Strategy
— The Action Plan for Education 2016 -2019
— National Strategy on Literacy and Numeracy for Learning and Life 2011-2020
— Further Education and Training Strategy 2014 – 2019
— Pathways to Work
— Action Plan for Jobs
— Action Plan for Education
— Comprehensive Employment Strategy
— Supporting Working Lives and Enterprise Growth in Ireland
— National Action Plan to Expand Traineeships and Apprenticeships in Ireland 2016-2020
— National Action Plan for Social Inclusion
— Integrating Literacy and Numeracy Report
— FET Professional Development Strategy 2017-2019
— The TEL Strategy (Technology Enhanced Learning) National Digital Strategy
— National Strategy on Education for Sustainable Development in Ireland, 2014-2020
— Construction Industry Federation Report "Trades and Apprenticeship Skills Survey – The Employers Perspective".
— The tourism policy People, Place and Policy – Growing Tourism to 2025.

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

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

KCETB works closely with local and regional stakeholders to ensure an effective response to meeting the needs of learners, enterprise and communities within our area. Relevant strategies which underpin this approach are set out below.

— South East Regional Action Plan for Jobs
— South East Regional Skills Forum Reports on Skills Needs in Engineering and Hospitality
— Kilkenny Local Economic and Community Plan 2016 – 2021
— County Carlow Local Economic and Community Plan 2016 – 2021
— Carlow County Development Plan 2015 – 2021
— Kilkenny County Development Plan 2014 – 2021
— County Carlow Local Development Strategy
— Kilkenny Local Development Strategy
— From Charter to Framework – The Case for Higher Education Provision in Kilkenny (2018)

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

In addition to the five new traineeships previously listed, KCETB will endeavour to develop additional training space which will allow KCETB to become proactive in delivering pre-2016 and 2016+ apprenticeships e.g. Growth in Wet Trades, as referenced in the recent Construction Industry Federation Report "Trades and Apprenticeship Skills Survey – The Employers Perspective".

As the economy improves and more individuals avail of part time and full time employment, KCETB will develop its Skills for Work programmes to help people with little or no formal skills to sustain and progress within employment. This programme offers accreditation at NFQ levels 3 and 4 and has an added advantage of being offered in the workplace, making it accessible for all who wish to participate. In addition to this, and regarding Workforce Development, KCETB will develop services to business or programmes for those in employment from 2019 onwards. 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 KCETB will work with SOLAS to support its effective implementation over this period. KCETB will develop Terms of Reference for engaging with employers. This will build on existing good practice but ensure that the engagement is responding appropriately and adequately to local, regional and national skills demands.

5.2 Active Inclusion

In keeping with the FET Strategy, the National Skills Strategy and the Literacy and Numeracy Strategy, KCETB Adult Literacy Programmes seek to be as inclusive as possible while improving the individual's experiences of quality teaching and learning. KCETB will continue to integrate literacy and numeracy support across all FET provision, and will look to deploy the best practice toolkit for initial assessment of literacy and numeracy at Levels 1-3 and progress implementation of recommendations of the review of ESOL.

KCETB will continue to develop provision in line with the following indicators:

— Encourage increased participation and completion and attainment of major awards at Levels 1, 2 and 3 with regard to priority target groups
— Broaden access routes and range of provision
— Target better outcomes through accredited provision.
— Develop and enhance availability of Recognition of Prior Learning (RPL)
— Facilitate literacy provision for personal, family, social and community contexts and provide continued funding for non-accredited group provision with emphasis on the recruitment of specific priority target groups.

5.3 Quality Provision

An Oversight QA Committee oversees all QA procedures within KCETB, with specific sub-committees in the process of being established. The Oversight Quality Assurance group has executive responsibility for the governance of quality assured systems within FET.

KCETB submitted its TEL Action Plan to SOLAS in February 2018. In this Action Plan spanning 2018 – 2020 KCETB will endeavour to achieve:

— Systems for communication and storage of data that are securely maintained, reliable and offer appropriate levels of privacy.
— A review of existing systems and processes to further assist generating administrative and educational analytic data that support planning and decision making.
— Dedicated ICT CPD for staff in relation to TEL within a centre or FET context.

- Opportunities for sharing and disseminating good practice in TEL based on experience, relevant learning and enhancing existing practice including development of digital content for courses.
- Recognised E-learning systems that provide a choice of online tools which are appropriate for the requirements of students and learning practitioners
- Opportunities for learners to use digital technologies to actively support their learning.

KCETB is actively engaging with the ETBI regarding the implementation of an effective Professional Development Strategy to upskill staff and ensure that it can continue to meet evolving needs of learners, communities and industry. This includes a focus 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

An AEO has been assigned responsibility for the quality control of the PLSS / FARR system. All PLSS inputs are reviewed on a programme by programme basis. The new programme indicator function on FARR has allowed both oversight and control of inputs to ensure that data is reflective of the local population as well as the agreed targets with SOLAS. These indicators will continue to be monitored by the Director of FET in the interim.

PLSS and FARR updates will be provided to the Strategic Planning Team (Chief Executive, Director of FET, Director of Schools, Training Services Manager, 2 AEOs, one PLC Principal and one Deputy Principal). All have contributed to the discussion on setting targets and planning the strategic future of FET in KCETB. The Strategic Planning Team will now meet at scheduled intervals to oversee FET provision, review enrolments, retention rates and certification. They will also review learner and employer testimonials to improve the learner experience.

KCETB will provide further training to all staff engaged in inputting data to PLSS / FARR in a drive to achieve accurate data entry, accurate data projections and reporting. This accuracy is crucial in validating existing learners' progress on FET courses, gathering baseline data to plan for the coming years, and demonstrate outcomes relating to certification, progression and employment.

5.5 Standing of FET

Kilkenny and Carlow ETB has memoranda of understanding with the DEASP, Local Enterprise Offices, Local Libraries (Local Government Management Agency) and is represented on a wide range of organisations such as Leader Groups / Local Community Development Committees, South East Action Plan for Jobs, South East Regional Skills Forum, County Childcare Committees, Family Resource Centres, Chambers of Commerce and Local Drugs Task Forces, all of whom collaborate to identify and address local employment and educational needs. In addition KCETB will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019. Other provider relationships exist through the contracted training provision undertaken on behalf of the training services, and funding agreements with Community Training Centres, Local Training Initiatives and the National Learning Network.

In its representation on the above groups, KCETB has an opportunity to promote FET as a platform for social inclusion and a gateway to economic development.

In addition to developing Terms of Reference for engaging with employers, KCETB will develop a consultation mechanism and schedule for feedback from stakeholders to enhance the quality of the FET work. This will build on existing good practice but ensure that the engagement is responding appropriately and adequately to local, regional and national skills demands.

5.6 ETB Contribution to National FET Targets

Building on the priorities and actions set out in this agreement, Kilkenny and Carlow 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	KCETB Contribution
1. More learners securing employment from provision which primarily serves the labour market	10% over 3 years	32% over 3 years, equating to 466 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	30% over 3 years, equating to 525 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	34% over 3 years, equating to 250 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 7,973 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 364 or a 46% 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	374 over 3 years or an 13% increase

6. Performance Agreement

Section 6
Performance Agreement

In entering this agreement, Kilkenny Carlow 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 4.3 of the agreement. KCETB 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

Cynthia Deane
Chief Executive, Kilkenny and Carlow
Education and Training Board

Date: 24/09/2018

Date: 24/09/2018

Appendix A

Appendix A
KCETB 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	7	54%	2	5%		
Animal Science	2	8%	0	0%		
Arts and Crafts	8	32%	0	0%		
Built Environment	0	0%	0	0%		
Business Administration	11	19%	10	22%		
Engineering	8	67%	10	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	0	0%	0	0%		
Financial Services	0	0%	0	0%		
Food and Beverage	-9		0	0%		
Hairdressing, Beauty and Complementary Therapies	-4	-6%	10	0%		
Health, Family other Social Services	32	36%	29	20%		
Information Technology	6	43%	0	0%		
Management	0	0%	0	0%		
Manufacturing	0	0%	0	0%		
Media, Graphics Communications	20	0%	0	0%		
Natural Resources	0	0%	0	0%		
Research and Education-Training	0	0%	0	0%		
Sales & Marketing	7	140%	6	67%		
Science and Technology	0	0%	0	0%		
Security, Guarding & Emergency Services	7	0%	0	0%		
Sport and Leisure	9	29%	-2			
Tourism	7	233%	0	0%		
Transport, Distribution & Logistics	3	43%	0	0%		
Web Development & Design	0	0%	0	0%		
Core ICT			13	48%	0	0%
Core Personal			18	18%	600	134%
General Learning			24	67%	0	0%
Language			0	0%	0	0%
Skills Sampling,			0	0%	0	0%
Key Skills			0	0%	0	0%
TOTAL	114	32%	120	30%	600	134%

[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**	**%**
69	47%			0	0%
0	0%			0	0%
-39				0	0%
150	0%	43	0%	0	0%
28	9%			90	100%
23	21%	12	18%	72	4%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	-100%
0	0%	0	0%	0	0%
0	0%	27	0%	0	0%
0	0%			0	0%
150	250%	49	477%	84	100%
41	293%			0	-100%
590	89%	108	20%	44	56%
9	31%	76	344%	36	0%
0	0%			0	0%
0	0%	0	0%	0	0%
35	0%	-10	-2%	36	-20%
0	0%			0	0%
0	0%			0	0%
-27	-29%	31	141%	0	0%
0	0%	8	0%	0	0%
0	0%			0	0%
5	20%	2	12%	12	0%
15	150%	13	75%	0	0%
-42	-55%			0	0%
30	0%	5.0	100%	0	0%
14	14%				
-77	-3%				
-252	-8%				
45	0%				
0	0%				
0	0%				
767	**11%**	**364**	**46%**	**374**	**13%**

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 a nd 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.