



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

Waterford Wexford Education and Training Board

Strategic Performance Agreement 2022-2024

Introduction from Waterford and Wexford ETB and SOLAS

“

“My life goals changed as a result of achieving my initial learning goals”

WWETB Learner



Future FET

The vision for the
National FET Strategy
2022 - 2024

Outcomes

Outcomes link
national system
targets to the
Future FET vision
by 2024

Transformation

Continuing the
transformation of FET to
grow its contribution and
impact in addressing
Ireland's social, economic
and climate challenges is
central to the Strategic
Performance
Agreement

This is the second strategic performance agreement between SOLAS and Waterford and Wexford Education and Training Board (WWETB). The first ran over the period 2018-2020, a period that took us into unprecedented challenge and change, with the onset of the COVID-19 pandemic. The restrictions that this placed on the FET system and the uncertainty over how conditions would develop caused SOLAS and the ETBs to collectively pause the development of the next strategic performance agreement in 2021.

The impact of COVID-19 on FET provision in Waterford and Wexford was significant, but the WWETB showed real resilience in supporting pathways to jobs and maintaining certification levels. Now in 2022, as we seem to be moving back into a more normal operating environment, and with a new FET strategy, Transforming Learning, in place from 2020, we have the perfect framework to plot out the development of FET in Waterford and Wexford over the next three years.

Kevin Lewis

Kevin Lewis
Chief Executive, WWETB



Andrew Brownlee

Andrew Brownlee
CEO, SOLAS



Agreement Themes

The SOLAS and Waterford and Wexford Education and Training Board Strategic Performance Agreement 2022-2024 is set out across the following areas:

01

WWETB in Profile

Overview of the geographical and provision map of WWETB with a focus on learner profiles and infrastructure.

02

Performance and Targets

Focus on the achievements of WWETB across 2018-2020, including reflections from the period of the pandemic and detail on strategic ambition to 2024.

03

FET Strategy – Building Skills

WWETB strategic plans and proposed contribution to the Building Skills objective of the FET Strategy, FET Leader Case Studies and related system targets.

Data sources: PLSS and Apprenticeship learner databases, SOLAS financial reporting, FET Estates Survey, QQI inaugural reviews of QA in ETBs, and SOLAS SLMRU analysis of population, employment/unemployment, business demography, lifelong learning and educational attainment data from CSO Census reports and CSO Labour Force Survey.

04

FET Strategy – Fostering Inclusion

WWETB strategic plans and proposed contribution to the Fostering Inclusion objective of the FET Strategy, FET Leader Case Studies and related system targets.

05

FET Strategy – Creating Pathways

WWETB strategic plans and proposed contribution to the Creating Pathways objective of the FET Strategy, FET Leader Case Studies and related system targets.

06

FET Strategy – Enabling Themes

WWETB strategic plans and proposed contribution to the Enabling Themes objective of the FET Strategy, FET Leader Case Studies and related system targets.

APPENDIX 1 – FET STRATEGY FUTURE FET OUTCOMES

APPENDIX 2 – SYSTEM TARGETS AND DEFINITIONS

APPENDIX 3 – SYSTEM INFRASTRUCTURE AND FRAMEWORK FOR MEASURING PERFORMANCE

APPENDIX 4 – WWETB STRATEGIC AMBITION 2022-2024 AT A GLANCE

The counties of Waterford and Wexford account for about 6% of the area and the total population of the Republic of Ireland.

The population of counties Waterford and Wexford is 290,612 (CSO, provisional census data 2022). The population of Waterford and Wexford rose by 9.4% and 9.2% respectively, between 2016 and 2022. This is well above the national growth rate of 7.6% over the same period.

The overall HP deprivation index is marginally below the average for all counties (-2.35 and 4.81). However, there are 29 local areas in Waterford (five County and 24 City) and 27 local areas in Wexford that are classified as *very disadvantaged* (between -20 and -30 on the index).

Of the 200,800 persons in employment in the South East region in Q3 2021, it is estimated that, based on 2016 county distributions, almost 63% were in either Co. Waterford or Co. Wexford, representing approximately 126,000 persons. Any change to the estimated share will be made when full census information for 2022 becomes available.

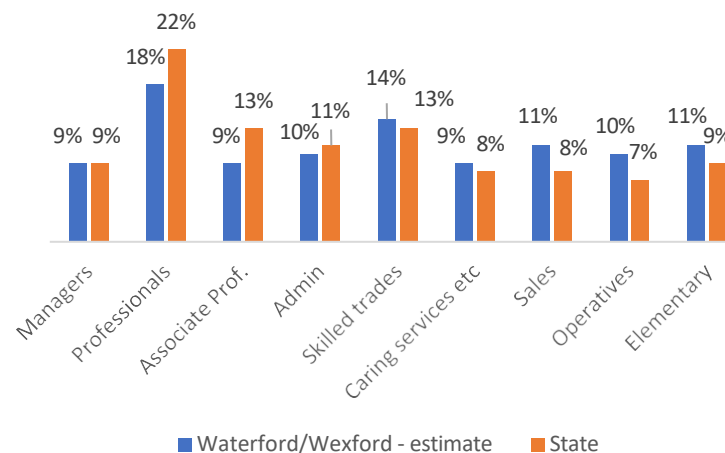
Population
290.6k
Employment
126k

Sectoral Distribution of Employment for Waterford Wexford Q3 2021

Sector	Waterford/Wexford (Estimate)	South East	State
Accommodation/food	9%	9%	7%
Admin and support	4%	4%	4%
Agriculture	4%	4%	4%
Construction	6%	6%	6%
Education	10%	10%	8%
Finance etc	5%	5%	6%
Health	13%	13%	12%
ICT	4%	4%	6%
Industry	15%	14%	12%
Other NACE	6%	5%	5%
Professional Services	4%	4%	7%
Public admin and defence	4%	4%	5%
Transport	4%	4%	4%
Wholesale/retail	12%	12%	13%
Total	100%	100%	100%

The occupational employment profile of the Waterford and Wexford workforce differs from the State average in a number of areas. The share of persons in Waterford and Wexford working in professional, associate professional and administrative occupations is estimated to be smaller than the State average; combined these three occupational groups accounted for 37% of total employment in Waterford and Wexford but 46% of total national employment. For all other occupational groups except managers, the share of the Waterford and Wexford workforce is estimated to be larger than the State average, in particular for sales and operative occupations.

National Employment Analysis Q4 2020



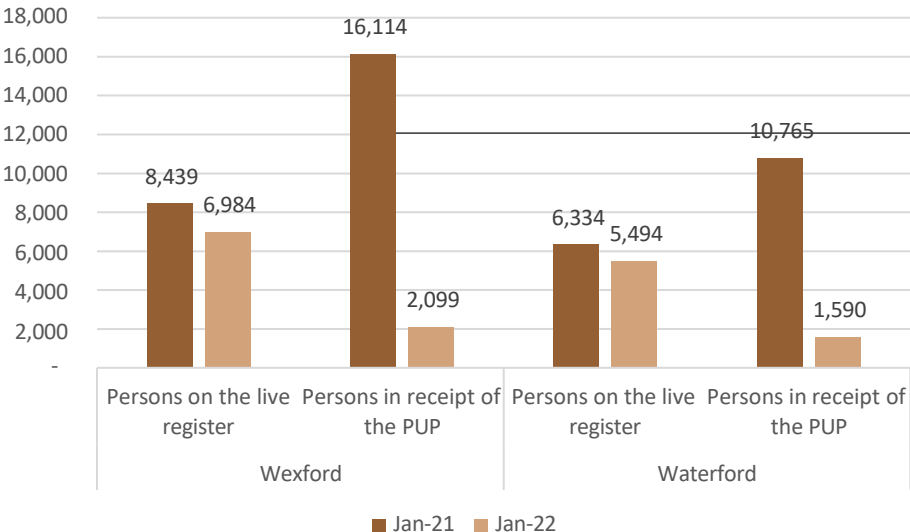
Educational Attainment

In Q2 2021 approximately 15% of adults in the South East region held FET qualifications, slightly higher than the national average of 14%. A further 40% of adults held higher education qualifications, which is below the national average of 47% (which is driven by the particularly high share in the Dublin region).

Lifelong Learning

In Q4 2021, approximately 24,700 adults in the South East region had participated in learning activities in the preceding four weeks. This translated into a lifelong learning rate of 11.2% in the South East region. The national average for the quarter was 13.1% or 12% if Dublin is excluded.

Live Register and Pandemic Supports



Wexford

At the end of January 2022, there were 6,984 persons in Wexford on the Live Register, a fall of over 1,400 persons for the same period in the previous year. The number of people in receipt of Pandemic Unemployment Payments (PUP) fell by over 14,000 persons over the 12-month period to just over 2,000. At the end of November 2021, there were 7,610 persons in receipt of the Employment Wage Subsidy Scheme (EWSS), an increase of almost 250 persons for the same period in the previous year.

There has been jobs growth across all regions with the highest increases in the South West and South East. However, we are in a highly volatile economic environment which means employment levels could change suddenly.

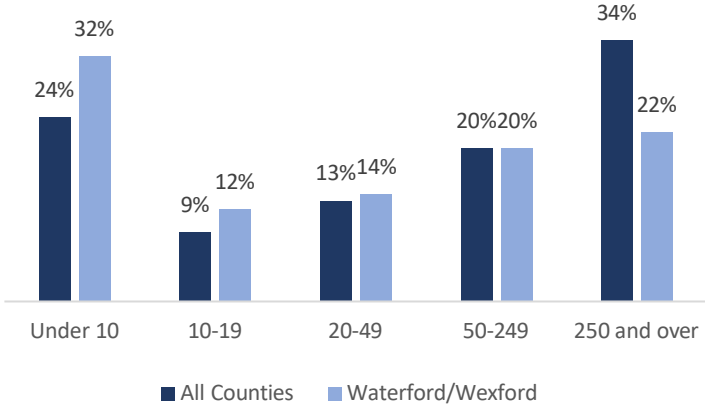
Waterford

At the end of January 2022, there were 5,494 persons in Waterford on the Live Register, a fall of 840 for the same period in the previous year. The fall in the number of people in receipt of Pandemic Unemployment Payments (PUP) was far greater, declining by over 9,100 over the 12-month period. At the end of November 2021, there were 5,190 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, which was an increase of over 400 on the previous year.



Business Demography

In 2019, nearly one third of all persons engaged in the business economy in the Waterford Wexford area worked in firms employing fewer than 10 persons; this compares to the national average of 24%. While the share in medium sized firms (i.e., 50-249 workers) was almost identical to the national average, the share in large firms (i.e., 250 workers or more) was considerably smaller (22% compared to 34% nationally).



Active Enterprises

There were 20,306 active enterprises in the South East region in 2019 with Wexford accounting for the highest share at 38%

	Waterford	Kilkenny	Carlow	Wexford
Active Enterprise	5,268	4,506	2,762	7,770
Persons Engaged	33,651	21,425	14,043	39,437

WWETB FET Infrastructure

Waterford Wexford ETB currently groups FET provision into the categories shown opposite. It is committed to integrating provision (moving away from a programme led focus) and is advancing the development of a FET College in Wexford, in which all provision would be offered on one campus, under the FET College brand, with a particular focus on Level 5/6 provision.

At present, of the 40 sites across WWETB, 14 are owned by WWETB via either freehold or leasehold agreements, with the others leased on both short and long term bases, with five sites secure for at least the next five years, and the longest lease stretching to 2038. Six of WWETBs sites are part rented to other parties in addition to WWETB. This is well above the national average of 42% of buildings leased. The annual leasing cost declared in the National Estates Survey was €2.2million.

The overall FET site area is 211,146 m² and there are 272 teaching spaces currently available across the estate.

A small number of buildings within WWETB are of architectural or heritage significance, with some being very old. This presents potential accessibility issues to be addressed in terms of lifts as well as wider access. Over half of the buildings are reliant on fossil fuels for heating but none of the buildings have been identified as suitable for solar panels. Most of the sites also have good quality Wi-Fi.

Six of the premises include some second level provision alongside FET and 11 of the sites include prefab/modular buildings. In the recent FET estates survey, 28 of the sites were of good quality and requiring only minor remedial work if at all, with 12 requiring some development to maintain quality provision in future.

Further Education and Training

- Adult Guidance Service
- Adult Literacy
- Apprenticeships
- Back to Education Initiative (BTEI)
- Community Education (CE)
- Community Training including CTC, LTI and STP
- English for Speakers of Other Languages (ESOL)
- Outdoor Education and Training
- Skills for Work
- Training Services
- Vocational Training Opportunities Scheme (VTOS)
- Youthreach

Education and Training Support Services

- Finance
- Human Resources
- Corporate Services (including ICT)



Relative Regional FET Supply

In terms of relative Level 5 and Level 6 provision which this FET estate supports, analysis of 2019 full-time provision showed 4,359 people undertaking Phase 2 apprenticeship training, PLC or other FET provision at this level. When we consider this base of provision relative to the population and employment of the region in comparison to the concentration of FET provision across all ETB regions nationally, it produces the indices shown in the blue boxes below.

This indicates the relative strength of FET in Waterford and Wexford in providing significantly more FET provision than you would expect relative to its population or employment base. The source of much of its supply comes from its status as a major centre of training activity through Waterford Training Centre, and there is potential to build on this with a more integrated FET College model which can consolidate and grow its learner base.

Level 5/6 Provision Relative to
Employment Index

1.36

Level 5/6 Provision Relative to
Population Index

1.24

Funding Profile

2021
€63.4m

Learner Activity

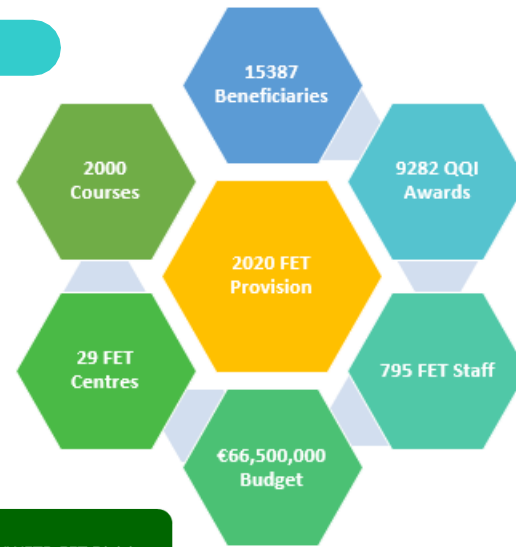
2021
14,253

Staffing

795
FET
Staff

Staffing and Strategic Structure

WWETB is working to develop an integration agenda and strategic plan for the organization. Examples of projects commenced or about to commence are three Area Committees, comprising of local WWETB members and local principals/managers, to focus on planning for the local separate needs of: (1) North Wexford; (2) South Wexford; (3) Waterford City and County and to assist short, medium and long-term planning by the Board and Executive.



WWETB FET Division
Lindsay Malone
FET Director



Focus of Provision

Key areas of industry activity in which WWETB specialise include:

Pharmaceutical

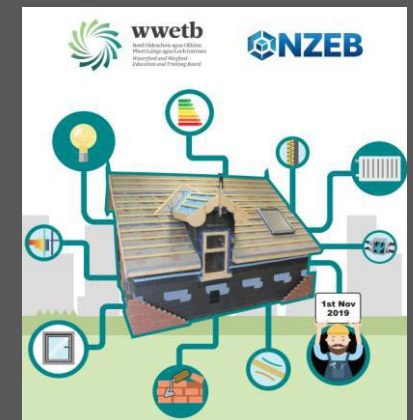
NZEB/Retrofitting

Health

Manufacturing

NZEB Training courses are being delivered in WWETB's Training Centres in Enniscorthy and Waterford. The Government issued a directive stating that from Jan 2019 all domestic and non-domestic building must meet the nearly zero energy standard. This will require all construction professionals to adhere to the NZEB Standard and to undergo upskilling to meet the requirements of the sustainable building agenda.

WWETB has developed a number of training courses which are designed to provide learners with knowledge of the principles and practices that help in achieving the NZEB standard.



This section presents an overview of the performance against national system targets by Waterford and Wexford ETB across 2018-2021. This provides critical context in setting new targets for the period 2022-24. While the focus of some of the targets remains the same as for the previous agreement (jobs; pathways; transversal certification; lifelong learning; key skills needs) definitions have changed to break the link between targets and programme silos and think in terms of overall outcomes from an integrated FET service by WWETB. The trend information shown reflects the new definitions to better inform target setting and to facilitate longer-term analysis.

Given the nature of the pandemic, the 2019 figures will form the key baselines for performance ambition across 2022-2024, with the first aim for most ETBs to 'reboot' to these pre-pandemic levels. It is important to note that the system targets analysis relate only to certain areas of the FET system (e.g., employment outcomes refer to Level 5 and 6 provision).

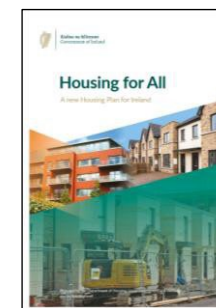
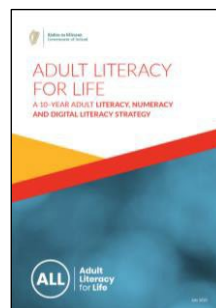
The national system targets for 2022-2024 are then presented with the indicative contribution that WWETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

This target data is further considered in sections 3 - 6 in the context of the Future FET strategy *Transforming Learning*, where relevant.

National System Targets 2022-2024



Underpinned by the National Future FET Strategy with synergy to relevant national policy as highlighted below



Performance and Targets

2022-2024 National FET System Targets

A range of FET system targets have been agreed with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) to reflect the objectives of the Future FET strategy, Transforming Learning, and other key Government policy imperatives. These targets are to be met by ETBs over the period 2022-24 as set out below.

TARGET	2022	2023	2024
Supporting Jobs			
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	27,410	28,830	30,172
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	20,065	21,637	22,956
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	30,219	33,419	35,958
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	5,859	6,238	6,672
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	25,378	29,639	32,398
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	16,788	18,266	19,474
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	59,316	64,987	70,095
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	97,325	106,176	113,605
Skills to Advance: Continue to grow workforce upskilling enrolments	14,854	18,501	22,290
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	29,667	32,502	35,008
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs	3,006	5,270	7,150
Green Skills for All: Embedding of core green skills module across FET courses	18,428	41,000	64,000

External Dependencies

It is acknowledged that reaching some of the targets will be dependent on factors outside the ETB's control. Realising the Skills to Compete ambition will be related to the base of unemployed people available for reskilling; retrofitting skills will depend on available demand from industry; green skills will be dependent on SOLAS making an online module available via eCollege. This will be taken into account along with the volatile and rapidly changing external environment, with the appropriateness of WWETB targets continuously monitored and adjusted if required.

Key Achievements

Maintaining employment outcomes at a level above the sectoral average

Positive performance maintaining certification levels through COVID-19 with significant growth in 2021

WWETB Performance 2018-2021

Five of the national system targets (jobs; progression within FET; transversal skills; lifelong learning; and key skills needs) were also the focus of the first strategic performance agreement, albeit with definitions set when data infrastructure was at an early stage of maturity. The definitions have been updated as set out in Appendix 2 and trend analysis against all of the targets is provided for 2018-2021 where available.

TARGET	2018	2019	2020	2021	ETB Change
Supporting Jobs					
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,414	1,569	1,227	Not yet available	-13.22%
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	1,098	-
Creating Pathways					
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	2,226	2,643	2,107	1,933	-13.16%
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	329	288	281	Not yet available	-14.59%
Fostering Inclusion					
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,885	2,358	2,154	1,555	-17.51%
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	1,371	1,943	1,564	1,358	-0.95%
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	3,617	4,407	3,580	3,274	-9.48%
Upskilling Through Lifetimes & Careers					
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	6,626	7,303	5,684	5,420	-18.20%
Skills to Advance: Continue to grow workforce upskilling enrolments	-	699	640	844	-
Targeting Key Skills Needs					
Key Skills Needs: Grow the number of places addressing key skills needs	1,516	1,726	1,811	1,797	18.54%
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs	49	500	342	417	-

'ETB Change' indicates percentage change between 2018 and 2022 where available. Some figures shown indicate percentage change between 2018-2021 where 2022 figures are not yet published. Figures shown in green indicate where the ETB has outperformed the average FET sector trend, red indicates where it lags behind, and amber indicates if the ETB is within 1% of the sector trend.

WWETB Key Achievements 2018-2021

WWETB is developing a new **five-year strategy** which will support actions and commitments in the National FET Strategy, the Strategic Performance Agreement and recommendations from the QQI QA review.

WWETB values **collaborative working** and will continue to develop programmes with other ETBs and work with local industry, Local Authorities, Higher Education etc. to further its strategic objectives.

The establishment and development of the first ever FET provision in **Near Zero Energy Buildings (NZEB)** and Retrofit has been led by WWETB.

WWETB also hosted and led, on behalf of the FET system, the first ever **FET Green Summit** in 2022, on behalf of SOLAS and ETBI.

Plans are in place to develop the infrastructure for **quality assurance**.

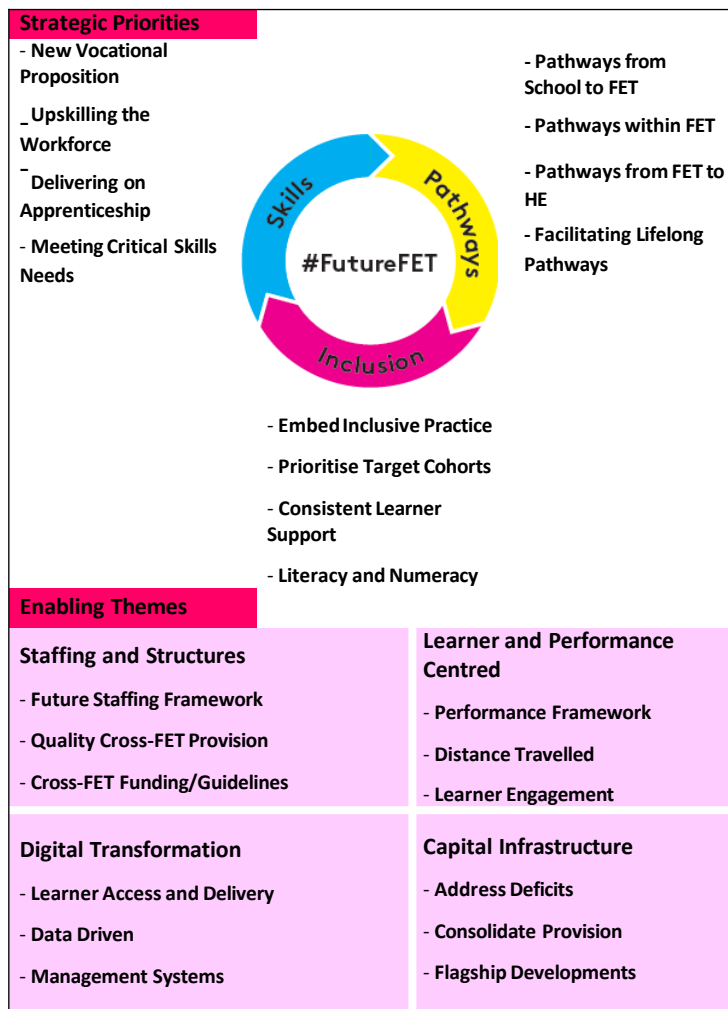
WWETB will expand the training centre capacity in new locations to cater for the **expansion of apprenticeship** provision and to support the emergency response needed to address apprenticeship backlogs.

WWETB is the only ETB to offer a **female scholarship** for apprenticeship supports.

Ambition to offer all learners an **assessment** with the aim of establishing learner support requirements.



WWETB is using **Transforming Learning**, the Future FET strategy, as a central reference point in driving its development and this agreement is structured in line with this strategic framework below:



Performance and Targets

WWETB Contribution to 2022-2024 FET System Targets

Given the overall national FET system targets set for 2022-24 and the trends across each of these indicators over the period 2018-2021, the following proposed targets have been agreed between SOLAS and WWETB for delivery under this strategic performance agreement.

TARGET	2022	2023	2024
Supporting Jobs			
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,569	1,647	1,726
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	1,300	1,400	1,500
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	2,300	2,650	2,900
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	280	288	320
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	2248	2,358	2600
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	1,700	1,943	2150
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	4,215	4,426	4,647
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	6,500	7,300	8,000
Skills to Advance: Continue to grow workforce upskilling enrolments	950	1,200	1,500
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	1,800	1,900	2,000
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs	700	1,150	1,500
Green Skills for All: Embedding of core green skills module across FET courses	500	2,000	4,000

03

FET Strategy – Building Skills

Building on a long history with a major centre of apprenticeships and skills development in Waterford, WWETB has a strong focus on enterprise engagement and will use this to expand upskilling opportunities for industry via Skills to Advance. It will play a key role in responding to addressing the apprenticeship backlog and build on its pioneering work in developing the sectoral response to the NZEB retrofitting national housing challenge by ramping up provision at its centre of excellence. A key priority will also involve building on the platform of an integrated FET college in Wexford to meet skills needs by exploring how a similar approach can be achieved for Waterford.

A New Level 5/6 Proposition

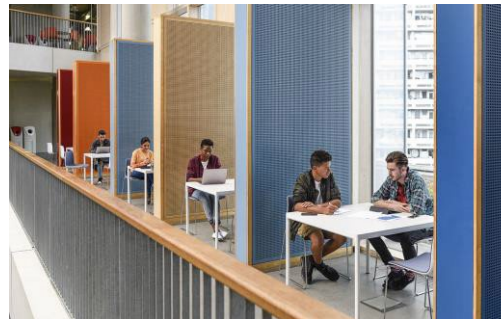
WWETB is proposing to establish a FET College in Wexford, where all provision will be housed in a newly refurbished state of the art facility, with a corresponding FET College brand. The addition of several apprenticeship workshops and classrooms will bring all WWETB FET learners in Wexford Town into one campus, thus ensuring a top-class learning facility for all while facilitating a more seamless pathway for learners through the various levels of FET. There has also been a focus on making work-based learning opportunities available from the Waterford College of Further Education. There is scope to look at what a more integrated Level 5/6 proposition means in the Waterford context, with a focus on NFQ level, discipline and outcome, moving away from old 'FE' and training labels, and this will be a focus for WWETB during this agreement.

Upskilling the Workforce

WWETB aim to provide a joined-up approach to enterprise engagements via a dedicated Services to Business/employer engagement team. It dovetails, and links to, the role of the authorised officers.

Responses to industry need can range from short courses, to traineeships to apprenticeships. Contracted training also plays a significant role in a wide range of areas, including in Pharma, Cleanroom, HGV, Barista, Beauty and Welding. The unit aims to improve communications and relationships with stakeholders and communicate proactively with customers. The unit also offers an assessment model which incorporates an assessment of learning needs and skills concurrently.

The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. A key area of focus within WWETB over the period of this agreement is a ramping up of Skills to Advance provision, reflecting the strong connectivity with industry. Through structured identification of needs and customised solutions, WWETB will provide a key training resource to enhance productivity and skills retention for SMEs. Additional short and medium course durations will ensure relevant upskilling opportunities for employers and labour market currency for employee skills.



Skills for Employment

Skills to Compete was launched as an initiative to cope with the structural labour market change brought about by the pandemic, building on the programme infrastructure that exists to offer the employability, digital and sector-specific skills required by those who lost their jobs to find a pathway back into sustainable work.

While the labour market impact has not yet arisen in the way envisaged, SOLAS and WWETB will work together to ensure that the legacy of a single initiative to support skills for employment is preserved, with Skills to Compete becoming the mainstream offering for those who need upskilling to find sustainable work. This will include targeting of the long-term unemployed in line with FET Pathways to Work commitments.

FET Leader Case Study

'Step Up and Grow' Management Development Programme for SMEs by WWETB, KCETB and Tipperary ETB under SOLAS Skills to Advance Innovation through Collaboration Funding. The purpose of the programme is to provide advice/assistance and training to develop the necessary skills for SME Managers to ensure that enterprises are best placed to respond positively to a changing Ireland where indigenous industry is facing major changes with trading relationships, new technology and globalisation. Businesses benefit from a Benchmarking Exercise and up to 10 days training/mentoring in their company. The ETBs assist with the management of regional activities such as seminars and workshops run as part of the project. Plans are now in place to build upon the Step Up and Grow programme.

Delivering on Apprenticeship

WWETB has a strong level of provision in traditional craft apprenticeships with a large training centre in Waterford dedicated mainly to this purpose. Craft apprenticeship includes 13 trades with current capacity for 662 training places. Throughout the pandemic WWETB were able to maintain their apprenticeship provision and demonstrated real leadership in their creative and flexible approaches to supporting apprentices during this difficult period. WWETB is committed to ensuring a three intake model for key trades as part of the emergency response to waiting lists.

WWETB is ramping up apprenticeship capacity in 2022 with construction workshop capacity increasing from 662 to 894.

WWETB is also committed to new apprenticeship provision in Hairdressing and Accounting Technician and will explore other opportunities during the course of this agreement.

Apprenticeship programmes have well-developed links to learning supports, including mental health assistance and there is a designated Learning Support Officer. A framework for apprentice support has been developed incorporating a training plan, support provision in assessment, dedicated tuition spaces, modifications and promotion of supports.

WWETB is the only ETB to offer a female scholarship for apprenticeship. This is currently in its third year and has been delivered very successfully to date.



A Leader in NZEB and Retrofitting Skills

The establishment and development of the first ever FET provision in Near Zero Energy Buildings (NZEB) and Retrofit has been led by WWETB. NZEB provision was maintained during the pandemic and in fact was made available in a blended format so learners/employees could engage online. Additional skills offerings relevant to this agenda include training provision in Heat Pumps, Fenestration and Plastic Welding (in collaboration with industry partner, Irish Water). WWETB's range of provision makes a significant contribution to the Housing for All Strategy and the Climate Action Plan policy agendas.

Through the Skills to Advance Innovation Through Collaboration fund, WWETB developed an NZEB Train the Trainer course for the sector. Responding to the issue of releasing staff for training, WWETB set about reworking the three day trades courses into a blended mode of delivery with two days being delivered online using the Moodle platform and one day in Enniscorthy for onsite practical skills training. They also developed and delivered a virtual reality learning platform to enhance the retrofit training course. WWETB also hosted and led, on behalf of the FET system with SOLAS and ETBI, the first ever FET Green Summit in 2022. Given WWETB's extensive experience in this area, there is potential to build on these skills specialisms. It will continue to develop and substantially expand the centre of excellence over the course of the agreement, working in partnership with the other ETBs operating other centres.

Building on this, WWETB is also committed to rolling out green skills for all FET learners. It will seek differential validation from QQI and roll out the new Level 4 micro qualification in Environmental Sustainability Awareness across FET provision from September 2022. From autumn 2022, there will also be a national wholly online green skills module available via eCollege, and WWETB will encourage all learners to undertake this learning.

Evolving the Skills Development Model

WWETB has shown strong agility in responding to emerging skills needs and in addition to NZEB, other examples include:

- responding to the need for 400,000 heat pumps to be installed nationally by pursuing a heat pump maintenance course;
- developing and delivering a standardised training course for plastic welding in partnership with Irish Water;
- identifying a need to take a broader look at the circular economy, and in particular, the interaction with our environment and biodiversity. In co-operation with the National Biodiversity Data Centre, they developed two ecology modules which can be used in Youthreach, CTCs and other FET courses. The focus in the two modules is on the biodiversity on the seashore and within hedgerows;
- leading an initial pilot traineeship in HGV Driving which has since been developed as a core skills offering, in response to industry need, with consistent levels of positive outcomes for participants.

WWETB is committed to continuing to develop new skills development responses as needs emerge, developing more flexible and online options for learners and employers, and making full use of contracted training solutions whenever appropriate.



04

FET Strategy – Fostering Inclusion

Like all ETBs, the pandemic had an impact on those learners most at risk of marginalisation, many of whom were ill-suited to purely online learning and who found the prevailing environment immensely challenging. WWETB ‘lost’ a significant base of these learners and will place a major emphasis now on targeting the hardest to reach groups to bring participation back up to pre-pandemic levels. Fostering inclusion will also require consistent learner support across FET provision, a renewed focus on certification and a leadership role for WWETB in driving the delivery of Adult Literacy for Life (ALL) at regional level.



Embedding Inclusive Practice

WWETB will continue its commitment to rolling out FET Universal Design for Learning Badges across staff in collaboration with AHEAD. It will implement all the good practice guidelines and toolkits developed by the sector around assessment and provision to meet learner needs.

These include:

- Universal Design for Learning
- English for Speakers of Other Languages
- People with intellectual disabilities
- Literacy and numeracy support

Driving Community-based Approaches

Properly targeting the needs of the most vulnerable target groups requires working intensively at community level and with community-based organisations. The Mitigating Against Educational Disadvantage Fund (now REACH) was a notable asset in making these connections and enhancing access to FET. WWETB already had a strong focus on community education and good established relationships with a network of providers. It also itself had established a call-based approach to provision, so MAEDF offered the perfect platform from which to grow resources for community-based approaches to FET.

The MAEDF enabled WWETB to expand community provision as well as maintain a level of connection with groups and priority cohort learners, which was appreciated. It also helped tremendously in highlighting the very positive outcomes which had been generated. It is committed to maximizing the reach of the fund in future and increasing participation now that it has been mainstreamed (and rebranded as the Reach fund).

It is noted that ETBs are increasingly being asked to take on a community development role, and this must be carefully managed and planned with partner agencies at national and local level. WWETB will look at establishing Memorandums of Understanding with key community education partners to underpin an enhanced role for community education.

Learner Voice

“

“The course has helped me understand the community better, has also made me a better person and my plan now is to do another course.”

Ensuring Consistent Learner Support

WWETB is establishing a FET Learner Support Service across all its FET provision. This unit will comprise of an Access and Inclusion Officer, Assessment, Guidance Service, Learning Support and Professional Psychotherapeutic Counselling (“Gateway” Counselling). This unit will coordinate with Learner Support staff in each FET Centre. A single telephone number to access literacy supports has been established across a range of centres.

WWETB has commenced the roll out of an initial assessment for all learners that require assessment, aiming to extend this to all learners by 2023. The BKS initial assessment tool and training will be available to all FET provision through the Language, Literacy and Access Service. Referrals to other supports will also be available. In the case of apprentices, a particular focus is on identifying needs related to their particular apprenticeship.

Refocusing on Certification

Although certification at NFQ Levels 1-3 has not fallen to the same extent as in other ETBs, WWETB is committed to returning this to pre-pandemic levels and driving further growth. Its strategy for increased certification includes:

- Targeted more intensive models of provision
- Smoother transition between levels - linked to Progression and Pathways
- Modular approach to provision where learners can complete certification over time or move to the next level of learning if appropriate
- Language and Literacy Support for FET programmes at Level 3.

Targeting Priority Cohorts

Participation by people with disabilities, Roma, Traveller, Refugee and Asylum seekers has declined during the pandemic. A range of personal circumstances have contributed to disengagement, including a lack of broadband, the level of literacy skills, caring duties and pandemic related anxiety. Consideration is being given to the potential development of taster courses as well as promotional activities and campaigns to re-engage lost learners. Community education is also seen as a key mechanism to begin to grow participation by these groups.

WWETB has been asked accommodate significant numbers of Ukrainian refugees and this will be a major priority in 2022 and potentially beyond. ESOL provision is available online and face to face and is expected to grow significantly for this reason.

The number of people with disabilities accessing FET with WWETB declined from 1,302 in 2019 to 915 in 2021, as COVID-19 related restrictions prevented delivery of the onsite learning and support required by some learners. WWETB is committed to ramping this back up to previous levels and then ramp up participation further. Expanding the Fund for Students with disabilities across FET provision will support this goal. WWETB will also seek to improve pathways through FET for people with disabilities. A focus of development will be working with the National Learning Network to ensure that learners starting out with them as part of the Specialist Training Provision initiative have clear integrated pathways from the outset.

In partnership with AHEAD, it has rolled out an upskilling initiative across staff around Universal Design for Learning (UDL) to improve the way in which learning is developed and delivered for people with disabilities.

Adult Literacy for Life (ALL)

The new ALL strategy, launched by Government in September 2021, set out an ambitious 10-year



cross-Government and cross-society approach to addressing unmet literacy needs. ETBs have a pivotal role in the delivery of the strategy, hosting new Regional Literacy Coordinators who will drive collaboration with local stakeholders via a Regional Literacy Coalition and produce a Literacy Action Plan, which will feed into a new national ALL programme office.

WWETB has a long track record in supporting literacy, numeracy and digital inclusion across its region. The pandemic had a major impact on the scale of provision across the sector. From 2018-2021, there was a decline in WWETB provision identified as key to the delivery of Adult Literacy for Life of nearly 9.5%. WWETB managed to maintain levels of engagement from learners requiring literacy support, at a *greater* rate than the FET sector overall. This is encouraging, and suggests that WWETB are well placed to reboot provision back to 2019 levels with a 10% increase by 2024.

As noted earlier, there will continue to be a requirement to be a lead ETB provider of English language support for Ukrainian refugees as part of this expansion, although the length of time for which such support is required remains unclear at the time of agreeing this SPA.

Specifically, WWETB is committed to the following core areas of development in literacy:

- Common assessment approach for literacy in line with national guidance
- Expansion of provision to build digital capabilities
- Working with partners, roll-out literacy awareness training in health, local government, social welfare, community development and other key public interface settings across the region
- Integration of literacy support with provision at NFQ Levels 4-6
- Support of literacy needs of those in employment via Skills to Advance



05

FET Strategy – Creating Pathways

Creating effective pathways into FET, within FET and from FET to higher education will be critical to realising the ambition and targets set out in this agreement. Waterford Wexford ETB has invested significantly in improving access and facilitating a more seamless learner journey through the FET it offers. The Government commitment to a unified tertiary system requires this work to be built upon by developing closer links to HE partners in the region. Putting in place a system which allows pathways into FET throughout lifetimes and careers will also be essential to meet the demands of our rapidly evolving economy and society.

Integrated FET Pathways

The Future FET integrated approach is based on a clear strategy to facilitate progression within FET from one course to another, advancing along the National Framework of Qualifications, with learner guidance and support and quality assurance playing an important role in ensuring potential pathways are transparent from the outset.

WWETB's % change in 'progression within FET' from 2019 to 2021 is slightly better than the overall sectoral change. WWETB will nonetheless seek to reboot to pre-pandemic levels with a strategy including:

- amalgamating services into single buildings or buildings in close proximity. This makes it easier for learners to progress onto courses and it also encourages discussions between learners from the various courses.
- Providing tasters of PLC, apprenticeship, traineeship or other FET offerings to Youthreach and CTC learners.

Guidance services are at the heart of the solution to progress learners on to other courses. The service provides impartial career advice, education and training information, one to one guidance and group guidance to help learners make informed choices. It is committed to providing flexible access to learners across all FET provision.

School to FET Pathways

WWETB has strong links with post-primary schools and has developed a range of initiatives to support **school to FET** pathways. Its strategy to build school to FET pathways includes:

- Taster programmes to Transition Year learners as a block during down time in training centres. One hundred school students registered for the school apprenticeship programme
- WWETB guidance counsellor meets with secondary school Career Guidance teachers to talk about pathways to FET and to increase awareness of FET
- Post-primary schools/centres are aligned to a Senior Training Advisor for their respective geographical area along with offering tours of Waterford Training Centre
- Alternative Learning Provision for potential early school leavers and sporadic attenders
- Task Forces of relevant agencies to develop the connections to support young people sporadically or not attending school.



Waterford Wexford ETB welcomed the opportunity to promote FET courses via a CAO linked site, and notes that this has increased the profile of its offering. WWETB will continue to develop a portfolio of courses to offer school leavers via the CAO link.

WWETB is committed to working with schools and other education providers to encourage participation of students who might not normally consider progressing to College. These include Leaving Certificate Applied students, Youthreach students, Mature Students, and students with disabilities.

While PLC demand has declined recently, this is a pivotal pathway for school leavers to consider and there should be real effort to grow provision and offer taster courses as part of the WWETB offering. The profile of PLC in the region is not helped by dual provision models and WWETB will strive to move all PLC courses to dedicated FET settings over time. The FET-HE pathways available through these courses should also be a strong focus in the marketing to school leavers.

FET-HE Pathways

The traditional strength of training provision in the area, with a relatively small base of PLC provision in comparison to other ETBs of equivalent scale, has meant that there has been a limited focus on FET-HE pathways. The modest levels of progression have also declined quite significantly since the pandemic. WWETB must target a return to pre-COVID FET-HE progression levels and then further growth, placing it as a much more central part of its FET strategy.

This will involve re-engagement with HEIs. It will also involve examination of where FET-HE pathways could be developed, defined and promoted from courses delivered in Waterford Training Centre. Progression agreements are in place with IT Carlow and LIT, but require renewal given the changes in the technological higher education sector. The creation of the Technological University for the South East, with campuses in Waterford and Wexford, provides an opportunity, and a challenge, to creating pathways from FET to HE. There may be a need to further define the Level 6 FET offering between FET and HE providers. The potential for co-development and co-delivery of degree programmes should be explored as this is expected to be a focus in realizing the Government's vision for a unified tertiary education system.

WWETB/WCFE and SETU will collaborate on a pilot programme this year, offering an opportunity for students who drop out of SETU to continue in education on a Pathways to College programme. Students will learn transferrable skills and attain four minor awards of a Level 5 qualification which is mapped on the QQI framework. This Pathways to College programme will enable the learner to return to SETU on a full-time basis. It could serve as a model which could be rolled out across the wider FET and HE systems if successful.

Skills Focused Pathways

As shown in the table below, WWETB evidences strong progression rates to employment. There are strong pathways into the construction industry and also into engineering and manufacturing, reflecting the strength in industrial training and apprenticeship provision. There are also clear pathways into the healthcare sector and into transport and logistics, reflecting the focus of key WWETB courses.

ISCED Description	2019	Cluster	2019
Agriculture, Forestry, Fisheries	3%	Agriculture, Horticulture and Mariculture	3%
Arts and Humanities	5%	Animal Science	1%
		Arts & Crafts	3%
		Media Graphics Communications	2%
		Web Development & Design	1%
Engineering, manufacturing and construction	45%	Built Environment	23%
		Engineering	1%
		Engineering (Electrical)	3.5%
		Engineering (IT)	2%
		Engineering (Mechanical)	10%
		Engineering (Transport)	1%
		Manufacturing	5%
		Financial services	1%
Business and administration and law	7%	Management	3%
		Sales & Marketing	2.6%
		Health, Family, other Social Services	23%
Health and welfare	23%	Information Technology	1%
Information and Communication Technologies (ICTs)	1%		
Education	2%	Research and Education – Training	2%
Natural sciences, mathematics and statistics	1%	Science and Technology	1%
Services	13%	Sport and Leisure	5%
		Tourism	1%
		Transport, Distribution & Logistics	5%
		Food and Beverage	2%

Lifelong Learning Pathways

WWETB is using modular, flexible and technology driven approaches to facilitate lifelong learning.

WWETB is committed to expanding recognition of prior-certified learning and has developed a policy to facilitate this. Procedures are under review for the implementation of recognition of prior experiential learning (RPEL). RPL for access and RPCL are both also available. Certification based on RPEL is not available and has significant challenges. Evidencing of RPEL is onerous for both learner and organization, and some further resourcing is required to reach significant scale.

Waterford Wexford ETB will explore opportunities for developing and rolling out micro qualifications to facilitate a dip in, dip out system.



The passion and expertise of staff in Waterford Wexford ETB and their commitment to putting learners at the heart of everything they do is evident throughout its services. Whilst some progress has been achieved by engaging with staff to expand their remit in delivering integrated service provision, there remain numerous legacy design matters that need to be resolved locally and nationally. As we enter the next phase of FET Strategy Implementation, these matters need to be tackled along with a clear sense of how ETB staffing and structures should evolve to deliver future FET. Waterford Wexford ETB will also work with SOLAS around the creation of a pipeline of capital projects and continue to place a focus on developing FET that is learner and performance centred.

Staffing, Structures and Capabilities

WWETB will work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects the priorities set out in the FET Strategy. This new structure will have to allow for flexibility around re-assignment of roles based on service need, and WWETB will support the introduction of a FET practitioner role as required. A particular focus is required around an integrated management structure for a FET College of the Future. There are clear plans for an integrated FET College in Wexford, and WWETB and SOLAS will work to agree and support the appropriate structure to underpin this. An integrated structure will also be required for the FET College of the Future proposed for Waterford, which brings together what was formerly training and further education activity, and SOLAS will work with WWETB to support work on a capital plan for a FET College in Wexford. WWETB will produce baseline data for existing FET staffing levels to inform the national baseline, identify gaps across the ETBs and to develop the future FET staffing structure.

A strong focus will be placed on the role of Professional Development in terms of upskilling and reskilling staff, through engagement with the Professional Learning and Development hub and related training for WWETB staff. Over half of WWETB FET staff engage in PD and WWETB will work to grow participation.

WWETB will support work to reform the FET funding model. It reflects Waterford Wexford ETB's ambition to move away from programme brands and silos, and it is willing to help pilot any new funding model approaches.

Digital Transformation

Initiation of blended learning, as a result of the pandemic was transformational, and provided an opportunity to expand blended learning at pace. WWETB will maintain and build on the success of blended delivery in certain provision, for example in some Level 5 and 6 programmes, Contracted Training and Skills to Advance.

Apprenticeship induction pre COVID-19 was face to face with approximately 50/60 learners once a month from all over the country to Waterford Training Centre. Induction moved online during the pandemic and the future status is to remain online.

WWETB is using data to drive its FET provision:

A Data Analyst is in place and data is used systematically as part of planning meetings. A FET Programme Data Management Policy is in place and FET Programme Data Indicators are formally reported after year end and mid-year review.

Enabled data infrastructure is required from SOLAS to provide more timely outcomes data, particularly from the CSO related system targets for progression to employment and progression to higher education.

A mechanism/dashboard will be developed by SOLAS for ETBs to track progress on national system targets for 2022-2024.

Quality FET

WWETB is committed to Quality Assurance and welcomed the independent QA process with QQI. While positive overall, there are recommendations for improvement in the areas of data analysis, learner support, programme development, quality assurance and within the context of the learner voice.

QA structures include: Quality Assurance Steering Group, Programme Approval Committee, QA/QQI Coordinators Forum, FET Forum and Centre Level Quality Assurance Roles and Governance Responsibilities in FET.

Continuous improvement to the quality of all activities across WWETB is the responsibility of every staff member through their own individual efforts and through the units in the organisation.

SOLAS will provide the necessary support for curriculum development, which has been identified as a key enabler for Future FET and which will be built on this QA system.



Capital Development

Waterford Wexford ETB will continue its programme of investment in FET capital infrastructure in line with its own estates strategy. The continued consolidation of FET provision in Wexford within an integrated college structure is a key priority. WWETB will aim to continue to expand apprenticeship capacity in Waterford, and it must also consider what an integrated FET college of the future means in a Waterford context and bring forward capital development plans to realise this. A proposal has been agreed between SETU and DFHERIS regarding the current SETU College Street Campus in Waterford City. As a wider aim, dual provision remains in four second-level schools, and WWETB must explore a means to move to a model of FET from dedicated FET settings.

The development of an estates strategy will be central to the development of a pipeline of projects for WWETB, coupled with the requirement to fully expend the annual devolved capital budget. It has identified a gap in provision in County Wexford with a FET College of the Future development proposed there.

It was also noted earlier in this agreement that it relied on leasing arrangements for around two-thirds of its sites. While this can support more agile and flexible responses to emerging skills needs and changes in local demand, WWETB should review whether consolidation can reduce the reliance on leasing, or more permanent capital stock could be put in place to support some of the provision.

SOLAS will continue to develop capital processes to ensure application of the public spending code along with a clear process for capital funding streams and application and approval processes to support WWETB in this regard.

Learner and Performance Centred

The learner voice is hugely important to WWETB. WWETB is committed to expanding and strengthening the Learner Voice, building on the success and impact to date, as evidenced in the QQI Quality Assurance Review.

There is a strong commitment to enhancing learner representation as part of governance structures. A Learner Forum will be created with representation of all programmes and provision. This group will meet two to three times per year. The Learner Forum will report or present to the Teaching, Learning and Assessment Governance Group and QA Steering Group, and set the agenda for the AONTAS Learner Forum.

National activity will continue to be supported by SOLAS. WWETB will engage with any new initiatives introduced in relation to the further enhancement of strengthening the learner voice across the ETB sector.

WWETB will continue to work with SOLAS to progress a model of provision that reduces barriers to learning and will continue to enhance collaboration across education and welfare services.



Learner Voice

“*I am very grateful for the course and it has improved my life in many ways.*”



Public Sector Equality and Human Rights Duty

WWETB is committed to implementing the Public Sector Equality and Human Rights Duty in line with Irish Human Rights and Equality Commission guidance.

FutureFET Outcomes 2020-2024

- FET is available in every community in Ireland, and offers a clear pathway to learners that can take them as far as they want to go *(Simplified pathways)*
- FET is transformed in its delivery and expands the portfolio of opportunities for learners at any level to further their education *(Easier access)*
- FET is for everyone and inspires people to believe in themselves to reach their potential *(Learner experience)*
- There is a greater awareness of FET and it is valued by learners, employers, Government and communities *(Powerful identity)*
- The economic and social impact of further education and training is strongly evidenced by producing a stream of graduates with the necessary skills required for the labour market *(Skills for local needs)*

System Targets and Definitions

2018 – 2020 Definitions (as revised in the mid-year process)

Target 1, Progression to Employment Based on specific ETB programmes and reported as ISCED and Skills Clusters and provided by the CSO. (Data tracked by the ETB to capture employment outcomes outside of the CSO data set and the 2018-2020 definitions are to be reflected in the new agreement as it progresses).

Target 2, Progression within FET and progression from FET to HE. Includes all programme provision for FET, measured on PLSS. Progression from FET to HE provided by the CSO. The FET to HE progression measure includes anyone who had a finish date in the same year, e.g., learner in FET in 2018 who enrolled in HE in 2018. Now includes all PLC as a progression pathway.

Target 3, Transversal Skills progression, measured by certification levels within specific programme categories.

Target 4, Lifelong Learning engagement. Revised (as had been anticipated) as over 25 year olds (in line with EU definition) participation became available from PLSS.

Target 5, Key Skills Needs, measured by defined skills clusters and skills certification.

Target 6, New Models of Provision, measured by traineeship starters. (Additional information is available on Apprenticeship progression in the ETB over the period 2018 – 2021).

2022-2024 Definitions and Targets



Supporting Jobs

Employment Outcomes: Return employment outcomes to 2019 levels and grow by a further 10% by 2024. Specific reports will be provided to the ETB by SOLAS on this target from the CSO via ISCED/Skills Cluster annually and earlier if possible. Learners can be tracked across Levels 5 and 6 and will no longer be specific to only certain types of provision, (or skills cluster) in line with the FET Strategy. Employment is defined as continuous 12 weeks employment within 12 months of exit from FET and may include multiple employers. Will include early leavers as well as completers from 2022. The initial target number is the 2019 baseline of 26,776 with a further 12.7% increase to 30,172 by 2024.

Skills to Compete: To deliver 50,000 places to support those who have lost their job to find a pathway back to sustainable work (building on the commitments set out in the National Recovery and Resilience Plan 2021-2022 and the Pathways to Work Strategy). Learner numbers will be tracked from PLSS in the new learner dashboard and will be defined as the agreed definitions within the Skills to Compete Implementation Guidance (July 2021) until any further guidance overrides this. As per the National Recovery and Resilience Plan the target number for 2022 includes a minimum requirement to deliver 8,900 enrolments and achieve 16,700 Skills to Compete places by the end of 2022. The target agreed for this is 22,956 by 2024.



Creating Pathways

Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024. Includes learners who progress at the same level or higher across all provision. Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 33,675, with a further 6.7% increase of 35,958 by 2024. This target will be reviewed in late 2022 with the aim of increasing to the national 10% target of 37,042 by 2024.

Progression from FET-HE: Grow levels of progression from FET-HE by at least 10% by 2024, 2019 baseline of 5,608. Specific reports will be provided to the ETB by SOLAS on this target from the CSO annually. The FET to HE progression measure includes anyone who had a finish date in the same year, e.g., learner in FET in 2022 who enrolled in HE in 2022. The initial target number is the 2019 baseline trend of 5,364 with a further 24% increase by 2024.

2022-2024 Definitions and Targets



Fostering Inclusion

Transversal Skills: Return certification at NFQ Levels 1-3 to 2019 levels and grow by a further 10% by 2024. Learner numbers can be tracked from PLSS in the new learner dashboard. Levels 1-3 completion and partial completion. The initial target number is the 2019 baseline of 29,328 with a further 10.5% increase by 2024.

Widening Participation: Return participation levels by key target groups to 2019 and resume growth. Includes learners who self declare they have a disability, are from the Roma Community, are from the Traveller Community, are a declared refugee or asylum seeker. Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 baseline of 17,271 with a further 12.8% increase of 19,474 by 2024.

Adult Literacy for Life (ALL): Increase provision for literacy and numeracy in line with the 10 year ALL Strategy. Specific targets to be measured against the indicative ALL Strategy targets. Return to 2019 levels of 60,000 and develop in line with the ALL Strategy ambition. The target for 2024 is 70,095 which is an increase of 16.8% from the baseline established in 2019.



Upskilling Through Lifetimes and Careers

Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by up to a further 10% by 2024. Age restrictions only, 25 to 64 (unique learner count). Total enrolments (starters plus those who started on a course before 1st Jan but were still on course during the next year). Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 105,783 with a further 7.4% increase of 113,605 by 2024. This target will be reviewed in late 2022 aiming to increase to the national 10% target of 116,361 by 2024.

Skills to Advance: Continue to grow workforce upskilling enrolments based on the growth to date. Specific national targets are indicated for each year 2022-2024. Learner numbers can be tracked from PLSS in the new learner dashboard. The target number for 2022 is 14,934 with an increase of up to 22,290 by 2024.

2022-2024 Definitions and Targets

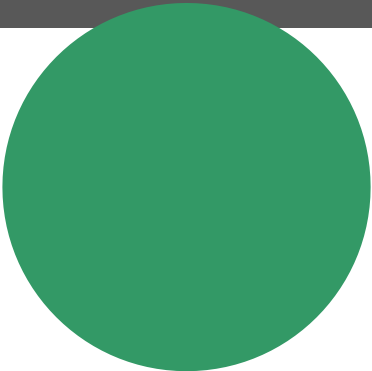


Targeting Key Skills Needs

Key Skills Needs: Grow the number of places addressing key skills needs by at least 10% based on 2019 trend baseline. To include certification completions based on key skills clusters (to be revised for 2023). Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 30,290 with a further 15.6% increase of 35,008 by 2024.

Retrofitting Skills Provision: Stimulate industry demand to deliver NZEB/retrofitting upskilling places. To tie in with commitments in the National Recovery and Resilience Plan 2021-2022 and the Housing for All Strategy. Learner numbers can be tracked from PLSS in the new learner dashboard. Minimum target of 2,650 registrations in 2022 in line with the National Recovery and Resilience Plan and the SOLAS Green Skills Action Programme. Targets set for 2024 are 7,150.

Green Skills for All: Embedding of a core green skills module across FET courses. To include the new eCollege Green Skills Module to be added to PLSS in 2022. Learner numbers can be tracked from PLSS in the new learner dashboard. Target of 60,000 learners in line with the National Recovery and Resilience Plan and the SOLAS Green Skills Action Programme. Target set for 64,000 by 2024.



System Infrastructure and Framework for Measuring Performance

System Infrastructure and Framework for Measuring Performance

Good performance management requires continuous monitoring of outcomes, feedback, dissemination and learning from results. Open and constructive relationships between SOLAS and the ETBs will also lead to good performance management. SOLAS will engage with all ETBs throughout the period of these Strategic Performance Agreements both formally and informally. In turn ETBs are asked to engage all staff and their Boards in the implementation and the ambition of the Agreements as a mechanism to achieve the vision of the National FET Strategy 2020 - 2024. To achieve the desired performance all must be involved in shaping Strategic Performance Agreement enactment at local level.

The accompanying national system report to the Strategic Performance Agreements includes a detailed overview of the overall governance arrangements.

Data Infrastructure

Also central to good performance management is data infrastructure. A live data dashboard using Tableau and the PLSS management information system will be developed so that performance data can be viewed by both SOLAS and ETBs in real time. This will support self-evaluation on the part of ETBs and allow adjustments to be made in ETB planning prior to mid term review of the Agreements and closing off Agreements at a later date.

Review Mechanisms

The mid term review is scheduled for Q4 2023, this will provide an opportunity to review targets and national and local ambition.











System Infrastructure and Framework for Measuring Performance

Enabling Infrastructure & Design

Governance, monitoring, data sets, proposed infrastructure to enable success as well as provide a clear process for revision, review and possible performance oversight and action



WWETB Ambition 2022-2024 at a glance

-  Continue to focus on a single integrated FET campus in Wexford and develop the appropriate model by which an integrated FET college of the future can also be realised in Waterford.
-  Build on its pioneering work in establishing specialist expertise in NZEB/retrofitting by expanding provision at its Centres of Excellence. Support the roll out of Green Skills for All by offering the Level 4 in Environmental Sustainability Awareness.
-  Grow its apprenticeship capacity by continuing to adopt the emergency three intake model, and investing in new workshops and instructors.
-  Roll out a consistent approach to assessment of learner support needs across all provision, including literacy needs, and the application of the Fund for Students with Disabilities to all FET.
-  Continue to grow and build on the solid school - FET pathways and ensure a strong offering of a wide range of Level 5/6 options via the CAO linked site.
-  Refocus on certification of learning at NFQ Levels 1-3 to address the major fall in certification levels during the pandemic.
-  Develop a plan to address falls in progression within FET by integrating programmes in single locations, restructuring away from legacy programmes, moving away from dual provision models for PLC and providing taster options to encourage FET pathways.
-  Pilot an initiative with South East Technological University on supporting non-completers through FET pathways, as part of a re-engagement process to build FET-HE links.
-  Use the capacity built up in quality assurance and experience in shaping new skills responses to drive agile programme development in partnership with industry and other ETBs.
-  Provide analysis of full FET staffing base to feed into national work on future staffing framework and work to define and pilot future FET practitioner role.

Glossary

ALL	Adult Literacy for Life	NZEB	Near Zero Energy Building Standard
CAO	Central Applications Office	PLC	Post Leaving Certificate
CSCS	Construction Skills Certification Scheme	PLD	Professional Learning and Development
CSO	Central Statistics Office	PLSS	Programme and Learner Support System
CTC	Community Training Centre	PWD	Persons with a Disability
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science	Q1	Quarter 1
DSP	Department of Social Protection	QA	Quality Assurance
ETB	Education and Training Board	QQI	Quality and Qualifications Ireland
EWSS	Employment Wage Subsidy Scheme	QSCS	Quarries Skills Certification Scheme
FET	Further Education and Training	RPL	Recognition of Prior Learning
HE	Higher Education	RPCL	Recognition of Prior Certified Learning
HEA	Higher Education Authority	RPEL	Recognition of Prior Experiential Learning
ISCED	International Standard Classification of Education	SLMRU	Skills and Labour Market Research Unit
KPI	Key Performance Indicators	SOLAS	An tSeirbhís Oideachais Leanúnaigh Agus Scileanna
MAEDF	Mitigating Against Educational Disadvantage Fund	SPA	Strategic Performance Agreement
NFQ	National Framework of Qualifications	TU	Technological University
NRRP	National Recovery and Resilience Plan	TY	Transition Year
NTF	National Training Fund	UDL	Universal Design for Learning



wwetb
Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
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