



msletb
Bord Oideachais agus Oiliúna
Mhaigh Eo, Shligigh agus Liatroma
Mayo, Sligo and Leitrim
Education and Training Board

Mayo, Sligo and Leitrim Education and Training Board

Strategic Performance Agreement 2022-2024

Introduction from Mayo, Sligo and Leitrim ETB and SOLAS

“

“I really enjoyed my time at the Training Centre. It was many years since I completed any course and I was apprehensive starting due to my lack of my computer skills, but the tutors made it easier. They are mindful of each student’s level, teach, and support accordingly. With each module, my knowledge and confidence increased. I am grateful to all the staff for the positive effect this has had on my career going forward.”

Siobhan, QQI Level 5 Computer Applications 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 Mayo, Sligo and Leitrim Education and Training Board (MSLETB). 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.

Despite this, MSLETB was remarkably resilient, and managed to maintain provision over the period 2018-2021. 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 Mayo, Sligo and Leitrim over the next three years.

Tom Grady

Tom Grady
Chief Executive, MSLETB



Andrew Brownlee

Andrew Brownlee
CEO, SOLAS



Agreement Themes

The SOLAS and Mayo, Sligo and Leitrim Education and Training Board Strategic Performance Agreement 2022-2024 is set out across the following areas:

01

MSLETB in Profile

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

02

Performance and Targets

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

03

FET Strategy – Building Skills

MSLETB 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

MSLETB 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

MSLETB 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

MSLETB 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 – MSLETB STRATEGIC AMBITION 2022-2024 AT A GLANCE

Mayo, Sligo and Leitrim Education and Training Board has the largest geographical area of all the ETBs, with a total area of 9011 km². The population of the three counties, as per provisional information from the 2022 Census, is as follows: Mayo, 137,231 (this is up by 5.2% or 6,724 on 2016); Sligo, 69,819 (up 6.5% or 4,284 on 2016); and Leitrim, 35,087 (up 9.5% or 3,043 people on 2016). Overall, the MSLETB area grew from 228,086 in 2016 to 242,137 in 2022, a rate of 6.16%, slightly lower than the national average population growth for the period which was 7.6%.

Of the 428,300 persons in employment in the West and Border regions combined in Q3 2021, it is estimated, based on 2016 county distributions, that roughly 27% were in Co Mayo, Co. Sligo or Co. Leitrim, representing approximately 115,000 persons.

Population
242.1k
Employment
115k

As the census for 2022 is completed an updated profile will be available. The impact of the COVID-19 pandemic on the profile nationally and locally is yet to be fully determined, but analysis on this has been considered within the overall county demographics.

It is estimated that the largest sectors of employment in the Mayo Sligo Leitrim area in Q3 2021 were in health, industry and wholesale/retail. Combined, these three sectors accounted for approximately 42% of all employment in the three counties, a higher share compared to the State average (35%).

Sectoral Distribution of Employment - Mayo, Sligo and Leitrim Q3 2021

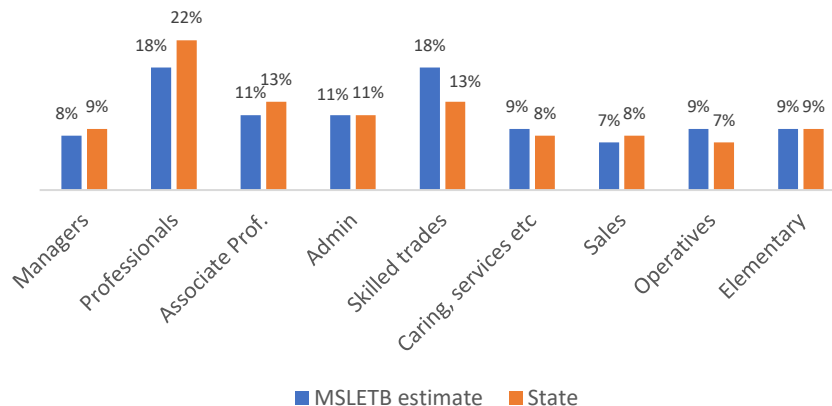
Sector	Mayo Sligo Leitrim (Estimate)	West	Border	State
Accommodation/food	9%	9%	8%	7%
Admin and support	2%	2%	3%	4%
Agriculture	9%	7%	9%	4%
Construction	6%	6%	6%	6%
Education	8%	9%	8%	8%
Finance etc	3%	3%	4%	6%
Health	15%	15%	13%	12%
ICT	1%	4%	*	6%
Industry	14%	16%	14%	12%
Other NACE	5%	3%	6%	5%
Professional Services	5%	5%	5%	7%
Public admin and defence	6%	6%	5%	5%
Transport	3%	3%	4%	4%
Wholesale/retail	13%	13%	13%	13%
Total	100%	100%	100%	100%

*Numbers too small to report

Lifelong Learning

In Q4 2021, 34,900 adults aged 25-64 years in the West region and 25,100 adults in the Border region had participated in learning activities in the preceding four weeks. This translated into a lifelong learning rate of 14.7% in the West region, above the national average (13.1%, or 12% when Dublin is excluded) and 12.3% in the Border region.

National Employment Analysis

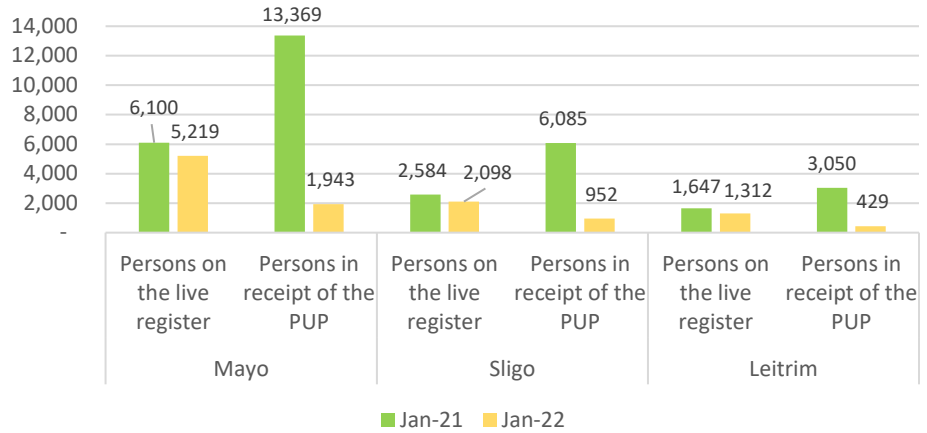


Educational Attainment

In Q2 2021, at 14% each, the Border and West regions had similar shares of adults (aged 20-74 years) with FET qualifications as their highest level of education attainment, which is in line with the national average (also 14%). Compared to the national average (47%), both the Border region and the West had below average shares of adults with higher education attainment, at 38% and 43% respectively. Of all those in employment in the Border region in Q4 2020, 17% held at most a FET qualification while 44% held a third level qualification. The profile of employed people in the West region are slightly different, with 14% holding a FET qualification and 51%, a third level qualification.

Just 1% of employment in the MSLETB area was in the ICT sector, considerably smaller than the State average of 6%. In contrast, the share of Mayo, Sligo and Leitrim employment in agriculture was higher than the State average (9% compared to 4%).

Live Register and Pandemic Supports



Mayo

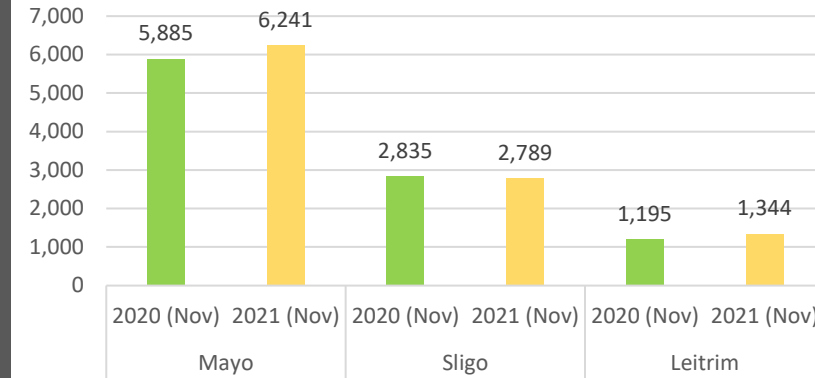
At the end of January 2022, there were 5,219 persons in Mayo on the Live Register, a fall of 881 on the same period in the previous year. The fall in the number of people in receipt of Pandemic Unemployment Payments (PUP) was far greater, declining by 11,426 over the 12-month period. At the end of November 2021 there were 6,241 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, which is an increase of approximately 350 on the previous year.

Leitrim

At the end of January 2022, there were 1,312 persons in Leitrim on the Live Register, a fall of 335 on the same period in the previous year. The number of people in receipt of Pandemic Unemployment Payments (PUP) fell by over 2,600 persons over the 12-month period to 429. At the end of November 2021 there were 1,344 persons in receipt of the Employment Wage Subsidy Scheme (EWSS), an increase of approximately 149 on the previous year.

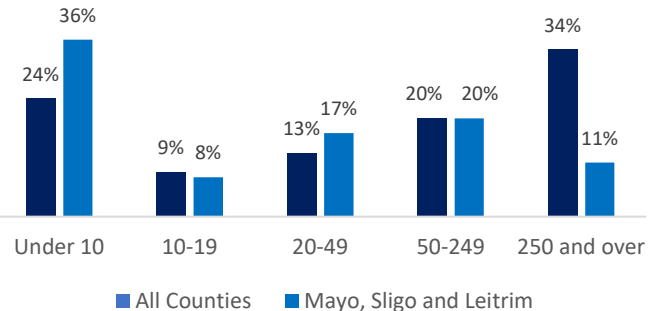
In line with the elimination of COVID-19 related supports through 2022, there was expected to be a major increase in unemployment. In contrast, Ireland is approaching full employment. Figures for Q1 2022 show a State-wide unemployment rate of 4.8%, with the Border region (which includes Sligo and Leitrim) also at 4.8% and the West region (which includes Mayo) at 3.5%. While the economic situation and outlook remains volatile and risk of increased unemployment remains, this will constrain demand for some courses designed to support people back into employment.

Employment Wage Subsidy Scheme Estimates



Business Demography

Compared to the national distribution, persons in Mayo, Sligo and Leitrim tend to be engaged in smaller-sized firms (firms with fewer than 10 persons). The share of persons working in large firms (250 persons or more) is three times smaller in Mayo, Sligo and Leitrim compared to the national average.



Sligo

At the end of January 2022, there were 2,098 persons in Sligo on the Live Register, a fall of 489 on the same period in the previous year. The number of people in receipt of Pandemic Unemployment Payments (PUP) fell by over 5,100 persons over the 12-month period to 952. At the end of November 2021 there were 2,789 persons in

receipt of the Employment Wage Subsidy Scheme (EWSS), with only a small decline on the same period in the previous year.



MSLETB FET Infrastructure

MSLETB provides an overall FET space of 45,702m² in total. This includes 27 sites as shown in the map opposite. Nine of these are owned by MSLETB, six are freehold, a further nine have lease agreements with expiry dates between 2020 and 2035, and the further three sites have rental agreements in place which range from one year to 10 years. This is above the national average of 42% of buildings leased.

There are 40 individual buildings across the 27 sites and 11 of the sites are part rented to other parties in addition to the ETB. The overall FET space includes 210 teaching spaces, comprising of classrooms and workshops, including 88 administrative spaces.

A number of buildings within MSLETB are of architectural or heritage significance with several being very old. This presents potential accessibility issues which need 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 most buildings have the potential for more sustainable energy sources. Most of the sites also have good quality Wi-Fi. In MSLETB nine of the sites include prefab/modular buildings (ranging from classroom use to storage).

Only one of the sites includes second level provision alongside FET, this is within the Sligo College of Further Education, which includes an equal share of second level (50%) as well as FET (50%).

In the recent FET estates survey, 24 sites were considered to be of good quality or only requiring minor remedial works, but three premises, all old vocational school premises were considered in need of major development or, in one case, believed to be inappropriate for further use as a FET delivery site.



A Post Leaving Certificate Colleges (PLC)	K Specialist Training Programme (STP)
B Youthreach	L Local Training Initiatives
C Community Education Facilitators*	M Back to Education Initiative (BTEI)
D Music Generation	N Adult Basic Education Centre
E Skills for Work** (SFW)	O Youth Services
F Night Class Provision	P The Vocational Training Opportunities Scheme (VTOS)
G Training Centres	Q Adult Educational Guidance & Information Service (AEGIS)
H Post Primary Schools	R Achill Outdoor Education Centre
I Services to Business Advisors	
J Community Training Centres	

Three Community Education Facilitators operate within MSLETB with courses running in various locations throughout the three counties
Two Skills for Work Facilitators operate within MSLETB with courses running in various locations throughout the three counties

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 3,725 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 below.

While at face value this suggests an ‘oversupply’ of FET provision in the ETB area, it is acknowledged that this is built upon the value placed on FET as a destination of choice within the wider region, including established colleges and training centres with excellent reputations and good capacity. MSLETB will work to consolidate and integrate FET provision within its settings in order to build a FET College of the Future offering which can sustain and grow its strong learner base.

Level 5/6 Provision
Relative to
Employment Index

1.30

Level 5/6 Provision
Relative to
Population Index

1.24

Funding Profile

2021
€40.7m

Learner Activity

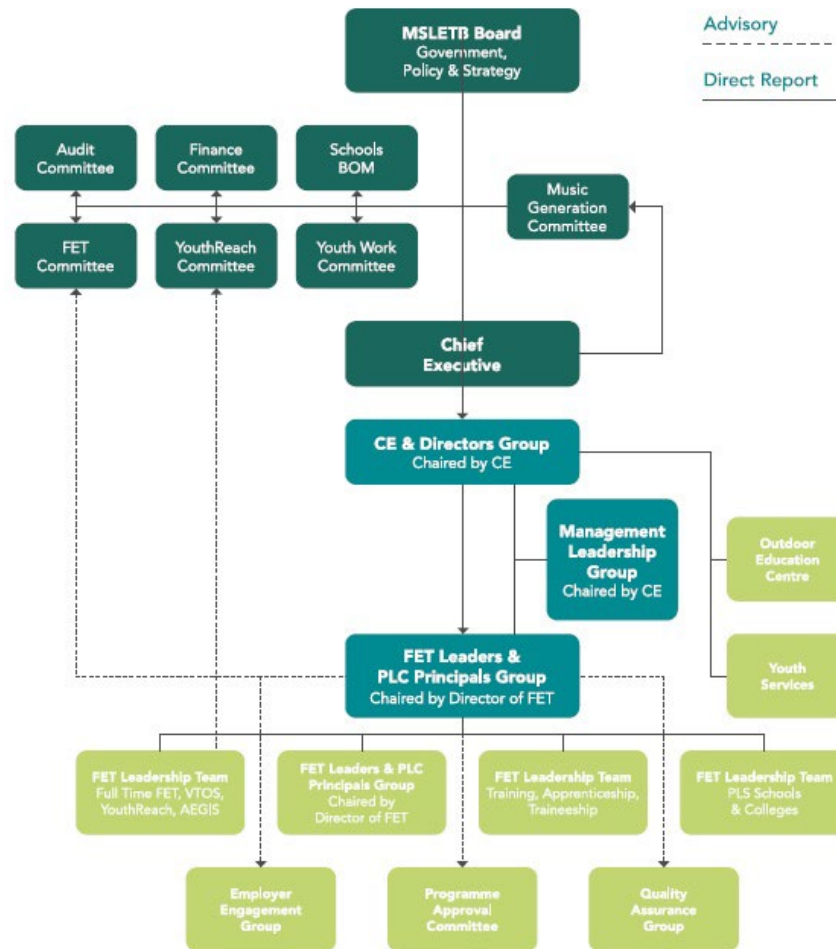
2021
12,483

Staffing

Approx. 600
FET
Staff

Staffing and Strategic Structure

The executive governance and oversight structure of MSLETB FET is illustrated below. The ETB has underlined its commitment to the delivery of the Transforming Learning Future FET strategy, by dedicating senior management responsibilities to key strategic areas of development, such as quality assurance, employer engagement and TEL.



Focus of Provision

Key areas of industry activity in which MSLETB specialize include:

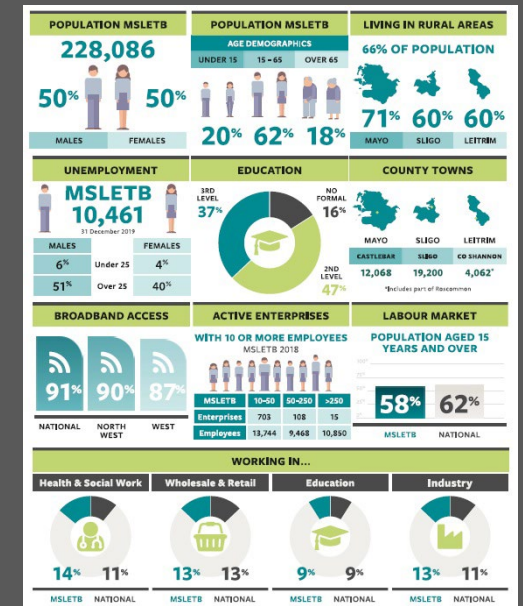
Engineering

Construction

ICT

Business

Within MSLETB there is also a strong and growing focus on green skills and Near Zero Energy Buildings (NZEB). MSLETB are one of five ETBs to be a national NZEB Retrofit Centre of Excellence. There is significant ambition to grow this provision in line with the national commitments set out in the Housing for All Strategy and the National Recovery and Resilience Plan.



02

Performance and Targets

This section presents an overview of the performance against national system targets by Mayo, Sligo and Leitrim 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 the ETB. 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).

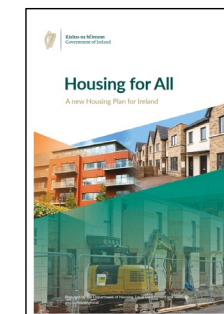
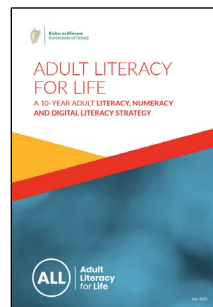
The national system targets for 2022-2024 are then presented with the indicative contribution that MSLETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

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 the ETB targets continuously monitored and adjusted if required.

Key Achievements

Good resilience in supporting learning pathways through FET despite COVID-19

Maintaining strong participation by key target groups most at risk of social exclusion

Good contribution to Skills to Compete offering to reskill the unemployed

MSLETB 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 agreements, 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	1,385	1,502	1,050	Not yet available	-24.19%
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	1,280	-
Creating Pathways					
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,674	1,967	1,662	1,471	-12.13%
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	303	270	256	Not yet available	-15.51%
Fostering Inclusion					
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,804	1,792	1,692	1,154	-36.03%
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	817	1,281	1,135	1,017	24.48%
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	3,191	3,966	3,212	2,762	-13.44%
Upskilling Through Lifetimes & Careers					
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	6,078	6,251	4,568	4,551	-25.12%
Skills to Advance: Continue to grow workforce upskilling enrolments	-	274	328	298	-
Targeting Key Skills Needs					
Key Skills Needs: Grow the number of places addressing key skills needs	1,842	2,046	1,658	1,724	-6.41%

'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.

MSLETB Key Achievements 2018-2021

In 2021 MSLETB was one of the first ETBs to establish a 'FET College of the Future' – Mayo College of Further Education and Training, creating a framework for future integration and progression.

MSLETB significant achievements over the period include the advancing infrastructure in **quality assurance**, employer and industry engagement and successes with Skills to Advance.

MSLETB have led in **apprenticeship**, particularly in new apprenticeships due to their role as co-ordinating provider for the national craft butchery apprenticeship and the national sales apprenticeship.

Of note is the new **Smart Driving Programme** led by MSLETB to deliver innovative sustainability solutions for industry.

Over this period, despite the impact of the pandemic there has been **growth** in employer engagement, Skills to Advance and in the area of apprenticeship development.



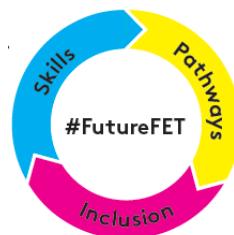
MSLETB developed their own Strategy, 'Reimagining FET' in this period, engaging widely with all practitioners, learners and stakeholders as their roadmap for the future, alongside the National FET Transforming Learning Strategy.



The ETB 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:

Strategic Priorities

- New Vocational Proposition
- Upskilling the Workforce
- Delivering on Apprenticeship
- Meeting Critical Skills Needs



- Pathways from School to FET
- Pathways within FET
- Pathways from FET to HE
- Facilitating Lifelong Pathways

- Embed Inclusive Practice
- Prioritise Target Cohorts
- Consistent Learner Support
- Literacy and Numeracy

Enabling Themes

Staffing and Structures

- Future Staffing Framework
- Quality Cross-FET Provision
- Cross-FET Funding/Guidelines

Digital Transformation

- Learner Access and Delivery
- Data Driven
- Management Systems

Learner and Performance Centred

- Performance Framework
- Distance Travelled
- Learner Engagement

Capital Infrastructure

- Address Deficits
- Consolidate Provision
- Flagship Developments

Performance and Targets

MSLETB 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 targets have been agreed between SOLAS and MSLETB 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	1,502	1,577	1,652
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	1,280	1,345	1,410
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,196	1,256	1,318
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	270	284	298
Fostering Inclusion			
Transversal Skills: Return certification at NFAQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,792	1,882	1,975
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	1,281	1,345	1,412
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	3,700	4,000	4,400
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	5,500	6,300	6,900
Skills to Advance: Continue to grow workforce upskilling enrolments	792	962	1,131
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	2,046	2,150	2,250
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs	150	650	1,050
Green Skills for All: Embedding of core green skills module across FET courses	1,000	2,000	3,000

03

FET Strategy – Building Skills

MSLETB has a well established further education and training offer, strongly demonstrated through its training centre provision in terms of both apprenticeship as well as innovative and unique skills offerings in areas such as craft butcher and smart driving as well as innovative skills areas such as digital, with a strong offering across all levels of provision.



A New Level 5/6 Proposition

The successful establishment of one of the 1st FET Colleges of the Future in 2021 with Mayo College of Further Education and Training has created a framework for future integration and progression of a new Level 5 and 6 proposition. This venture heralded a new approach in MSLETB to move away from standalone PLC provision delivered in a distinct building to a centre serving the areas of Westport, Ballina and Castlebar. The College offers over 40 Level 5 and Level 6 courses with both progression and employment opportunities, as well as a strong Erasmus offer. In addition, the College night school offers a range of Hobby and Certified courses available over evenings and weekends including the Green Cert in Agriculture. Although this signals real progress in terms of the future FET agenda, it is recognised this innovation in the main serves Mayo and there is a need to scope future Colleges of FET across Sligo and Leitrim, and to include the explicit integration of both further education and training activity within a single college setting.

Upskilling the Workforce

The future world of work, the rapid pace of economic and societal change will require upskilling throughout lifetimes and careers. A key area of focus within MSLETB over the period of this agreement is successful employer engagement. One key innovative project which is about to be implemented in the ETB is a bespoke CRM system, to enrich the relationship with employers and to provide necessary LMI and employer needs analysis to shape the future skills offering of MSLETB. This will also serve as a sectoral CRM tool to strategically support activity at a national level.

MSLETB will increase upskilling and reskilling opportunities for SMEs in the region, using a targeted strategic approach to enterprise engagement. MSLETB will continue to deploy its strategic promotions approach to raise awareness among employees and employers of how Skills to Advance opportunities can assist with economic challenges. The ETB has been very proactive in innovative and collaborative projects around Skills to Advance, but the scale of provision under the initiative lies below levels of other ETBs of equivalent size. Given the apparent strength of its industry links, substantial growth should be possible from 2022-24.

Examples of successful engagement with industry which can be built on over the course of this agreement include the existing partnership with Microsoft in the Coding Careers for Women course and the ability to include both learners on Skills to Compete and Skills to Advance. Demand is high for this initiative.

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 MSLETB 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 long-term unemployed in line with FET Pathways to Work commitments

FET Leader Case Study

This new innovative Eco Driving course for the haulage sector in Ireland which commenced in September 2021 is a three-day 'SMART Driving' programme, targeted at existing professional HGV drivers, to help participants develop behaviours and techniques that will improve fuel efficiency and road safety, reduce emissions, and will create cost savings for businesses and employers in the haulage sector. This is an initiative of Mayo, Sligo and Leitrim Education and Training Board (MSLETB) with Waterford and Wexford Education and Training Board (WWETB) and in partnership with the Irish Road Haulage Association (IRHA). The programme is funded by SOLAS through the Skills to Advance policy initiative under the Innovation through Collaboration Fund 2019-2021. According to the research conducted during programme development, haulage companies who participate in the course are set to save up to €4,000 in fuel and maintenance costs per fleet vehicle.



Delivering on Apprenticeship

MSLETB are a national FET leader in apprenticeship, both with a strong commitment to craft provision as well as due to their role as co-ordinating provider in the 2016+ apprenticeships, the national craft butchery apprenticeship and the national sales apprenticeship. The 1st graduation of butchery apprentices took place in April '22.

Applications for craft apprenticeships remain strong- MSLETB aim to increase their apprenticeship provision by 270 apprentices across 6 sectors over 2022 and 2023. The ETB has an ambition to commence the new Hairdressing apprenticeship in 2023. Engagement is underway with QQI for re-validation of MSLETB led apprenticeships. There is ambition to also develop new apprenticeship programmes, such as marketing and digital media, construction technician and in immersive technologies.

Plans are in place to support more electrical and electrical instrumentation apprentices. Sites have been identified to support this and are part of the engagement between SOLAS and MSLETB.

It is of note that MSLETB has significant experience in apprenticeship and their commitment to continuing to provide leadership in this space as the national infrastructure evolves is evident.

Given the collaboration and successful partnership approach at cross-border level an opportunity exists to consider an all of island apprenticeship model, particularly within the areas of construction, this is something that can be explored over the course of this strategic performance agreement.

A Leader in Digital Skills

Some ETBs with large rural catchment areas have found it difficult to build up digital skills offerings due to the nature of local industry and other constraints such as broadband availability. In contrast, by working with strategic partners, MSLETB has been able to develop really interesting courses in the digital space. This has included a new traineeship with Microsoft in cloud computing, and an initiative with the Code Institute to offer a course in Software Development, aligned to Level 6 on the NFQ, including one focused purely on female learners. There has been strong local interest in a course in data protection, while the ETB is also developing offerings in immersive technologies and digital marketing.

There is an opportunity to further grow digital skills provision in the region over the course of this agreement, building on wider trends of remote working and SME tech clusters in the west of Ireland.

Learner Voice

“I have just completed the Computer Applications for the Workplace course with Mohill Computer Training, Mohill Enterprise Centre. From the very first day I began this course, the tutors were always so pleasant, kind and understanding, everyone in the classroom were treated so kindly and equally. There was always a pleasant and relaxed atmosphere in the classroom. The entire course was divided into the various modules. The content of each module was very well explained and covered in detail, this together with all the excellent learning resources they provided, made learning very easy. I learned so much in this course, I never thought I could learn in a lifetime. I would highly recommend this course and definitely Mohill Computer Training, to anyone interested in a career in this area. Well done and thank you for a great year. ★★★★★”

Terry QQI Level 5 2022

Developing Other Skills Specialisms

One of the main strengths of MSLETB has been its ability to develop real specialisms in different skills areas. This includes an exciting and broad range of skills offerings available including in hospitality, film, multi-media and logistics.

One major success story has been the development of a blended sustainable agriculture ‘green cert’ validated by QQI. Demand for this course significantly outstrips supply, with an agreement in place with Teagasc, who also offer the course in different forms around the country, on maximum learner numbers. SOLAS will work with MSLETB and national partners to explore how the reach of the ETB’s course could be developed and widened.

MSLETB were one of 5 initial ETBs selected to establish an NZEB and Retrofitting Centre of Excellence. The centre will be set up in 2022, with targets for expanding provision set within this agreement, and over 1,000 enrolments targeted in 2024. This will also link nicely to plans to develop a construction technician apprenticeship in partnership with industry.

MSLETB was a lead ETB in the development of the new Level 4 micro qualification in Sustainability. It will now upskill staff via the train the trainer resources and roll this out as a blended programme as quickly as possible. From autumn 2022, there will also be a national online green skills module available via eCollege, and MSLETB will encourage all learners to undertake this learning.

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. Whereas there is evidence to show there were dips in the reach to priority learner cohorts by MSLETB over this period, the base actually increased from 817 in 2018 to 1,017 in 2021. This is certainly far from the national trend and it is acknowledged as a major achievement by MSLETB. The ETB is committed to continue to find ways to engage with the hardest to reach learners across the region, and provide them with consistent support and clear pathways when they engage.



Embedding Inclusive Practice

MSLETB 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 (MAEDF) was a notable asset in making these connections and enhancing access to FET. This is critical and MSLETB 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.

Targeting Priority Cohorts

Although MSLETB maintained a strong reach to learners in priority cohorts during this period, it is also acknowledged that this is a critical area. Strong partnerships are in place across the ETB, including at inter-agency level to support learners, including refugees, people from the Traveller community and older adults, particularly in the area of digital skills. Given the geographical scale of the ETB and its rural composition, this is of particular importance.



Learner Voice

“Mulranny Men’s Shed have benefited enormously from our engagement with MSLETB Community Education. In participating we have learned new skills, forged new friendships and our self-esteem and general well-being have greatly improved. Our local MSLETB team based in Castlebar are very encouraging and supportive and provide a great service. We look forward to working with them going forward. Keep up the good work and on behalf of all the members of Mulranny Men’s Shed Thank you.”

FET Leader Case Study

MSLETB’s response to the impact of the COVID-19 pandemic continued to place the learner at the heart of the approach. A centralised free phone number service, providing one place to call for the ETB was established for practical assistance for people to help them in engaging with learning and signpost them to wider supports.

Ensuring Consistent Learner Support

All MSLETB FET learners are advised that a designated person, such as the course coordinator, guidance counsellor, course tutor or other named person will be the point of contact for any programme related concerns that may arise. Learner supports are actively promoted by all centres, to ensure learners are fully aware that they exist and how they can be accessed. Several longstanding supports are available to all FET learners including:

- Reasonable Accommodations
- Literacy and Numeracy Support
- Adult Educational Guidance Service

MSLETB is committed to promoting inclusive teaching, learning and assessment practices to support the learning needs and abilities of learners. Towards achieving this commitment staff are training in the Universal Design for Learning (UDL) framework.

There are four part-time staff members assigned to support apprentices in MSLETB Training Centres - Sligo and Ballina. These supports include literacy and numeracy support, assessment for dyslexia and ESOL assessments. These supports are delivered through a partnership approach between the Adult Literacy Service and Training Centres and include referral of apprentices to literacy services in their geographical regions and in-centre supports such as literacy and numeracy.

This is all an excellent foundation for ensuring consistent learner support across all FET provision and all FET settings. MSLETB endeavours to fully embed this ethos over the period 2022-24 and beyond.

Pathways for People with Disabilities

The number of people with disabilities accessing FET with MSLETB did decrease marginally during 2019 through to 2021. However as these priority learner cohorts had actually increased from a base in 2018 of 477 to 883 in 2019, the loss was relatively small. The number of learners in MSLETB self-declaring a disability in 2021 was 742. This is a significant achievement for MSLETB to ensure these learners remained engaged over this period and may also be reflective of the local environment across Mayo, Sligo and Leitrim.

Over the next three years, a major priority will be 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.

Learner Voice

“It was great to meet with other people and learn how to do some many fun things such as acrylic pour, collages using different types of materials, mosaics, learning how to make a pot out of clay, embossing, glass painting and much more. We can’t wait to join our tutor Catherine in the future in Mulranny for some more art, fun and laughter”

Western Care Disability Services Achill/Newport

Adult Literacy for Life (ALL)

The new ALL strategy, launched by the Government in September 2021, sets 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.



MSLETB has a long track record in supporting literacy, numeracy and digital inclusion across its region and has remained resilient in the face of the pandemic, despite some decline. Over the course of this agreement, MSLETB will initially commit to ‘rebooting’ to 2019 levels, with then a further aim to grow this by 10%, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. There will be a requirement to provide English language support for Ukrainian refugees as part of this expansion, although the timeframe for which such support is required remains unclear at the time of writing this agreement.



Specifically, MSLETB 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

Certifying Outcomes at Levels 1-3

A trends of concern in MSLETB has been the decline in certification of learning at NFQ Levels 1 to 3. Despite this being the focus of a specific target under the previous strategic performance agreements, certification levels dropped by 36% from 2018 to 2021, with the position significantly worsening in 2021, rather than experiencing a rebound seen in some FET outcomes. Increasing certification levels back towards historic pre-pandemic levels must now be a critical focus. The reasons why such a stark decline has resulted should be identified and addressed. While not all learners at these levels desire certification, it should be an option across all courses for all learners, as a key enabler of learning pathways.

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. MSLETB 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

MSLETB is committed to ensuring effective and integrated FET pathways are in place. To achieve this, strong links exist with the guidance service. The service is available across most of FET with plans to expand this into Youthreach during 2022. Initiatives to build a pathways approach with positive outcomes include ‘Unlock your Future’ (see opposite FET Leader Case Study) and ‘The Next Step’ programme in Youthreach.

In common with other ETBs, there has been a decrease in the numbers of learners progressing within FET in MSLETB as a result of the pandemic. It will be a major priority to reboot to pre-COVID progression levels and ensure all learners have a sense of the leaning journey available to them.

School to FET Pathways

MSLETB has been a leader in the sector in building strong pathways between schools and FET. It has developed and rolled out a wide range of Transition Year modules and taster sessions delivered by Mayo College of FET, the outdoor education centres in Ballina and Achill and the training centre in Sligo. Agreed terms of reference are in place with local schools and focused TY pilots are established for six to eight weeks periods in skills areas such as hairdressing and motor mechanics. It will continue to develop this approach.

MSLETB report a change in attitude in schools, which now proactively invite the ETB to come and talk to them about FET and apprenticeships. MSLETB will continue to ramp up its school outreach work to increase the pipeline of young people into FET courses. Building on the first year where 90 courses were promoted to school leavers via the CAO-linked FET site, MSLETB will further develop this offering to include all types of Level 5 and Level 6 programmes.

FET-HE Pathways

Strong and effective partnership links and pathways are in place between MSLETB and Atlantic Technological University, building on previous arrangements with GMIT. There are also strong pathways into Initial Teacher Education via St Angela’s College in Sligo, which again is being incorporated into ATU.

Nevertheless, MSLETB acknowledges that there has been a decline in progression levels from FET-HE, and it is committed to addressing this and growing these pathways further. There is a particular opportunity around nursing, an area which has attracted significant national attention in a unified tertiary context. MSLETB provides several hundred pre-nursing places, but most graduates then go to UK universities to complete their degrees and training, despite ample employment opportunities existing when they return. MSLETB is happy to play a role in any pilot to develop these other pathways under a unified tertiary education system policy.

It will also work with regional partners and others to clarify roles and contributions within that tertiary system, with a particular focus on the overlap at Levels 5 and 6 of the National Framework of Qualifications.

FET Leader Case Study

The ‘unlock your future’ programme is a free four week career exploratory course open to all adults with a guidance counsellor. A participant undertakes a skills audit to help support pathways and future progression.



Skills Focused Progression

MSLETB have taken some steps to move away from legacy FET programme structures and branding to focus on the specific skills being offered. The focus will be to continue to drive forward a more integrated provision model across the ETB, with a focus on outcomes. As set out in the table below, MSLETB has strong progression outcomes into key sectors of the economy, with key destination industry clusters like healthcare, animal science, transport, engineering and hairdressing linking clearly to FET offerings by MSLETB.

Learner Voice

“For me, the best thing about the traineeship was the comradery between all the students and our Instructor Anthony. I really enjoyed how hands-on the course actually was. The qualifications we got from the course are extremely useful and since finishing I've started working in KNINE Racing in Westport, and I couldn't be happier there. The only reason I got my foot in the door was on the merit of the qualifications I received from the course. I'd recommend the traineeship to anyone who enjoys any sort of tinkering with bikes, or cars, or the likes.”

Aaron, Welding and Fabrication Traineeship

Lifelong Learning Pathways

Work-based learning is a critical component of MSLETB provision. Further engagement will take place on a collaborative model with industry to embed this further. Strong growth and positive outcomes for traineeships over this period are planned.

This is part of MSLETB's efforts to create an agile and flexible offering which will meet the needs of people in the region throughout their lifetimes and careers. They will explore opportunities for developing and rolling out micro qualification to facilitate a dip in, dip out system. It has been actively involved in collaborative projects with other ETBs around development and will continue this work over the next three years. The success of blended online programmes like the green cert will be built upon with new offerings.

There has been a significant increase in evening courses in MSLETB in 2022, over 60 courses are now scheduled as well as continuing engagement with digital hubs to also support pathways and progression. The ETB will work with SOLAS, DFHERIS and other ETBs to develop and agree a sustainable model for evening provision, and particularly the remaining self-financing aspects of FET provision.

Progression to Employment

ISCED Description	2019	Cluster	2019
Agriculture, Forestry, Fisheries	9%	Agriculture, Horticulture and Mariculture	3%
		Animal Science	7%
Arts and Humanities	4%	Arts & Crafts	3%
		Media Graphics Communications	0.2%
		Web Development & Design	1%
Engineering, manufacturing and construction	12%	Built Environment	2%
		Engineering	1%
		Engineering (Mechanical)	7%
		Engineering (Transport)	1%
		Manufacturing	1%
Business and administration and law	6%	Financial services	4%
		Management	2%
		Sales & Marketing	0.2%
Health and welfare	30%	Health, Family, other Social Services	30%
Information and Communication Technologies (ICTs)	3%	Information Technology	3%
Education	3%	Research and Education – Training	3%
Natural sciences, mathematics and statistics	1%	Science and Technology	1%
Services	30%	Security, Guarding & Emergency Services	1%
		Sport and Leisure	3%
		Tourism	3%
		Transport, Distribution & Logistics	7%
		Food and Beverage	4%
		Hairdressing, Beauty & Complementary Therapies	12%



The passion and expertise of staff in MSLETB and their commitment to putting learners at the heart of everything is evident throughout its services. Whilst some progress has been achieved by engaging with staff to expand their remit delivering integrated service provision, there remain numerous legacy design matters that need to be resolved 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. MSLETB will work with SOLAS around the creation of a pipeline of capital projects and continue to place a focus on service provision being learner and performance centred. The achievement of the Strategic Performance Agreement will require progress on a number of enabling themes as outlined in the FET Strategy 2020-2024. These enabling themes include continued investment and development of staffing and structures, quality assurance, continuous professional development, and a revised FET Funding Model. MSLETB has identified a number of mission-critical key positions to be filled in order to deliver on the commitments in the Strategic Performance Agreement and is currently working with SOLAS and DFHERIS to fill these positions.

Staffing, Structures and Capabilities

MSLETB has already taken the really positive step of assigning responsibility for key strategic FET responsibilities across its management team, moving away from purely programme based responsibilities. It has also centralized clerical resources which was a further important step in full cross-FET and cross-ETB integration. MSLETB will work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects 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 the ETB 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 which brings together what was formerly training and further education activity and SOLAS will work with MSLETB to support work to drive towards the new college model in Mayo, Sligo and Leitrim.

MSLETB 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 MSLETB staff. MSLETB will support work to reform the FET funding model.

Digital Transformation

MSLETB responded well to the global pandemic in terms of innovation using digital technology. Engaging with hard-to-reach learners and supporting learners with making digital devices available further progressed this digital transformation. The setting up of digital skills hubs across the region has been important and has played an important role in supporting BTEI provision.

Initiation of blended learning, as a result of the pandemic, was transformational and provided an opportunity to expand blended learning at pace. MSLETB will continue to build on this progress by establishing a formal blended learning policy.

MSLETB are committed to continuing to focus on the quality of data and maintaining robust and timely PLSS, to ensure quality measurement of targets and alignment with SOLAS data. 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 2022 - 2024.

Learner Voice

“What attracted me to the Microsoft Cloud Traineeship was the opportunity to upskill from home. During the course, I have learned to use computers, Microsoft Teams, Zoom and all the other skills that I did not have prior to the course. It was also great to be able to work from home and meet new people all at the same time!”

Quality FET

MSLETB has invested considerably in quality assurance and successfully came through its inaugural review with QQI. Allocating senior management responsibility for QA was an important step, and it will now use this infrastructure as a driver of agile curriculum development in collaboration with partner ETBs.

There is a need to complement QA resources and infrastructure with dedicated programme development expertise, and SOLAS will work with the ETB to support the development of this capability.



Public Sector Equality and Human Rights Duty

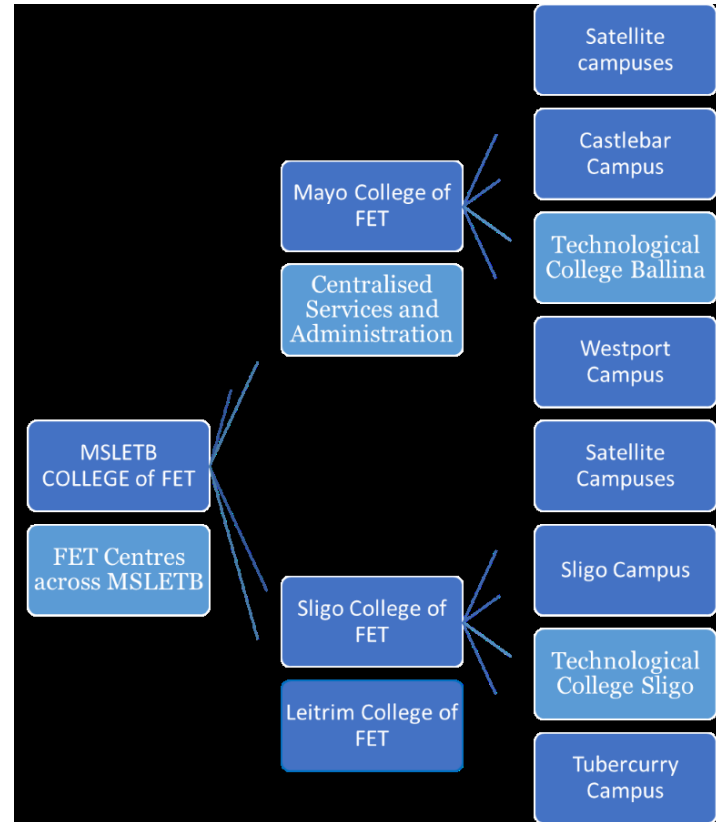
The ETB is committed to implementing the Public Sector Equality and Human Rights Duty in line with Irish Human Rights and Equality Commission guidance.

Capital Development

MSLETB will continue its programme of investment in FET capital infrastructure in line with its own estate's strategy. It is committed to building FET College of the Future models focused on its three specific counties: Mayo, Sligo and Leitrim. This will require capital investment in all three locations, with major projects proposed to develop integrated campuses in Castlebar and Sligo (linking Sligo College of FE and Sligo Training Centre) and a further initiative to create a dedicated and integrated college offering in Leitrim. The future proposed structure is shown opposite. It will be important that MSLETB targets a move away from dual school/FET provision into dedicated FET settings over the lifetime of this agreement.

The development of an estate's strategy will be central to the development of a pipeline of projects for MSLETB, coupled with the requirement to fully expend the annual devolved capital budget. MSLETB acknowledges the need to reduce its reliance on leasing agreements over time, as well as the potential to divest from ownership of existing buildings in order to create further funding to deliver on the FET College of the Future model.

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 MSLETB in this regard.



Learner and Performance Centred

The Learner continues to drive everything MSLETB does. MSLETB is committed to expanding and strengthening the Learner Voice across the ETB, building on the success and impact to date, as evidenced in the QQI Quality Assurance Review.

Both the value of the Aontas independent learner voice - the FET Learner Forum - is recognised, as well as the MSLETB learner feedback mechanisms and activities. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS.

MSLETB will engage with any new initiatives introduced in relation to further enhancement of strengthening the learner voice across the ETB sector.

MSLETB 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.

SOLAS will provide the necessary support for curriculum development which has been identified as a key enabler for Future FET.

Learner Voice

“My name is Mariana, and I am a qualified lawyer and teacher and have worked in both professions in Ukraine. I came to Ireland two months ago and I didn't know where to turn. Then, I arrived at Breaffy in Castlebar. I was lucky to walk into the building where I was immediately referred to a Guidance Counsellor. I would like to say thank you to all the workers of MSLETB for their support and help in every step adapting in the Irish environment and culture. I got step-by-step support to register for the Teaching Council and applying for a Tutor position. That kind of help for me is unbelievably valuable and useful. It is why I would like to say thank you to the MSLETB workers for the time they spent explaining how the system works in Ireland. The staff listen and hear what the problem is. I am very satisfied that I can come to the MSLETB and get all the information that I need from professionals because this is the most valuable to me,”

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 trend 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 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). Skills to Compete, initially designed as a response to the Pandemic, is now the national FET system Initiative to support unemployed people. 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 up to 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 then an initial further 6.7% increase of 35,958 by 2024. This target will be reviewed in late 2022 to aim to increase 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 trend baseline of 5,364. 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 trend baseline of 5,364 with then a further 24% increase of 6,672 by 2024.

2022-2024 Definitions and Targets

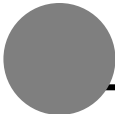


Fostering Inclusion

Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by at least 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 trend baseline of 29,328 with then a further 10.5% increase of 32,398 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 trend baseline of 17,271 with then 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 trend 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 then a further 7.4% increase of 113,605 by 2024. This target will be reviewed in late 2022 to aim 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

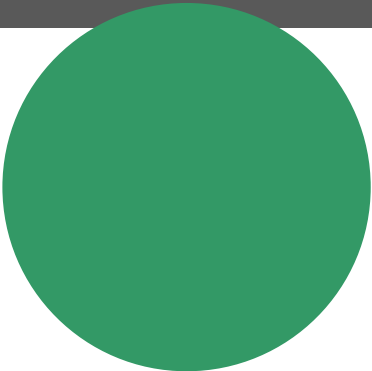


Targeting Key Skills Needs

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 then 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 and the micro qualifications in this area. 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 of 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 midterm review of the Agreements and closing off Agreements at a later date.

Review Mechanisms

The midterm 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



MSLETB Ambition 2022-2024 at a glance

-  Establish and ramp-up the NZEB Retrofit Centre of Excellence for the construction industry, to support delivery of the targets in the national Housing for All Strategy.
-  Expand the MSLETB apprenticeship footprint, including in craft provision, with particular specialisation in electrical, continuing its new apprenticeships, in butchery and sales, and exploring new opportunities, such as for construction technicians.
-  Address the major decline in certification of learning at NFQ levels 1-3 due to the pandemic with a clear action plan.
-  Focus on the development of three integrated FET Colleges of the Future serving Mayo, Sligo and Leitrim respectively.
-  Continue to lead work on school-FET pathways, lead in senior cycle review projects and ensure a strong offering of a wide range of Level 5/6 options via the CAO linked site.
-  Build on MSLETB commitment to strategic enterprise engagement and strong industry links by implementing the CRM system it developed and upscaling its Skills to Advance offering.
-  Build FET-HE pathways with HEIs to resume growth in progression and develop joint proposals in support of unified tertiary system.
-  Be one of the key leaders in the sector to drive the success of the ALL strategy and expand literacy provision.
-  Use the capacity built up in quality assurance 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



msletb
Bord Oideachais agus Oiliúna
Mhaigh Eo, Shligigh agus Liatroma
Mayo, Sligo and Leitrim
Education and Training Board