Strategic Performance Agreement
2018 – 2020

Tipperary Education and Training Board

etb
Bord Oideachais agus
Oiliúna Thiobraid Árann
*Tipperary Education and
Training Board*

SOLAS
learning works

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

European Union

Investing in Your Future

European Social Fund
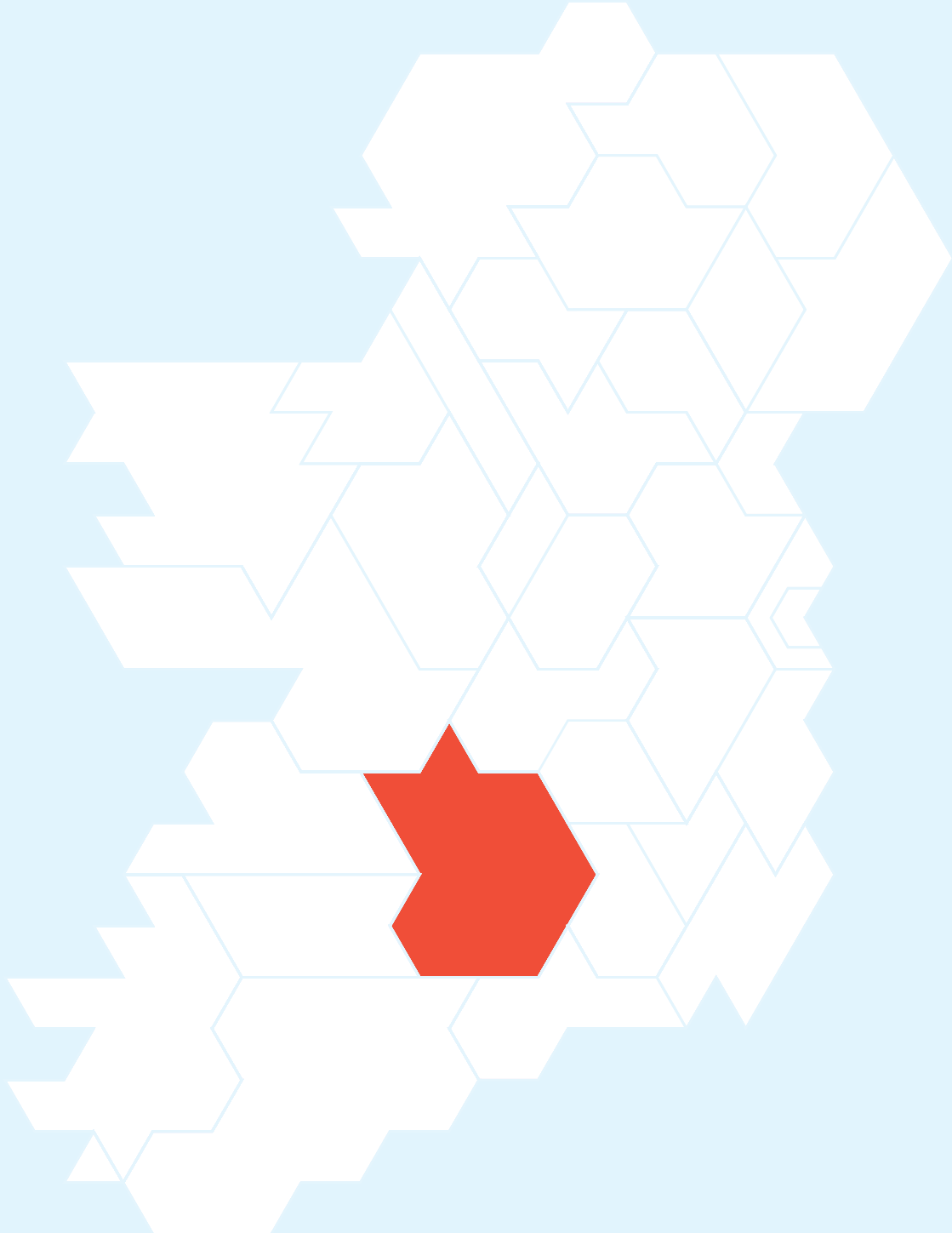
Table of Contents

1.   Introduction

Introduction

This agreement between SOLAS and Tipperary Education and Training Board (Tipperary ETB) 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 Tipperary ETB, with independent input and validation from a panel of experts with an understanding of Irish and international good practice in further education and training systems.

2. Profile of the ETB Region

Section 2
Profile of the ETB Region

Tipperary ETB serves an area with a population of 159,533 (recorded by the CSO in 2016). The population grew by 0.5% between 2011-2016; less than the national average of 3.8%. A small majority of the population (58.4%) resides in a rural setting, while the remainder (41.6%) resides in an urban setting. The county is served by an extensive road network with the M7 crossing the northern half of the county while the M8 crosses through the southern half linking with the N24 to Waterford. The largest town in the County is Clonmel (17,140 people) followed by Nenagh (8,968), Thurles (7,940) and Cashel (4,422). At the 2016 Census, the unemployment rate was recorded at 14.6%; however, with the national unemployment rate at 5.1% in July 2018, the county figure will have dropped since the Census. It is important to state that traditionally, Tipperary has had a higher unemployment rate than the national average.

The POBAL Deprivation Index score for both South Tipperary and North Tipperary was 'marginally below the national average' (-4.4 and -2.1 respectively). Areas with the highest levels of unemployment are concentrated in the main towns with particular high pockets of unemployment in Tipperary (27.6%), Carrick on Suir (27.1%), Fethard (23.3%), Roscrea (22.2%) and Thurles (20%).

2.1 Learner Profile

Key characteristics of the Tipperary ETB learner profile include:

— The proportion of people with no formal education or primary level education only has dropped from 15.9% to 13.4% in 2016, but still higher than the national average of 12.5%.

— One in four (26%) people in Tipperary has achieved a third level education.

— Approximately 40 to 45% of learners taking a place in Adult literacy courses in TETB are long term unemployed.

— 34% of learners who participated in BTEI in 2017 in TETB were categorised "long term unemployed."

— 14.8% of the population is recorded as having a disability, higher than the State average of 13.5%. In TETB, 1,275 learners reported having a disability in 2017, which was 253 higher than the projected amount for that year.

Tipperary ETB Area 2016

POPULATION
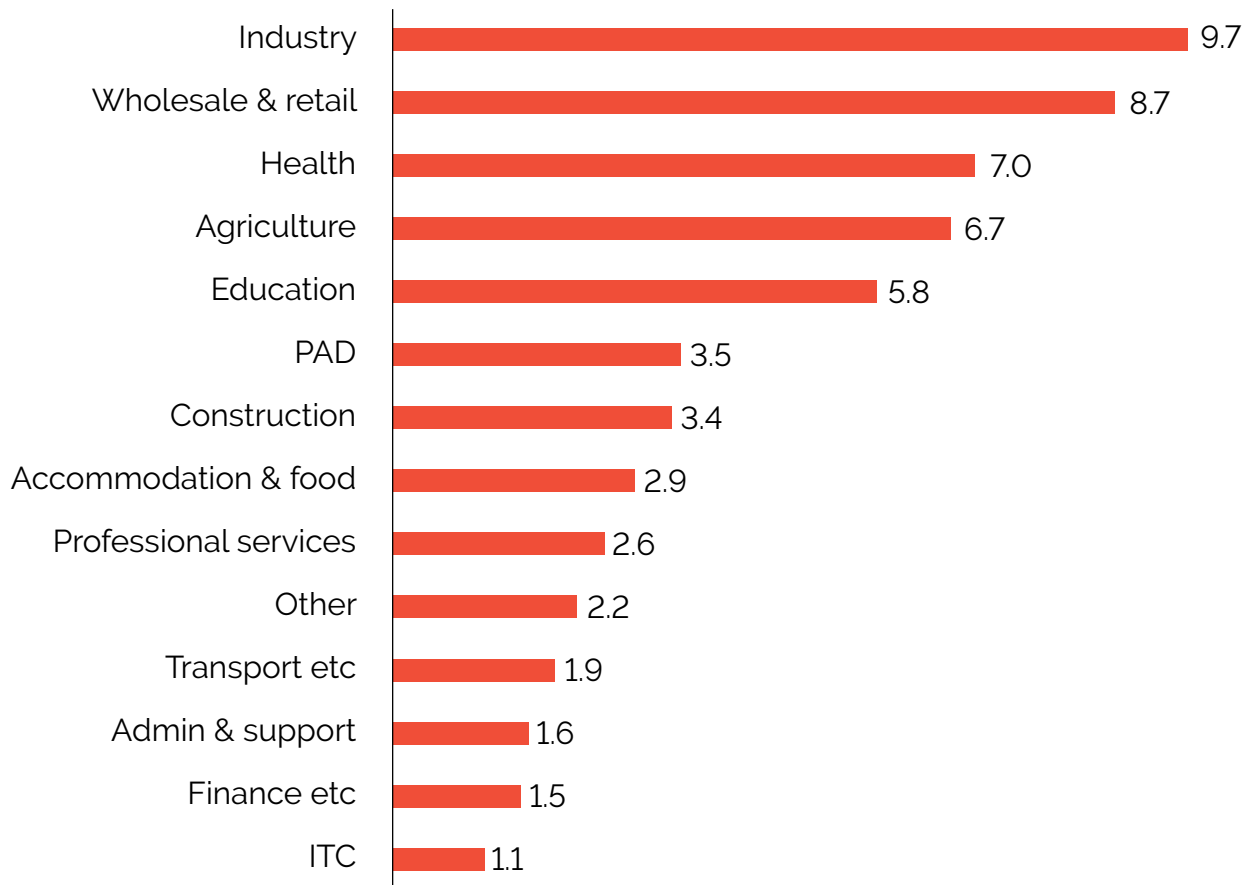## 159,533

UNEMPLOYMENT
14.6%

(Source: 2016 Census)

2.2 Enterprise Base

County Tipperary's economic profile is that of a rural economy comprising mainly of agricultural, foreign direct investment (FDI), and indigenous enterprises – microenterprises and SMEs – which operate across a range of sectors. The county's diverse economy includes:

— a medi-pharma hub around Clonmel that includes Abbott Vascular, Boston Scientific, Suir Pharma, MSD, and Pinewood Laboratories

— manufacturing enterprises such as Bulmers, Medite Ireland, Carey's Glass, and Tipperary Natural Mineral Water

— Retail, recreation, and financial services e.g. First Data is a new and significant employer of global commerce in Nenagh

— agriculture and food production which includes artisan foods

— a horse breeding industry which includes the world renowned Coolmore Stud Farm and Ballydoyle Racing Stable

— tourism which offers significant potential for the rural economy (Source: County Tipperary Local Development Strategy 2014-2020)

The County Development Plans (North and South) emphasise the importance of the agricultural and bloodstock sectors to the local economy with a number of other natural resource industries such as quarrying, forestry, tourism, and bio-energy developments. The importance of health, manufacturing, retail and agriculture industries to the county is reflected in the employment profile in the diagram below.

Sectors of Employment in Tipperary (Source: 2017 Skills and Labour Market Research Unit data)

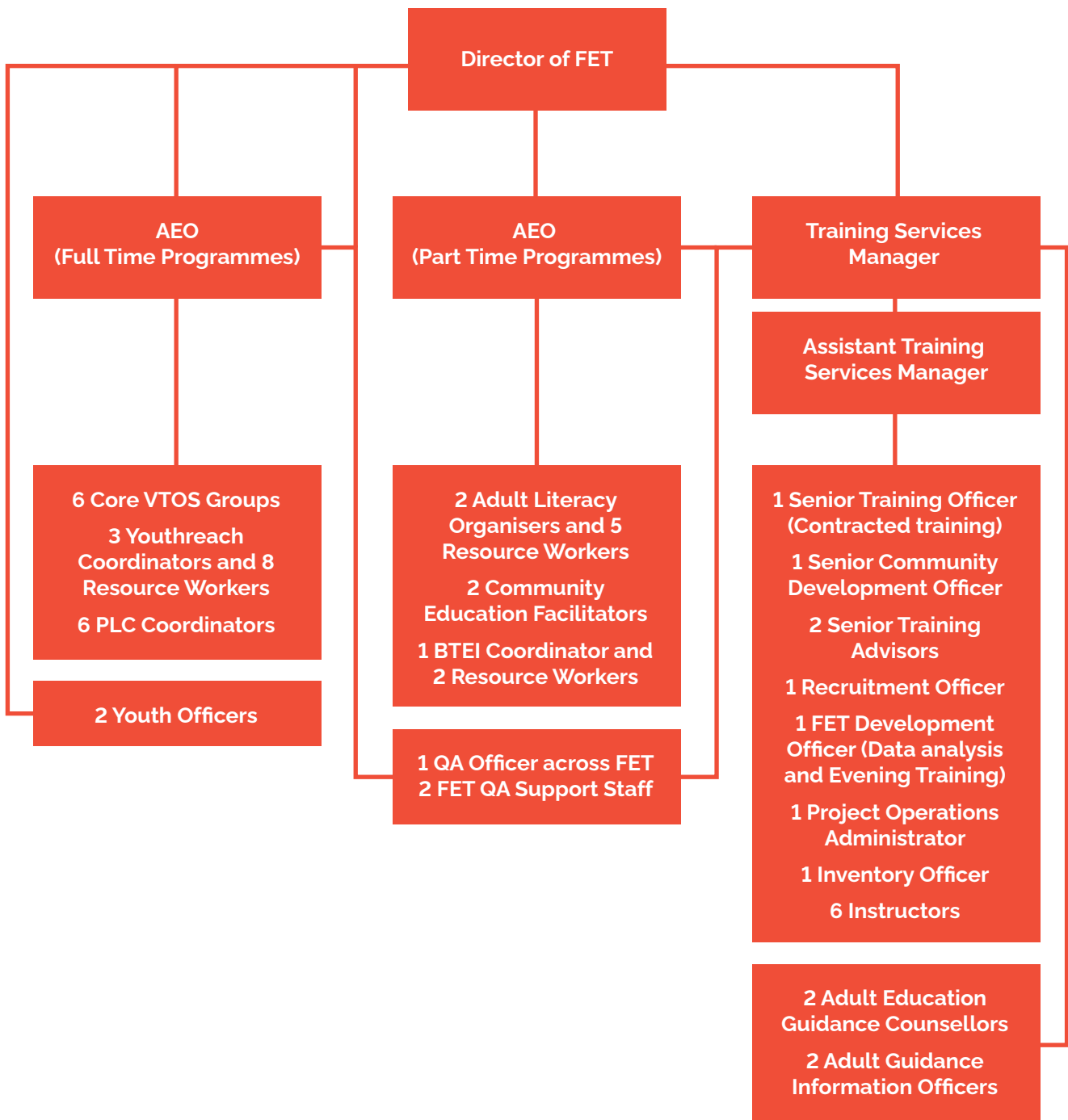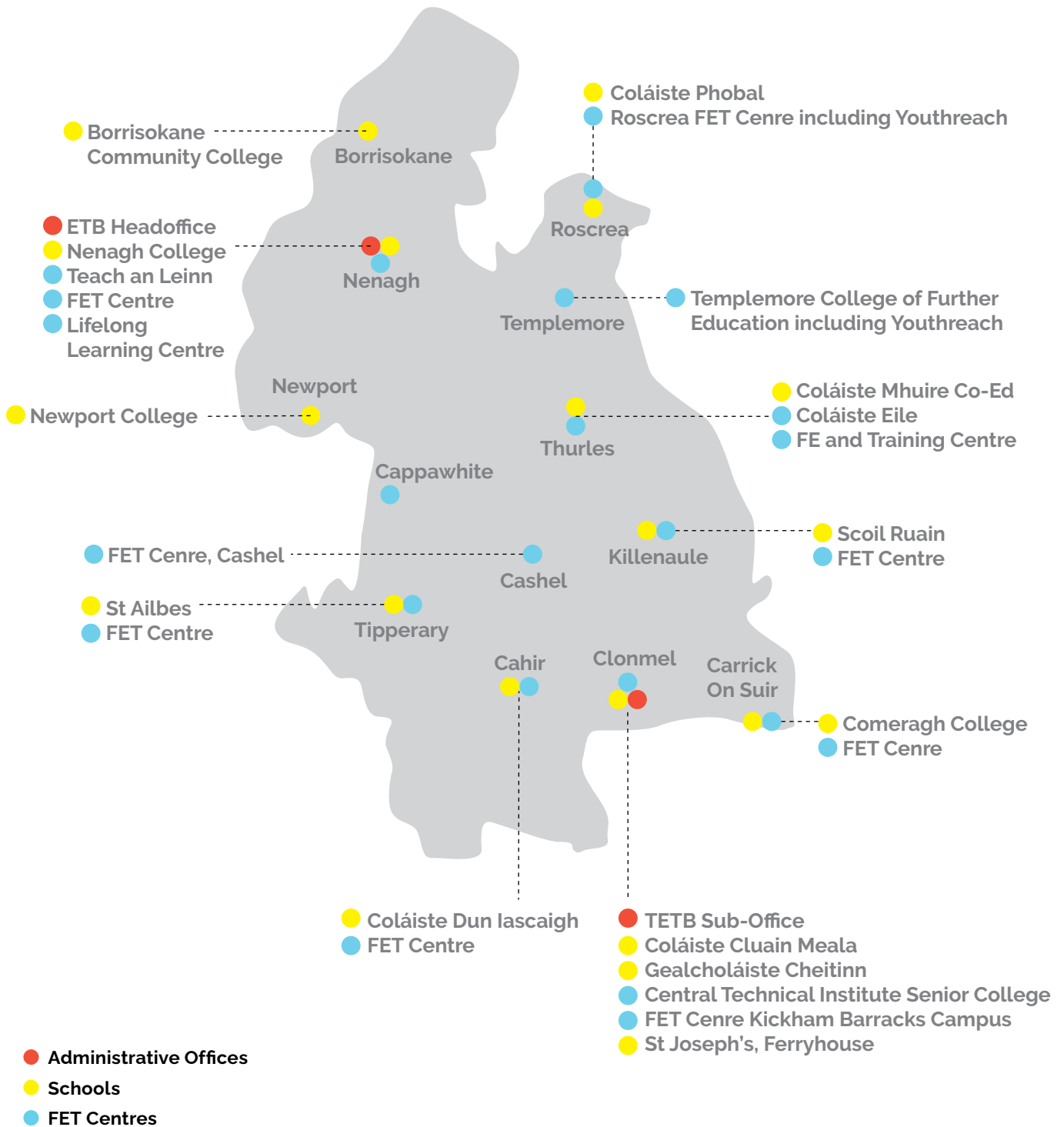| Sector	Value
Industry	9.7
Wholesale & retail	8.7
Health	7.0
Agriculture	6.7
Education	5.8
PAD	3.5
Construction	3.4
Accommodation & food	2.9
Professional services	2.6
Other	2.2
Transport etc	1.9
Admin & support	1.6
Finance etc	1.5
ITC	1.1

3. ETB FET Provision

Section 3
ETB FET Provision

3.1 Staffing and Infrastructure

The overall FET organisational structure is set out on this page. There are 76 FET staff, of whom 13 are clerical staff shared across all FET provision in the county. In addition, there are approximately 70 part-time tutors employed to deliver courses in different settings.

Director of FET

AEO (Full Time Programmes)

AEO (Part Time Programmes)

Training Services Manager

Assistant Training Services Manager

6 Core VTOS Groups

3 Youthreach Coordinators and 8 Resource Workers

6 PLC Coordinators

2 Youth Officers

2 Adult Literacy Organisers and 5 Resource Workers

2 Community Education Facilitators

1 BTEI Coordinator and 2 Resource Workers

1 QA Officer across FET
2 FET QA Support Staff

1 Senior Training Officer (Contracted training)

1 Senior Community Development Officer

2 Senior Training Advisors

1 Recruitment Officer

1 FET Development Officer (Data analysis and Evening Training)

1 Project Operations Administrator

1 Inventory Officer

6 Instructors

2 Adult Education Guidance Counsellors

2 Adult Guidance Information Officers

In addition to the main ETB centres of provision set out in the map below, there are **34 outreach locations** where programmes are delivered.

Borrisokane
Community College

Borrisokane

ETB Headoffice
Nenagh College
Teach an Leinn
FET Centre
Lifelong
Learning Centre

Nenagh

Newport

Newport College

Cappawhite

FET Cenre, Cashel

Cashel

St Ailbes
FET Centre

Tipperary

Cahir

Coláiste Phobal
Roscrea FET Cenre including Youthreach

Roscrea

Templemore

Templemore College of Further Education including Youthreach

Coláiste Mhuire Co-Ed
Coláiste Eile
FE and Training Centre

Thurles

Killenaule

Scoil Ruain
FET Centre

Clonmel

Carrick On Suir

Comeragh College
FET Cenre

Coláiste Dun Iascaigh
FET Centre

TETB Sub-Office
Coláiste Cluain Meala
Gealcholáiste Cheitinn
Central Technical Institute Senior College
FET Cenre Kickham Barracks Campus
St Joseph's, Ferryhouse

● **Administrative Offices**
● **Schools**
● **FET Centres**

3.2 FET Provision

Tipperary ETB received funding of **€21.4m** from SOLAS in 2017 to deliver a range of FET provision and services within the county as described below, supporting over 10,000 beneficiaries[1]

— **Adult Guidance and Information:** This service provides a quality Educational Guidance and Information service for adults. The services offered by the AEGI include impartial adult education information, one-to-one guidance and group guidance, which will help people to make informed educational, career and life choices. Tipperary ETB operates an Adult Information and Educational Guidance Service in Clonmel and Nenagh

— **Recruitment:** Our Recruitment Officer is based with Training Services but links with Information Officers with regard to PR and external stakeholder engagement, e.g. DEASP and other relevant agencies.

— **Adult Literacy Service:** This service operates countywide with our **two offices based in Nenagh and Clonmel**. This service provides Group tuition, 1:1, Intensive Adult Basic Education, Numeracy, Skills for Work, e.g. farmers, English for Speakers of Other Languages (ESOL), and Family Learning. QQI Levels 1-3 accreditation is available.

— **Community Education** takes place in **34 locations** in the county, offering communities based in towns and rural villages a step on the first rung of the FET ladder.

— **Back-to-Education Initiative (BTEI) operates countywide**, offering day and evening part-time accredited provision at QQI Levels 3-5 in key career clusters, such as Healthcare, Horticulture, Retail, Childcare, ICT.

— **Youthreach**, a full-time programme for young early school leavers, is offered in **3 Centres** located in Cappawhite, Roscrea and Templemore.

— **VTOS (Core)**, a full-time programme for the long-term unemployed, is available in **6 locations**: Nenagh, Thurles, Clonmel, Cahir, Carrick-on-Suir (CSO blackspot), and Tipperary Town (CSO blackspot). This programme offers a mixture of Leaving Certificate subjects and QQI certification.

— **Post Leaving Certificate:** over 300 full-time year-long courses at levels 5 and 6, available in 6 locations: Clonmel, Cahir, Thurles, Templemore, Roscrea, and Nenagh with a cap of 923 places. Provision is aligned to main clusters offering employment opportunities.

NOS COMMENCING COURSES

8,315

NOS COMPLETING COURSES

7,124

NO OF OVERALL BENEFICIARIES

10,220

— **Youth Service** – operated countywide with offices in Nenagh and Clonmel, with a Youth Officer in each location.

— **Apprenticeships - currently 6 apprenticeships** including 4 in electrical and others in electronic security systems and construction plant are offered in our new FET centre in Thurles. We offer Phase 2 provision here.

— **Traineeships**, full-time programmes with a strong work placement focus in a certain skill clusters, are being offered in **4 skill sectors** for 2018.

— **Contracted training**, full-time training in particular skills, is offered throughout the county, with approximately **34 planned for 2018**, in skills of employment demand.

— **Evening Training**, a part-time option for upskilling those in employment, offers a menu of approximately **36 courses planned for 2018**.

— **Local training Initiatives** are available in 7 locations: Carrick-on- Suir; Clonmel; Cashel (2) ; Tipperary Town; Littleton; and Cahir.

— **Three Community Training Centres** are funded by TETB in Clonmel, Thurles and Nenagh.

— **Specialist Training Providers** are located in Clonmel- NLN and Cluain.

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

It is also important to acknowledge Tipperary ETB's role in delivering courses to learners on a self-financed basis across many of its second level schools in the evenings, with 392 individuals participating in such lifelong learning activities in 2017.

Analysis of provision in 2017 is set out by skills cluster in the table below. The table highlights the strong focus on transversal skills development within the general learning and core personal categories. Specific career clusters of business, health, hairdressing, and transport are strong, with scope to increase engineering and manufacturing rates when our apprenticeships start in 2018.

2017 Provision by Skills Cluster

	Total Actual Beneficaries	% of Total Beneficaries
Agriculture, Horticulture and Mariculture	53	0.52%
Animal Science	46	0.45%
Art, Craft and Media		
Arts & Crafts	94	0.92%
Built Environment	105	1.03%
Business, Admin & Management		
Business, Administration	469	4.59%
Core ICT	545	5.33%
Core Personal	2,815	27.54%
Engineering	67	0.66%
Engineering (Electrical)	0	0.00%
Engineering (IT)	0	0.00%
Engineering (Mechanical)		
Engineering (Transport)		
Entrepreneurship	0	0.00%
Financial Services	33	0.32%
Food and Beverage	75	0.73%
General Learning	3,000	29.35%
Hairdressing, Beauty and Complementary Therapies	414	4.05%
Health, Family other Social Services	1,438	14.07%
Information Technology	81	0.79%
Management	23	0.23%
Manufacturing	35	0.34%
Media Graphics Communications	47	0.46%
Research and Education-Training		
Sales & Marketing	152	1.49%
Sampling Skills		0.00%
Science and Technology	0	
Security, Guarding & Emergency Services	50	0.49%
Skills Sampling, General Learning & Core Personal	171	1.67%
Sport and Leisure	141	1.38%
Tourism	23	0.23%
Tourism and Sport		
Transport, Distribution & Logistics	343	3.36%
Web Development & Design	0	0.00%
Total	**10,220**	

4. ETB Strategic Priorities

Section 4
ETB Strategic Priorities

4.1 ETB FET Strategic Priorities

The goals and priorities of the **Tipperary ETB Statement of Strategy 2018-2022** are listed below. They are high level goals and priorities that span the entire organisation; however, many of them complement the goals of national strategies linked to FET, such as the SOLAS FET Corporate Plan; SOLAS FET Strategy; and Action Plan for Education, especially in cross-cutting areas of quality provision, professional development, skills for the economy, governance, inclusion, learner retention and progression, standing of FET, and outcomes based planning.

GOAL 1.	GOAL 2.	GOAL 3.	GOAL 4.
Lead the development of quality provision to meet the education and training needs of learners and the wider community engaging with the ETB	Continue to build an effective and progressive organisation and adhere to best practice in Corporate Governance and Compliance.	Develop modern, dynamic learning and working environments, & embrace innovation & technologies in support of learners and staff.	Communicate and collaborate in an effective manner to reinforce inclusivity and promote our organisation.

Strategic PRIORITY 1.1	Strategic PRIORITY 2.1	Strategic PRIORITY 3.1	Strategic PRIORITY 4.1
Ensure education and training provision & youth services are quality-assured, relevant, innovative & evidence-based.	Develop an organisational structure that ensures purposeful integration of services and reflects evolving needs.	Continue to improve and invest in facilities	Enhance internal and external communication across the organisation using the most up-to-date methods.
Strategic PRIORITY 1.2	**Strategic PRIORITY 2.2**	**Strategic PRIORITY 3.2**	**Strategic PRIORITY 4.2**
Demonstrate a commitment to all learners across the organisation by developing policies and practices that improve access and appropriate course placement.	Support the on-going professional needs of staff and Board members to develop capacity and skills.	Create inclusive and creative practices and environments	Establish mechanisms for feedback from learners, staff, Board members, and stakeholders

Strategic PRIORITY 1.3	Strategic PRIORITY 2.3	Strategic PRIORITY 3.3	Strategic PRIORITY 4.3
Encourage activities that promote wellbeing in all our schools and centres.	Ensure robust corporate governance, practices and compliance across the organisation.	Embrace and utilise new technology	Foster a culture of collaboration and partnership with stakeholders and showcase best practice.
Strategic PRIORITY 1.4	**Strategic PRIORITY 2.4**		**Strategic PRIORITY 4.4**
Develop and implement integration of literacy and numeracy across provision.	Undertake regular planning and review to improve the provision of all services.		Engage in a variety of activities that promote Tipperary ETB as an organisation of high-standing that is responsive to evolving education and training needs.
Strategic PRIORITY 1.5			**Strategic PRIORITY 4.5**
Improve inclusion of all learners via targeted provision. that meets the needs of specific learner groups, providing learner supports to assist successful participation.			Recognise and communicate achievements and contributions of specific groups and individuals within the organisation.
Strategic PRIORITY 1.6			
Support innovation, creativity and change across all provision.			

Tipperary ETB operates strong management structures around FET provision, with the Director of FET linking with Tipperary ETB Senior Management – the CE and Directors of Schools and Organisational Support and Development. Tipperary ETB FET Senior Management Team (SMT) reports to a FET Committee, comprised of 4 ETB members and relevant stakeholders. A Youthreach Advisory Group was established to support the 3 Youthreach Centres.

Tipperary ETB FET SMT consists of the Director of FET, Training Services Manager, and 2 Adult Education Officers, one of which is responsible for part-time provision and the other for full-time FE. The team meet regularly to plan strategically and develop the above priorities. ***At the heart of our planning is the learner experience, in terms of quality teaching and learning, and overall well-being. Many of our priorities are linked to this***.

4.1.1 Employer Engagement

Employers are a key stakeholder across FET in Tipperary ETB. For provision at Levels 5-6, we engage to improve course relevance for employment outcomes. On PLC provision, we continuously review offerings for course relevance and work closely to link the PLC sector with employers. Traineeships are tailored for maximum immersion in the workplace in career clusters where there are employment opportunities. For provision at Levels 3-4, we build links with employers for valuable work placement, mock interviews and career preparation. For provision at Levels 1-3, we ensure employers are aware of programmes that can improve the digital literacy, numeracy, and communications of their workforce, e.g. Skills for Work. TETB has engaged with a variety of companies by meeting employee onsite, for e.g. Bord na Móna and Tipperary ETB collaborated with Tipperary LEO to conduct a survey of training needs of employers. In January 2018, we launched our survey entitled Analysis of the Education, Training, and Business Needs of Companies in County Tipperary (2017). At the launch, over 100 employers in the county attended and were part of discussion groups. This allowed us to begin a relationship with local employers, who have since been contacted for advice on new course provision, as well as interest in our workforce development provision, e.g. Skills for Work. We also were very fortunate in having an employer who hosted a trainee in the Accountancy Pathway Traineeship speak to the room of employers. "Employer Ambassadors" are a powerful way of encouraging other employers to engage.

Tipperary ETB provided a targeted response to the closing of both Bord na Móna and Coty over 2017 to 2018. With regard to Bord na Móna, We were involved as part of the response team with SIPTU College. In conjunction in Bord na Móna management, SIPTU Union, SIPTU College and Tipperary ETB, a planned response set of actions was developed and presented to the workforce. Subsequent to this, We delivered an agreed programme of courses to support ICT and digital skills development through our Skills for Work Programme. Adult Information and Guidance service supported the workers to research and apply for educational courses in Tipperary.

The farming community in Tipperary has been been supported through the roll out of AIM (Animal Identification and Movements) training. Through an agreement with Skills for Work, we are able to access dedicated training for nominated tutors through the Department of Agriculture, Food and the Marine. In the classroom, we have access to a training site where farmers learn to register animal births and deaths, comply with movement procedures from farm to farm or farm to mart, print compliance certificates etc. Tipperary has a vibrant farming economy but many of its farmers are early school leavers who do not have computer skills adequate to the current methods of administration required. Tipperary ETB has been able to make a very real difference for the farming community by providing this training at times and dates during the year when it suits farmers and in many different locations.

The Skills for Work programme successfully engages with employers in the county as set out in the table below.

Sector of Employment	Employers	Education Programme
Agriculture	Range	AIM Training (Online Herd Registration); Communications through ICT
Retail	Range	Digital Skills
Food Manufacturing	APB in Cahir; Ribworld in Fethard	English Language for the Workplace;
Manufacturing & Retail	ABP; Quigleys Bakery; Woodies	Communications through Computers
Public Sector	Tipperary County Council	Workplace Reporting
Manufacturing	Bord na Móna	Communications through Computers
Pharma/Manufacturing	Coty	Communications through Computers

Participation in **DES Regional Skills Forums** in the Southeast and the Mid-West help TETB forge new links with industry. The **Explore Programme** is being rolled out, and TETB will be meeting staff of **First Data in Nenagh** at our next Mid -West Regional Skills meeting**.**

4.1.2 New Programme Development

Our Strategic Priority 1.6 in the TETB Statement of Strategy is to "**Support innovation, creativity and change across all provision."** Changing provision to ensure relevance is key, and this has happened in the PLC and VTOS space, with the cessation of some courses and the introduction of others, e.g. Laboratory Techniques, to attract both genders to a STEM – focussed course, and a shift from ECDL to a **Major Level 5 Award in VTOS in Contact Centre Skills** in **Carrick -on -Suir**. Over the last two years, TETB placed a larger emphasis of driving, forklift and warehouse to meet the needs of industry and learners presenting to DEASP offices. Over the next 3 years TETB will continue to offer these programmes to a lesser extent to cover new areas identified. The frequency of the following programmes will be reduced: Bus Driving (D Licence), Delivery Driver, Forklift & Stock Control, Heavy Goods Vehicle Driving (HGV) – Artic, Heavy Goods Vehicle Driving (HGV) – Rigid, Mini-Bus Driving Course (D1 Licence) and Warehouse Operative

With a new FET centre in Thurles, TETB is embarking on an **expansion of apprenticeships and traineeships in the county.** This links with national targets set by DES and SOLAS, and is a way for us to ensure that Thurles can become a flagship integrated FET centre by 2020. TETB is offering 6 apprenticeships in 2018:

— 4 Electrical
— 1 Electronic Security Systems
— 1 Construction Plant

We are exploring the new Hairdressing Apprenticeship with LCETB. The pace of new apprenticeship development is increasing, with other opportunities in Auctioneering and Property Services (due to commence in September 2018) and Professional Sales Associate (scheduled for 2019) and TETB will progress its interest in delivery of these and/or other programmes.

TETB converted existing specific skills training programmes to **traineeships** based on a clear rationale:

— **Medical Administration:** The medical administration course operated successful as a specific skills course with good outcomes. A recent ESRI report suggests that the demand for staff across the healthcare sector is projected to increase with the growing and ageing of population.
— **Logistics and Distribution:** Logistic and Distribution has been offered in a number of areas as a specific skills course. Following feedback from the previous Logistics & Distribution course, it was recommended that the work placement aspect of the course be extended to meet employer's needs and provide a better learning experience for the learner. The development of a traineeship programme is triggered by identification of a skills need within a particular industry and this was identified for Logistics & Distribution in the Clonmel area.   Successful learners receive an award at Level 5 on the National Framework of Qualifications. The work-based component is supported by an in-company mentor/supervisor who oversees completion of each trainee's skills checklist on-the-job.
— **Life Sciences Manufacturing Operations:** The development of a traineeship programme is triggered by identification of a skills need within a particular industry and this was identified for Life Sciences & Manufacturing. Tipperary has a large number of companies operating in the Pharma industry. TETB has successfully run a number of Cleanroom and Packaging courses in Clonmel and Nenagh in the past with good outcomes

A new traineeship has also been developed for the **Certified Accountancy Pathway**, which has been offered in both Nenagh and Clonmel for the last two years and has developed good links with accountancy firms. One of the employers from this sector spoke at the launch of our recent employer needs research, in collaboration with Tipperary LEO. Overall TETB has received very positive feedback. On completion of the Diploma in Accounting and Business via the Certified Accountancy Pathway route, learners may progress and transfer immediately to the ACCA Professional Qualification, with exemptions from Papers F1, F2 & F3, they may continue with the ACCA Qualification from Paper F4 onwards. Learners will also hold a Level 5 QQI in Bookkeeping and Payroll. In the next three years, Tipperary ETB will explore further traineeships in the hospitality and agriculture sector

In 2017, TETB **Evening Training** programme started from a low base with the majority of courses commencing in September. In 2018 – 2020 the courses have increase to ensure provision is distributed across the ETB in a variety of career clusters. The evening training provision has been used to up skill the employed by responding to demand in particular areas of skill shortage or unmet training provision such as: Start Your Own Business, Prince 2 Foundation & Practitioner (Project Management) ,Bread, Pastry & Desserts, EHAI - Primary Certificate in Food Safety, VTCT Certification Project Management, Team Leadership and Training Needs Identification & Design. In the Built Environment there has been a growth in the requirements for construction-related programmes.

TETB has **successfully re-engaged with QQI as a provider**, and we are also applying to **City and Guilds to be a supercentre and exploring** Cambridge Assessment English**.**

Some of our tutors are being offered professional development in order to extend their flexibility to work on areas where we have a **shortage of skillsets**. For example, we offered to support tutors to complete a CETLA certificate in ESOL through UCD this year and at least one tutor is currently enrolled on this programme with the support of TETB. This tutor will be timetable for ESOL classes from September onwards – an area where we were short tutors.

4.1.3 Progression Pathways

A clear route of progression is key to the learner experience of FET. This is an area that Tipperary ETB is hoping to develop. We have strong links with the second-level guidance counsellors via the Director of Schools, and our key FET staff in FE and Training attend meetings of guidance counsellors to give inputs on progression pathways from second-level. Our Adult Guidance and Information Service, along with our Recruitment Officer, are regular attendees at stakeholder events to promote FET. They also link closely with the DEASP. They also link internally with Coordinators to highlight progression opportunities within FET from lower to higher levels of accreditation; part-time to full-time. Of course, progression can be lateral as well as vertical.

There have been good instances of progression from PLCs. In 2017, 284 PLC learners progressed to FET/HE, with 140 of those progressing directly into Higher Education. In VTOS, 42 learners from Core Provision progressed to FET. The recent DES SOLAS PLC Survey highlights the positive rates of 28% PLC learners progressing to HE. There are also formalised progression routes from PLC courses to LIT other third level colleges including Mary Immaculate College, Waterford Institute of Technology, Cork Institute of Technology, IT Carlow, and some colleges in the UK, such as Bucks University, London, Bradford University Hospital, West Yorkshire, and Dundee University Hospital, Scotland. A representative from HE also sits on our FET Committee. A new working group as part of the Southeast Regional Skills Forum will be focused on progression from FET to HE. It is hoped that participation in the working group will increase the recorded progression rate of 28% from FET to HE.

In Training Services, programmes are developed to enable learners to move from FE programmes such as the Driving Theory Test to the Delivery Driver course. Learners progress from LTI level 3 and 4 courses to PLC and contracted training programmes at level 4 and 5.

There is also higher education provision in Tipperary, with Limerick Institute of Technology operating campuses in Thurles, Clonmel and St Patrick's in Thurles. Tipperary ETB also links with other providers including the Local Development Company, Skillnets, Tipperary LEO, and ETB and Voluntary Secondary Schools.

4.1.4 Active Inclusion

Tipperary ETB has always had a strong commitment for the promotion of active inclusion across the diverse communities that we respond to. Each year, agencies working with those facing considerable challenge in Irish society are invited to apply for funding through our Adult Literacy and Community Education programme for tuition hours. These applicants include Family Resource Centres, Disability Organisations, Traveller groups such as Tipperary Rural Traveller Project amongst others. We recently donated a barrel-top wagon, constructed by Traveller men as part of a themed literacy class, to the Rural Traveller Project. This offers tourism and cultural educational potential. We also provide a targeted education approach (social and language development, progression to employment and promotion of activities to enhance connection to local communities) for a group of over 60 asylum seekers in Bridgewater Hostel in Carrick on Suir and for the Syrian Resettlement Project **i**n Thurles in conjunction with other stakeholders (North Tipperary Leader Partnership and Tipperary County Council).

In conjunction with the HSE, we are providing is providing onsite education courses to the elderly (in Day Care and Residential units), those with mental health and psychiatric difficulties (for example Mount Sion Community Residence in Tipperary Town) and Hospital units (St. Patrick's Cashel and St. Anthony's Clonmel).

Tipperary ETB literacy staff provided feedback on the development of the Toolkit for Initial Assessment of Literacy and Numeracy Levels 1-3 and the published documents have been shared with our Adult Literacy Organisers and staff. The recommendations of the ESOL Review have initiated the exploration of other certifying bodies such as Cambridge English Qualifications. The Director of FET sits on the LECP and SICAP Sub Group in Tipperary- groups with a social inclusion remit.

4.1.5 Evolving Delivery of Learning

Continuous Professional Development and Technology-enhanced Learning (TEL) are current areas of focus in FET. We support a multi-layered approach to promotion professional development within our organisation. We have an international professional development policy supported by ERASMUS with approximately 15 staff across the FET sector travelling to European partners to share and learn across dedicated areas of development within TETB such as:

— Management and Leadership
— Teaching and Learning
— Creativity in Teaching and Learning using Technology Enhanced Learning
— Entrepreneurship
— Team working
— Areas of specialist interest for adult education staff/tutors

Tipperary ETB also provides the opportunity for staff to apply for funding through its organisational Professional Development Policy. In striving to deliver high quality services which are innovative and inclusive, it is vital that we recruit the highest calibre of staff; it is also crucial that our staff have the ability to learn, train and develop within their roles and the Organisation.

We are is providing many opportunities for specific skills training and sharing with regard to Technology-Enhanced Learning. A recent example of this took place in April 2019, 3 BTEI Tutors took part in Creativity in Teaching and Learning using ICT: The Digital Classroom which was designed to help tutors/teachers to start using Web 2.0 technologies in everyday classrooms in a practical and realistic way, especially the blogs Blogger and the educational platform Edmondo. There are many more examples of Erasmus training specific to TEL for 2018 to 2019. Tipperary ETB also plans to be part of the pilot Project for TEL being run by SOLAS and ETBI for September 2018 and is represente don ETBI TEL and profesional development groups.

4.2 Risks and Challenges

The following risks and challenges have been identified for Tipperary ETB over the period 2018 to 2020:

— Meeting targets with provision that has entry criteria focused on unemployed.

— Learner recruitment- lower referrals from DEASP (whose target is activation).

— Learner retention- lower unemployment means learners can leave early if they get a job.

— Course completion and certification- ironically, learners may leave for employment prior to achieving certification.

— Cohort of learners with multiple support needs- e.g., mental health; disability; literacy and not used to commitment of learning, and lack of clear supports at a national level for these learners in FET. Part-time staff ae not equipped to handle some of these needs.

— Inability to resource standardised course placement and screening procedures, as well as programme development and review.

— Convincing employers that workforce development is a good investment. The use of employer ambassadors might assist in this.

— Competition with other providers, e.g. POBAL and SICAP; Turas Nua; Institutes of Technology (who are lowering points).

— Shortage of staff / units in key areas of development: QA, Employer Engagement, TEL, CPD.

— The shortage of admin staff across FET, due to increased reporting requirements, is affecting time usually spent on programme development and review, recruiting and supporting learners, and reflecting on teaching and learning. For 59 full-time staff across FET, there are 13 admin staff located across the county, one of which is an agency worker.

— The lack of a countywide Skills for Work Coordinator.

— Lack of staff with specific employer engagement role/remit, especially in FE.

— The additional work load for staff in developing new areas.

— The location of VTOS in CSO blackspots, Tipperary Town and Carrick-on- Suir, means that the Level 5 cohort is scarce and/or in need of additional supports, so achievement of Level 5 is more challenging.

— The focus of the majority of learners embarking on PLC courses is to progress to Further and/or Higher Education. (Target 2)

— Perception that FET L6 is inferior to HE Level 6.

— Current structural and staffing issues in PLCs limit the degree to which flexible offerings for employers can be developed.

— The complexity of the Learner Detail Form for completion by literacy learners, those with an intellectual disability, etc. This will affect targets.

— The rural nature of the county and its size, and the distance between Nenagh and Clonmel offices, leads to work being dispersed and staff disconnected.

— Lack of rural transport and effective Wi-Fi.

— Lack of caretaking staff and Health and Safety presence in some centres.

— Impact of CIDs, BTEI Conversion process, increased allowances for apprentices, and contracted training costs on budget, and the difficulty in forecasting these costs.

— Timetabling PLCs in schools of dual provision.

— Turnover of staff and succession planning.

— Gathering of E-cohesion data and time it takes to collate- severe pressure on staff.

— Management of GDPR challenges.

— Inflexibility of Tutor/teacher contracts.

— Capital costs, e.g. equipment for specialised courses, such as construction plant.

— TEL and CPD needs and lack of qualified technologist to progress TEL Action Plan.

— New apprenticeships may clash with PLC offerings, e.g. hairdressing.

— Vulnerability of centres in Clonmel and Nenagh. The Clonmel Barracks will be developed for a new Garda Barracks on site. Funding needs to be secured for a centre in Clonmel and Nenagh.

4.3 Delivering on FET Relevant National Policies and Strategies

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

Focus	Policies/Strategies
National Strategies	— National Skills Strategy — SOLAS Corporate Plan — Action Plan for Jobs (APJ) — Action Plan for Education (APE) — QQI QA Core and Sector Specific Guidelines — National Strategy for Adult Literacy & Numeracy — Supporting Working Lives and Enterprise Growth in Ireland — National Action Plan to Expand Traineeships and Apprenticeships in Ireland 2016-2020 — National Disability Inclusion Strategy 2017-2021 and Comprehensive Employment Strategy — National Positive Aging Strategy 2013 — Literacy and Numeracy Strategy — Action Plan for Rural Development — Better Outcomes, Brighter Futures- Policy Framework for Children and Young People 2014-2020 — Migrant Integration Strategy — National Traveller and Roma Inclusion Strategy
Regional / Local Strategies	— Tipperary ETB Statement of Strategy 2018-2022 — Tipperary Local Economic and Community Plan — North Tipperary and South Tipperary Local Development Plans — Action plan for Jobs for Southeast and Mid- West — A Strategy for a Healthy Tipperary

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

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

5. ETB Contribution to National FET Strategy and Targets

Section 5
ETB Contribution to National FET Strategy and Targets

5.1 Skills for the Economy

Tipperary ETB will ensure that education and training and youth services are relevant and that education and training is responsive to evolving skills needs of the economy. Key areas of focus will include:

— **The Ambition to Expand Apprenticehips and Traineeships,** e.g. hairdressing, sales practitioner, property has been detailed earlier in this agreement. TETB will progress conversion of other FET programmes to the model of a traineeship, e.g. VTOS in Carrick-on-Suir, Contact Centre Skills and VTOS in Nenagh, Retail Skills. These programmes offer opportunities for expanded summer work placement.

— **Meeting ICT Support and Graphic Design Skills Needs**: ICT has been identified as a growth area where specific skills are required. The ICT course would target industry specific areas rather than the general Microsoft skills. The aim is to provide Learners with the skills to sit the following examinations Microsoft MTA in Operating System Fundamentals, CompTIA A+ IT Technician, Networking Fundamentals, Server Administration Fundamentals, and CompTIA Cloud Essentials. As part of the growth in ICT, Graphic Design has been identified as an   area of skill shortage in the industries such as print media, business and social media platforms. This was evident especially in the Craft industry where the majority of crafters identified a lack of knowledge and support in these areas to promote their businesses online

— **Expansion of the Skills for Work programme.** Current Skills for Work activity with TETB focuses on the Farming sector, Retail sector for SME's and manufacturing/pharma sector, which are the sectors of employment in the county identified by SMLRU. We will continue to explore other sectors in need of this upskilling. Our existing database of employers who came to our Survey Launch have been written to with a view to engaging their interest in Skills for Work options.

— **Development of Evening Provision:** Tailor Evening Training for employees and to ensure provision is distributed across the ETB in a variety of career clusters. The evening training provision has been used to up skill the employed by responding to demand in particular areas of skill shortages. For those in employment, level 6 modules are offered in the management and supervisory area to enable employees to upskill and progress in their career. 34 courses are planned for 2018 via contracted training with 36 evening courses planned.

— **Develop Course Options** by progressing City and Guilds Supercentre for TETB and by using other awarding bodies to ensure adaptive and responsive provision linked to industry demand.

— **Respond to Workforce Development Opportunities** as they arise. 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 TETB will work with SOLAS to support its effective implementation over this period.

5.2 Active Inclusion

Tipperary ETB will develop and implement the integration of literacy and numeracy support across FET provision and demonstrate a commitment to all learners by developing policies and practices that improve access and appropriate course placement. Key initiatives will include:

— Develop an ETB-wide integrating Literacy and Numeracy Policy. Avail of best practice templates being captured by ETBI. Disseminate and utilise new Initial Assessment Toolkit in Literacy.

— Implement NALA ESOL Best Practice guidelines and develop ITABE and Family Learning programmes.

— Work with Local Development Companies to expand literacy tuition via SICAP programme and on other collaborative initiatives to promote inclusion.

— Improve course placement /screening procedures, as identified in our QQI QIP e.g. implement new Initial assessment recommendations in literacy via Toolkit and see where these can be adapted across FET by participating in upcoming research in ETBI. This will also link to work to explore ways to improve retention and progression across all provision.

— Continue to consider and prioritise support to address the needs of particular cohorts of learners including the long-term unemployed, people with disabilities, lone parents, jobless households, travellers and other under-represented groups. This will include:

— Continued support for those with disabilities via targeted tuition hours.

— Work with Syrian families in Thurles, especially men to explore ways for them to integrate and work closely with Asylum Seekers in Carrick-on-Suir.

— Develop links with Tipperary Rural Travellers Project, e.g. donation of Barrel-top wagon as a social enterprise.

5.3 Quality Provision

Tipperary ETB will ensure education and training provision is quality-assured, embrace and utilise new technology and support the on-going professional development needs of staff by:

— Progress actions identifies in the TETB/QQI Quality Improvement Plan, such as:
— Implement a Programme Approval process that ensures centres have the necessary resources and delivery methodologies for planned provision.
— Continue to integrate and streamline QA processes between FE and T, and develop improved governance in QA and publication of QA Procedures on our website.
— Develop Learner Assessment Handbook
— Sharing of good practice in integrated Result Approval Panels and following External Authentication.
— Progress action in TEL Strategy regarding sharing of good practice in TEL, and participate on SOLAS TEL Action Group, where possible.
— Participate in SOLAS FET CPD development and working groups, FESS CPD opportunities and provide targeted CPD to staff via SOLAS FET CPD initiatives, tailored in-house courses, ERASMUS –funded opportunities, as well as supported individual CPD.

5.4 Outcomes-based Planning and Funding

Tipperary ETB will ensure education and training and youth services are evidence-based and undertake regular planning and review to improve the provision of all services. Key actions will include:

— Participate in Strategic Dialogue Process with SOLAS to review this performance agreement, and ensure robust ongoing monitoring of outcomes. The accessing of employment and progression data via the SOLAS/CSO data partnership will be used to assess the impact of provision.
— Provide in-house training on FARR and PLSS and on report analysis and avail of reports generated by FARR and PLSS to inform planning.
— Continue to examine gaps and duplications in provision at FET SMT level.
— Assist regular and accurate updating of learner details on PLSS to improve quality of data and ensure e-cohesion data is accurately recorded.
— Continue to work with SOLAS to explore ways to manage the data, by participating on ETBI PLSS Forum e.g. could community education use a simpler form as it is not ESF-funded?

5.5 Standing of FET

Tipperary ETB is committed to improving the overall standing of FET. It will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019. It will also establish mechanisms for feedback from learners, staff, Board members, and stakeholders; engage in a variety of activities that promote Tipperary ETB as an organisation of high-standing that is responsive to evolving education and training needs; and showcase best collaborative practice. Some key actions will include:

— Establish a Communications Group in TETB.
— Develop Learner Feedback processes internally and regionally - TETB had the highest number of learners at AONTAS Regional Learner Forum in 2017
— Develop course brochure for distribution by mail and on website.
— Hold open evening in new FET Centre for the public to promote courses.
— Link with second-level guidance staff and Parents Forum to publicise FET.
— Utilise Facebook, Twitter, etc. to boost good news stories of FET.
— Use Learner and Employer Ambassadors at events with other stakeholders
— Hold annual Awards ceremonies celebrating achievement.
— Use database of employers attending events to promote provision that can upskill their workforce.

5.6 ETB Contribution to National FET Targets

Tipperary 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	Tipperary ETB Contribution
1. More learners securing employment from provision which primarily serves the labour market	10% over 3 years	48% over 3 years, equating to 618 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	10% over 3 years, equating to 962 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	10% over 3 years, equating to 421 completers certified in 2020
4. Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over 3 years	13% over 3 years, equating to 7,615 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 342 and a 47% increase in learners in 2020 compared with 2017
6. New apprenticeship and trainee registrations in the period 2018 to 2020	13,900 over 3 years	258 over 3 years, more than a five-fold increase

6. Performance Agreement

Section 6
Performance Agreement

In entering this agreement, Tipperary Education and Training Board commits to pursuing the priorities and actions set out in the previous sections and making the stipulated contribution to each of the six core FET targets over the period 2018 to 2020, subject to the risks and challenges identified and set out in Section 4.2 of the agreement. TETB also commits to adherence to legislative requirements, the Overarching Planning and Funding Requirements for FET and SOLAS funding Terms and Conditions.
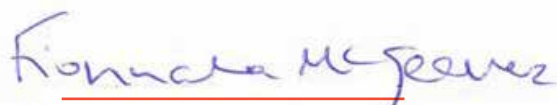
SOLAS commits to supporting the delivery of these priorities, actions and targets wherever practical subject to and within its existing resource constraints and competing commitments. The realisation of the targets will be monitored on an ongoing basis via the PLSS and FARR systems, and it is proposed 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

Fionuala McGeever
Chief Executive, Tipperary
Education and Training Board

Date: 1/10/2018

Date: 1/10/2018

Appendix A

Appendix A
TETB 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	5	500%	1	9%		
Animal Science	3	150%	2	0%		
Arts and Crafts	3	27%	0	0%		
Built Environment	26	124%	0	0%		
Business Administration	24	51%	11	41%		
Engineering	-2	-22%	3	50%		
Engineering (Electrical)	17	106%	0	0%		
Engineering (IT)	0	0%	0	0%		
Engineering (Mechanical)	12	150%	0	0%		
Engineering (Transport)	11	61%	0	0%		
Entrepreneurship	0	0%	0	0%		
Financial Services	-7		0	0%		
Food and Beverage	15	0%	14	233%		
Hairdressing, Beauty and Complementary Therapies	6	13%	17	113%		
Health, Family other Social Services	39	28%	9	5%		
Information Technology	18	180%	0	0%		
Management	12	0%	0	0%		
Manufacturing	3	60%	0	0%		
Media, Graphics Communications	2	0%	0	0%		
Natural Resources	0	0%	0	0%		
Research and Education-Training	7	0%	0	0%		
Sales & Marketing	3	23%	8	0%		
Science and Technology	7	0%	0	0%		
Security, Guarding & Emergency Services	0	0%	4	0%		
Sport and Leisure	1	4%	2	67%		
Tourism	8	100%	0	0%		
Transport, Distribution & Logistics	-12	-34%	0	0%		
Web Development & Design	0	0%	0	0%		
Core ICT			6	3%	177	11%
Core Personal			1	0%	1038	9%
General Learning			7	33%	0	0%
Language			0	0%	0	0%
Skills Sampling,			4	9%	0	0%
Key Skills			1	0%	9	33%
TOTAL	201	48%	90	10%	1224	10%

[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 contribution to National Target for Completers Certified & ETB Capacity %		Expected overall contribution to National Target and ETB capaciy %	
Number	%	Number	%	Number	%
35	70%			24	0%
19	76%			24	0%
0	0%			0	0%
-6	-9%	8	27%	0	0%
92	56%			70	75%
5	18%	-2	-3%	0	0%
0	0%	11	106%	0	0%
0	0%	0	0%	0	0%
0	0%	8	150%	0	0%
0	0%	10	61%	0	0%
0	0%	0	0%	0	0%
-16				0	0%
89	217%	95	389%	14	0%
12	17%			0	0%
71	11%	90	16%	0	0%
98	1633%	81	303%	56	0%
27	300%			0	0%
29	138%	6	115%	28	0%
0	0%	2	0%	0	0%
0	0%			0	0%
48	0%			0	0%
-18	-17%	2	23%	0	0%
0	0%	15	0%	0	0%
20	125%			0	0%
5	45%	-4	0%	0	0%
30	0%	20	250%	0	0%
-135	-46%			42	0%
0	0%	0	0%	0	0%
76	15%				
115	6%				
263	9%				
0	0%				
0	0%				
6	0%				
865	**13%**	**342**	**47%**	**258**	**575%**

Appendix B

Appendix B
Explaining the Targets

In agreeing the SOLAS Corporate Plan 2017-19, the Department for Education and Skills specified a range of targets to be met by the further education and training sector over a three year period:

— **Target 1 – Employment Outcomes:** 10% more learners will secure employment from provision which primarily serves the labour market.

— **Target 2 – Progression:** 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose.

— **Target 3 – Transversal Skills Development:** 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development.

— **Target 4 – Lifelong Learning:** 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions (this target could be subject to upward revision following the benchmarking process.

— **Target 5 – Relevant Qualifications:** From 2018, for three years, an average increase of 10,000 learners per annum securing relevant qualifications (e.g. special purpose awards) in sectors where employment growth / skills needs have been identified (e.g. Construction, ICT, Food and Beverages, Hospitality, Wholesale / Retail, Biopharma / Pharmachem, Health / Other Care, Digital Media, Sport and Fitness, Engineering, Enterprise Skills needs).

— **Target 6 – Apprenticeship and Traineeship Provision:** 30,500 new apprentice and trainee registrations in the period 2017 to 2019 which will represent an increase in registrations from circa 6,000 in 2016 to circa 12,400 in 2019.

Also in 2017, the Department of Public Expenditure & Reform (D-PER) conducted a spending review of further education and training. A key aspect of this review involved analysis of programmes delivered by the ETBs by categorizing each programme as one of the following:-

— Predominately Labour Market Focus FET Programmes

— Predominately Progression Focus FET Programmes

— Predominately Social Mobility (Individual Transversal skills) FET Programmes

The setting of these three year national sectoral targets and broad categorisation of targets provided a framework by which strategic performance agreements between SOLAS and ETBs could be developed, highlighting the planned contribution of each ETB to their realisation. However to ensure that this contribution could be clearly understood and linked to development of activity across FET programmes, some definitions and parameters were placed around each target, and these are discussed for each in turn below.

Target 1: Employment Outcomes

This target takes a broad strategic approach by considering FET provision in terms of the programmes that are primarily focused on leading to employment. The D-PER spending review identified programmes which had a predominantly labour market focus and to ensure consistency with this review, the measuring of employment outcomes under Target 1 was related only to programmes within this category:

Full-Time	Apprenticeship Training	Blended Training
	Local Training Initiatives	PLC
	Specific Skills Training	Traineeships Training
	VTOS	VSCCS PLC
Part-time	Evening Training	On-line Learning (eCollege)

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recording as achieving an employment outcome, and then asking each ETB to set out a plan for the numbers completing who it expects to achieve an employment outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. Currently therefore the contribution is self-declared by the ETB, based on its understanding of a learner outcome and with the assumption that all employment outcomes have been logged comprehensively within the system. It is however acknowledged that work to integrate FARR and PLSS and to ensure comprehensive and quality learner data input into PLSS is still progressing, and it is likely that the baseline for each ETB in 2017 may be higher than initially estimated.

SOLAS and the ETBs intend to move to a more robust method of setting the baseline by using access to revenue and jobseekers databases held by the CSO to establish independently the employment outcomes of learners on these programmes in 2017. This should not change the ambition for number of completers securing employment outcomes in 2018, 2019 and

2020 but could revise the baseline which will mean the overall ETB contribution to meeting the target (i.e. the percentage change in completers securing employment outcomes) over the three year period could be updated.

Target 2: Progression

This target takes a broad strategic approach by considering FET Provision in terms of the programmes that are primarily focused on facilitating progression to other further education and training and higher education courses. The D-PER spending review identified programmes which had a predominantly progression focus and to ensure consistency with this review, the measuring of progression outcomes under Target 2 was related only to programmes within this category.

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

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recorded as having progressed to other further and higher education courses, and then asking each ETB to set out a plan for the numbers completing who it expects to achieve such a progression outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. As with Target 1, currently the contribution is self-declared by the ETB, based on its understanding of a learner outcome and with the assumption that all progression outcomes have been logged comprehensively within the system. It is however acknowledged that work to integrate FARR and PLSS and to ensure comprehensive and quality learner data input into PLSS is still progressing, and it is likely that the baseline for each ETB in 2017 may be higher than initially estimated.

As with target 1, the baseline may be revised once learner outcome data from access to CSO databases (which also includes higher education learner data) is available. This should not change the ambition for number of completers securing progression outcomes in 2018, 2019 and 2020 but could mean the overall ETB contribution to meeting the target (i.e. the percentage change in completers securing progression outcomes) over the three year period could be updated.

It is also acknowledged that PLC provision has an important role in facilitating progression, particularly to higher education, yet the categorisation approach to ensure consistency with the spending review within the targets, where a programme can only be either predominantly labour market focused **OR** predominantly progression focused, meant that it was only included in the former when setting proposed ETB contributions in the formal target template. However, each ETB has been asked to articulate the current level of progression from PLC provision, and state any ambition for change in the progression rate over the lifetime of the agreement. Given the focus on this area and wider national work of FET to HE transitions, it is expected that the current rate of progression to HE from PLC across all ETBS will be at least maintained between 2018 and 2020.

Target 3: Transversal Skills Development

This target takes the same strategic approach as Targets 1 and 2 by considering FET Provision where the aim is primarily focused on programmes which build transversal skills. The D-PER spending review identified programmes which had a primary focus on transversal skills development and to ensure consistency with this review, the measuring increases in the rate of certification under Target 3 was related only to programmes within this category.

Full-Time	Irish Deaf Society provision	
Part-time	Adult Literacy	ESOL
	FET Co-operation Hours	ITABE
	Libraries Training	Refugee Resettlement
	Voluntary Literacy Tuition	NALA Write on (p/t on line)

The target itself is calculated by looking at the actual completers from these programmes in 2017 logged on PLSS or via FARR who were recorded as having achieved certification, and then asking each ETB to set out a plan for the numbers completing who it expects to achieve such a certification outcome in 2018, 2019 and 2020, calculating the expected change from this 2017 baseline. In contrast with Target 1 and 2, the data should for 2017 should be robust as it relates to certification rather than perceived outcomes.

Target 4: Lifelong Learning

The lifelong learning activity measured under Target 4 used the EU definition of lifelong learning which relates to people over 25 years. As comprehensive data for all FET learners aged over 25 is not available in 2017 (as the PLSS was rolled out during the year), the target focuses on activity (measured by numbers starting courses) within programmes that predominantly address the needs of learners over 25. This base can be reviewed at the end of 2018 when there is a full dataset available through PLSS, and where it should be possible to isolate the cohort of learners aged over 25 across all FET. In the meantime, the baseline and plans have been build up those starting or expected to start courses in the following programmes over the period 2018-2020.

Blended Training	Specific Skills Training
Traineeships Training	Traineeship Employed
VTOS	Evening Training
On-line Learning (eCollege) (p/t)	Bridging & Foundation Training
Specialist Training Programmes	BTEI Groups
Irish Deaf Society	NALA Write on (p/t on line)
Skills for Work	Adult Literacy
Voluntary Literacy	LTI
ITABE	Refugee Resettlement
Community Education	

Deriving the target in this way means that it does not fully compare to wider national lifelong learning targets, or to new targets for employee development and workforce upskilling, but it does nonetheless provide an insight and ambition to grow lifelong provision across FET in a way that can be robustly tracked over the course of the performance agreement.

It is also important to note that FARR and PLSS does not currently record the self-financed evening course provision which takes place in FET facilities, most commonly in PLC further education colleges. SOLAS has asked ETBs to estimate the extent of this cohort if possible within the agreements.

Target 5: Relevant Qualifications

This target attempts to increase the focus of FET provision on key skills areas with an ambition to grow qualifications in these areas by an average increase of 10,000 learners per annum. Relevant qualifications can include special purpose awards and are measured in the following skills clusters as part of this target.

Built Environment (Construction)	Engineering
Engineering (Electrical)	Engineering (IT)
Engineering (Mechanical)	Engineering (Transport)
Entrepreneurship/ Enterprise Skills	Food and Beverage - Hospitality
Health, Family other Social Services	Information Technology - ICT
Manufacturing	Media, Graphics Communications - Digital Media
Sales & Marketing - Wholesale/ Retail	Science and Technology - Biopharma/Pharmachem
Sport and Leisure - Sports and Fitness	Tourism - Hospitality
Web Development & Design	

The number of certificates awarded in 2017 sets the baseline for this target and ETBs are then asked to project the number of certificates within these skills clusters that they expect to award in 2018, 2019 and 2020.

Target 6: Apprenticeships and Traineeships

Drawn from the Action Plan to Expand Apprenticeships and Traineeships 2016-2020, this sets a national target of 30,500 new apprentice and trainee registrations in the period 2018 to 2020. Pre 2016 apprenticeships are coordinated centrally by SOLAS while new apprenticeships are in a development stage and more difficult to plan in terms of specific course roll-out. In the performance agreements therefore, we have asked ETBs to focus on three year plans for expanding traineeship provision, asking them to project numbers starting traineeships in 2018, 2019 and 2020. The Action Plan defines a target over the period 2018-2020 of 13,900 new registrations.