Kilkenny and Carlow Education and Training Board

Strategic Performance Agreement 2022-2024

Introduction from Kilkenny and Carlow ETB and SOLAS

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

The impact of COVID-19 on FET provision in Kilkenny and Carlow was significant, but despite this the ETB showed real resilience and managed to grow its reach and outcomes over this period. 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 Kilkenny and Carlow over the next three years.

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

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Contents

Agreement Themes

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

01 ### KCETB 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

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

04 ### FET Strategy – Fostering Inclusion

KCETB 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

KCETB 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

KCETB strategic plans and proposed contribution to the Enabling Themes 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.

KCETB in profile

Kilkenny and Carlow are strategically located in the South-East of Ireland and have excellent access to transport infrastructure through its location on the M9 Dublin Waterford motorway, the Dublin Waterford main rail line and the N80 national road linking Rosslare Europort to the Midlands.

Kilkenny and Carlow have a combined population of 165,616 (provisional census data from the CSO 2022), indicating a relatively low increase in population from the 2016 census in Kilkenny of 4.5% with a higher increase in Carlow of 8.8%. (The national average was 7.6%.) Kilkenny City and Carlow Town are the main urban centres of population with the next largest towns being Ferrybank in south Kilkenny, and the district towns of Callan, Castlecomer, Graiguenamanagh, Tullow and Bagenalstown. The geographic area is bordered by Waterford, Wexford, Laois and Tipperary. The cohort under 18 years of age in both counties is 26.1% while 13.7% are ages 65 and older (Census 2016). Carlow has a younger age profile than in Ireland as a whole. On the other hand, Kilkenny has a lower birth rate and has experienced an increase in the population cohorts from 45-64 and 65+.

Population 165.6k
Employment 75k

An updated profile will be produced as further data from the 2022 census becomes available.

Of the 200,800 persons in employment in the South-East region in Quarter 3 2021, it is estimated that, based on 2016 county distributions, almost 37% were in either Co Kilkenny or Co Carlow, representing approximately 75,000 persons.

Sectoral Distribution of Employment Kilkenny Carlow Q3 2021

Sector	Kilkenny/Carlow (Estimate)	South East	State
Accommodation/food	9%	9%	7%
Admin and support	3%	4%	4%
Agriculture	5%	4%	4%
Construction	6%	6%	6%
Education	10%	10%	8%
Finance etc	6%	5%	6%
Health	14%	13%	12%
ICT	3%	4%	6%
Industry	14%	14%	12%
Other NACE	5%	5%	5%
Professional Services	5%	4%	7%
Public admin and defence	4%	4%	5%
Transport	4%	4%	4%
Wholesale/retail	12%	12%	13%
Total	100%	100%	100%

It is estimated that the largest sectors of employment in the Kilkenny and Carlow ETB area were health, industry, and wholesale/retail. When compared to the State average, Kilkenny Carlow had higher shares of employment in the accommodation/food sector (9% compared to the State average of 7%), education (10%, compared to 8%), health (14% compared to 12%), industry (14% compared to 12%) and to a lesser extent, agriculture (5% compared to 4%). Although the share of Kilkenny Carlow employment in the finance sector is estimated to be comparable to the State average (6% each) and is higher than many other areas.
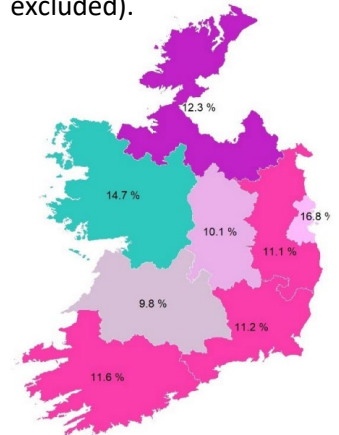
National Employment Analysis

Legend: ■ Kilkenny Carlow ■ State
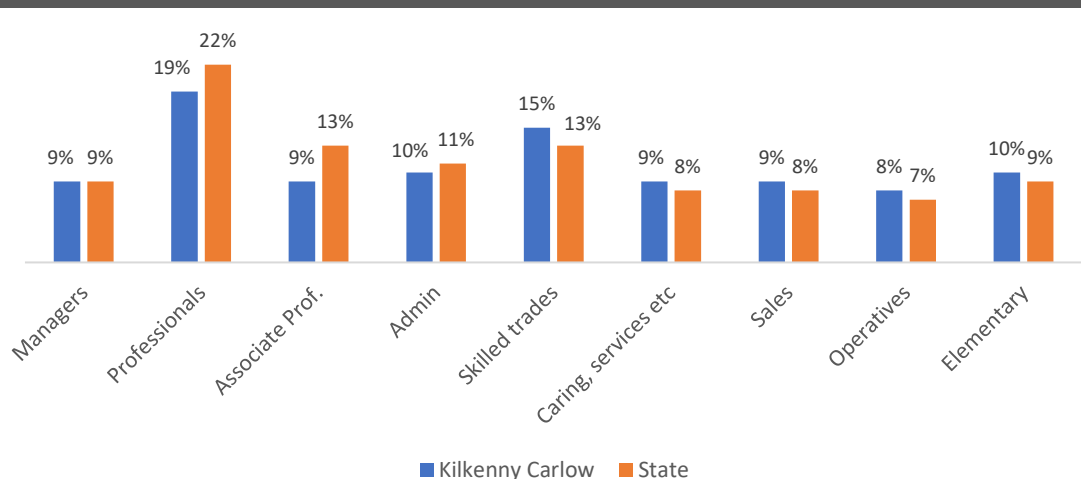
Approximately 15% of adults in the South-East region held FET qualifications, in Quarter 2 2021, slightly higher than the national average of 14%. A further 40% of adults held higher education qualifications, below the national average of 47% (which is driven by the particularly high share in the Dublin region).

Lifelong Learning

In Quarter 4 2021, the South-East region had a lifelong learning participation rate (persons engaged in learning in the previous four weeks) of 11.2%, which is below the national average of almost 13.1% (12% if Dublin is excluded).

	Jan-21	Jan-22
Kilkenny Persons on the live register	3,049	2,401
Kilkenny Persons in receipt of the PUP	9,064	1,255
Carlow Persons on the live register	3,301	2,671
Carlow Persons in receipt of the PUP	5,096	677
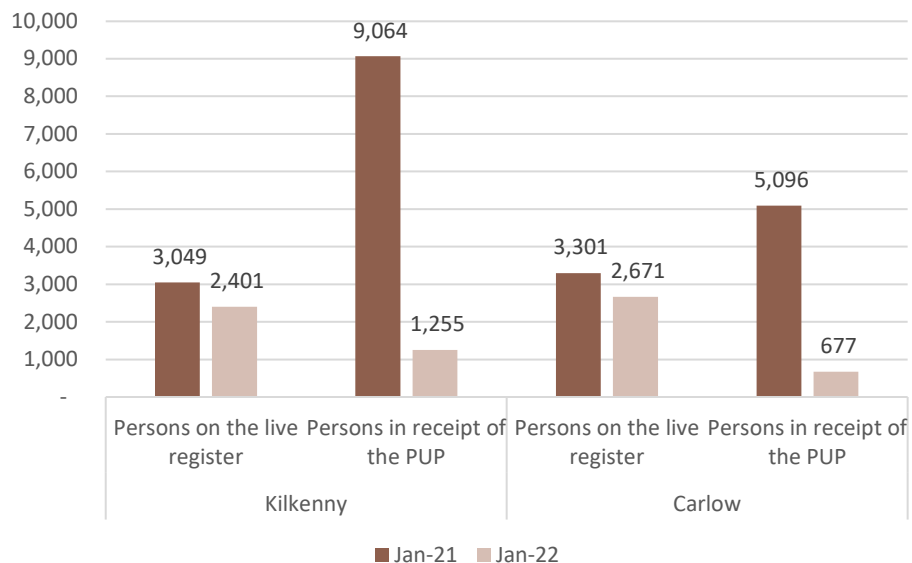
Kilkenny

At the end of January 2022, there were 2,401 persons in Kilkenny on the Live Register, a fall of over 600 persons on the same period in the previous year.
The number of people in receipt of Pandemic Unemployment Payments (PUP) fell by over 7,800 persons over the 12-month period to over 1,200.
At the end of November 2021 there were 4,502 persons in receipt of the Employment Wage Subsidy Scheme (EWSS), an increase of over 400 persons on the same period in the previous year.
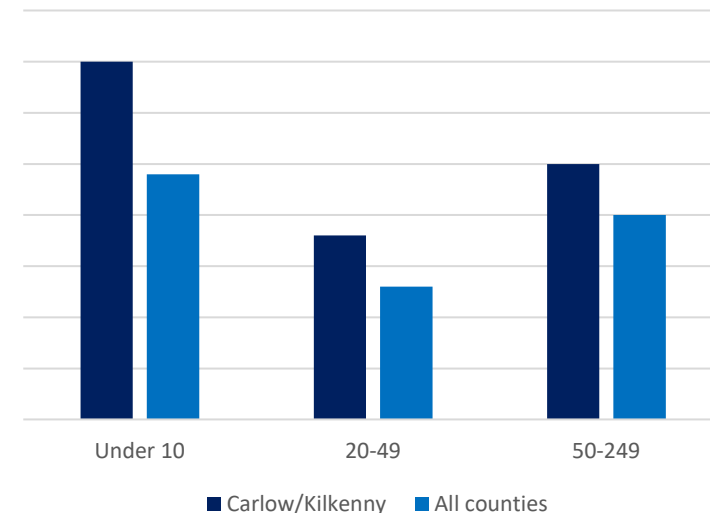
Carlow

At the end of January 2022, there were 2,671 persons in Carlow on the Live Register, a fall of 630 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 over 4,400 over the 12-month period.
At the end of November 2021 there were 2,394 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, which was a decline of over 700 on the previous year.

The end of COVID-19 restrictions, and these associated welfare supports, in 2022, means the ETB, like most of its counterparts, is faced with a situation of close to full employment in the county. This will inevitably affect demand for reskilling courses for the unemployed, but the volatility of the social and economic environment must also be acknowledged, and circumstances can change rapidly over the course of this agreement.

Business Demography

Compared to the national distribution, over one third of persons in Kilkenny and Carlow tend to be engaged in smaller-sized firms (firms with fewer than 10 persons). On the other hand, just over a quarter of persons in Kilkenny and Carlow are engaged in large firms (250 persons or more) compared to over a third on average across all counties. *(Due to small numbers in some categories the CSO didn't publish data across all size firms for Kilkenny and Carlow.)*

	Kilkenny	Carlow
Active Enterprise	4,506	2,762
Persons Engaged	21,425	14,043

KCETB FET Infrastructure

At present, of the 25 sites, 24 are owned by KCETB on either freehold or leasehold agreements. Three KCETB sites are part rented to other parties in addition to the ETB. This is well below the national average of 42% of buildings leased. The overall site area is 160,810 m².

A small number of buildings within KCETB are of architectural or heritage in nature. Several of the two storey buildings present accessibility issues to be addressed in terms of lifts as well as wider access. Most of the buildings are reliant on fossil fuels for heating and half of the buildings have the potential for more sustainable energy sources. Most of the sites also have good quality Wi-Fi.

Just 1 of the premises include some secondary school provision alongside FET and only 2 of the sites include prefab/modular buildings. In the recent FET estates survey, 1 site was considered 'highly suited', 13 'satisfactory' with 11 'requiring development'.

To its credit, in the last number of years, on foot of recommendations from the PLC evaluation report, KCETB has reconfigured its PLC provision to its current concentration of two centres (Carlow Institute and Ormonde College of Further Education) across four locations. The realignment of smaller centres was carried out within a framework of delivering improved resource utilisation, operational efficiencies, student supports and employer engagement.

In 2018, KCETB opened a new training facility at Purcellsinch Industrial Estate in Kilkenny. While primarily used for phase 2 electrical apprentices, this facility has been fitted out to support further education and training programmes particularly those with an IT or blended focus. KCETB will further develop the apprenticeship capacity of these premises in line with the vision for their overall estates' strategy.

In 2019 Carlow Institute of Further Education and Training also opened the doors of its new purpose-built college at Mortarstown. The campus which is designed to cater for 1,000 learners offers specialist training facilities in Make Up Artistry, Professional Cookery and also Performing Arts. The state-of-the-art facilities in the new college is testament to the future potential and ambition within KCETB to develop the FET College of the Future model over the period of this agreement.

Figure 1 Location of KCETB FET Provision

- ● Adult Education Programmes
- ● PLC
- ● Training Services (Apprenticeship, Traineeship & SST)
- ● Local Training Initiative
- ● Community Training Centres
- ● Youthreach
- ● KCETB Offices

Relative Regional FET Supply

In terms of relative Level 5 and Level 6 provision which the KCETB estate strategy supports, analysis of 2019 full-time provision showed 2,274 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.

This shows that KCETB are broadly around the national average in terms of relative FET supply. Like the wider system however, Kilkenny and Carlow ETB has an ambition to grow both demand and supply for FET in its area, and its overall contribution and impact to economy and society.

Level 5/6 Provision Relative to Employment Index	Level 5/6 Provision Relative to Population Index
1.16	1.10

Funding Profile

2021
€24.4m

Learner Activity

2021
11,004

Staffing

Approx. 276 FET Staff

The Director of FET in KCETB has responsibility for 21 separate programmes and a number of associated services across Kilkenny and Carlow. The FET Senior Management Team (SMT) comprises of the three AEOs, the Training Services Manager and a FET Principal. Each of these managers has responsibility for specific overarching areas as well as a number of programmes within FET.
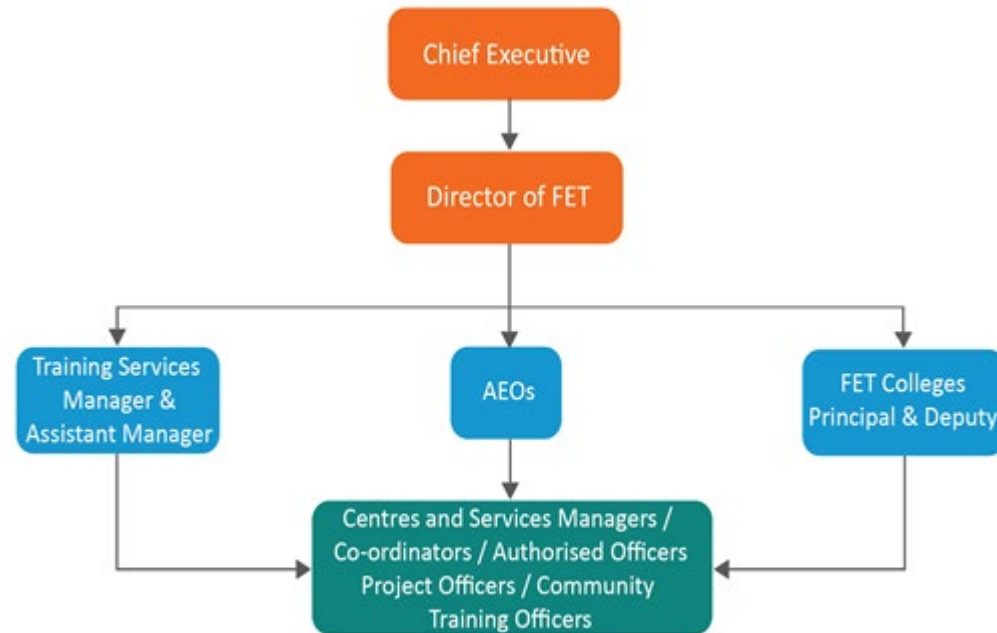
Focus of Provision

KCETB has strategically aligned its FET provision to the core enterprise base in Kilkenny and Carlow. There has been a particular focus in provision in the areas of Hospitality, Engineering, Health, Family and other Social Services and the Built Environment. More recently the Training Services Unit has commenced offering certification aimed at those wishing to enter or currently working in the Financial Services industry. There has been a strategic focus on creating pathways through all FET Services to support learners with progression options in education, training and employment within the industry specific cluster areas of Financial Services, Hospitality and ICT sectors.

02 Performance and Targets

This section presents an overview of the performance against national system targets by Kilkenny and Carlow 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 KCETB 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.

Supporting Jobs
Employment Outcomes Increase by 10% from 2019 baseline
50,000 places in Skills to Compete

Learning Pathways
Progression within FET
Progression from FET to HE Increase by 10% from 2019 baseline

Facilitating Inclusion
Transversal Skills
Widening Participation Increase by 10% from 2019 baseline
Adult Literacy for Life Targets

Upskilling Through Life & Careers
Lifelong Learning Increase by 10% from 2019 baseline
Skills to Advance Targets

Targeting Key Skills Needs
Key Skills Needs
Retrofitting & FET Green Skills
Construction Skills
Apprenticeship

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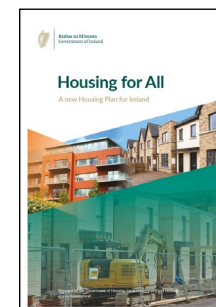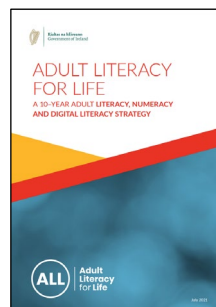
Performance and Targets

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

The significant increase in the reach to priority cohort learners as well as the strong progression levels maintained over this period

The contribution and substantial growth of provision related to key skills needs is testament to the importance of the ETB both locally and nationally

KCETB 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	711	886	787	Not yet available	10.69%
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	633	-
Creating Pathways					
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,009	1,198	1,194	1,182	17.15%
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	208	200	211	Not yet available	1.44%
Fostering Inclusion					
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,320	856	733	905	-31.44%
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	379	747	683	686	81.00%
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	2,209	1,815	1,528	1,396	-36.80%
Upskilling Through Lifetimes & Careers					
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	3,857	3,927	3,070	3,566	-7.54%
Skills to Advance: Continue to grow workforce upskilling enrolments	18	239	307	286	-
Targeting Key Skills Needs					
Key Skills Needs: Grow the number of places addressing key skills needs	865	1,110	1,373	1,322	52.83%

'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.

KCETB Key Achievements 2018-2021

The establishment of key FET estates, including the Purcellsinch Industrial Estate in Kilkenny and the Carlow Institute of Further Education and Training, providing a strong foundation for Future FET and the national vision for FET Colleges of the Future.

The commitment and the resilience of all staff across KCETB in continuing to provide FET services to learners during the pandemic. Remarkably managing to grow the FET offering in KCETB in several areas including supporting provision to deliver key skills needs.
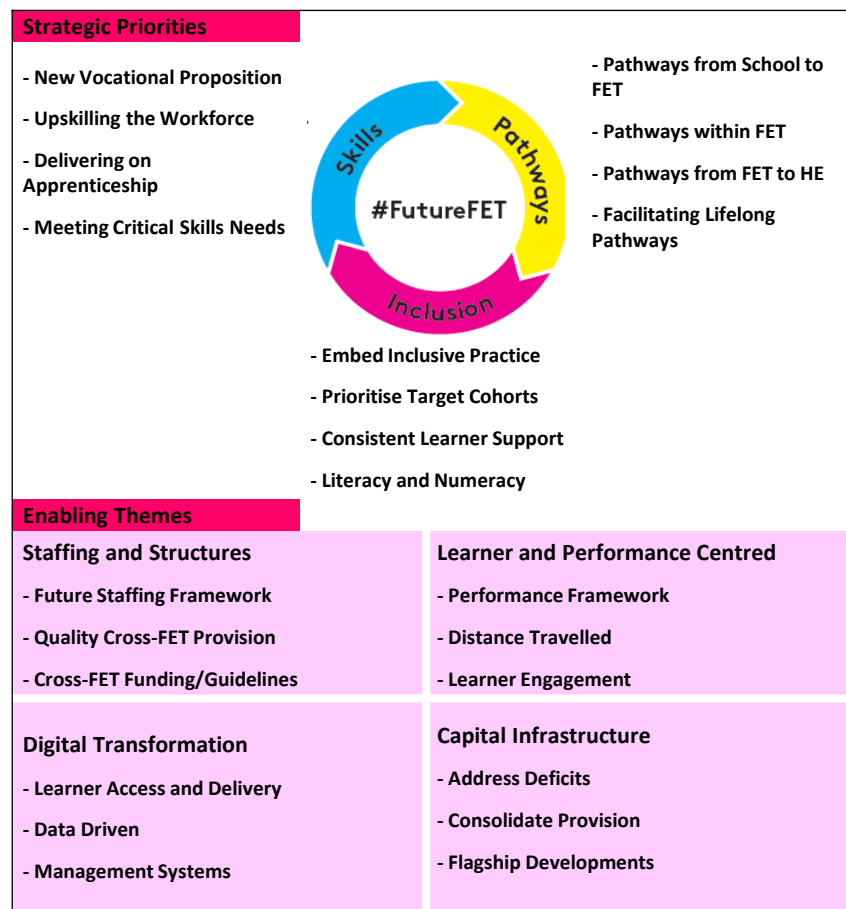
Continuing to reach out and support the local community, through a strong and proactive network, including with DSP, successfully increasing engagement with priority cohort learners.

Significant upskilling of staff undertaken, partly as a result of the shift to the online environment as a result of the pandemic. Further advancing the developments as a result of the emergency response to establish a commitment for a longer-term blended learning strategy.

Progressing the infrastructure for quality assurance and overall data management in support of the QQI quality assurance review and in line with the national 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:

Future FET: Transforming Learning
The National Further Education and Training (FET) Strategy
2020–24

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

#FutureFET — Skills / Pathways / Inclusion

- 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

Learner and Performance Centred
- Performance Framework
- Distance Travelled
- Learner Engagement

Digital Transformation
- Learner Access and Delivery
- Data Driven
- Management Systems

Capital Infrastructure
- Address Deficits
- Consolidate Provision
- Flagship Developments

Performance and Targets

KCETB 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 KCETB 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	886	930	975
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	700	750	800
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,275	1,350	1,450
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	200	225	250
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	856	900	950
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	750	800	850
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	1,815	1,906	2,000
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	3,900	4,100	4,300
Skills to Advance: Continue to grow workforce upskilling enrolments	400	500	625
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	1,400	1,500	1,600
Green Skills for All: Embedding of core green skills module across FET courses	1,000	2,000	3,000

03 FET Strategy – Building Skills

The overall FET skills offering in Kilkenny and Carlow ETB has evolved and grown, both as a result of the investment in new premises in recent years as well as through their overall strategic direction to consolidate provision in centres (such as PLC). The new state of the art Carlow Institute provides a range of skills areas including professional cookery and performing arts, while across other centres apprenticeships are supported, particularly in electrical. The Commis Chef apprenticeship is also available. Unique skills offerings such as horsemanship are also a strong strand of provision.
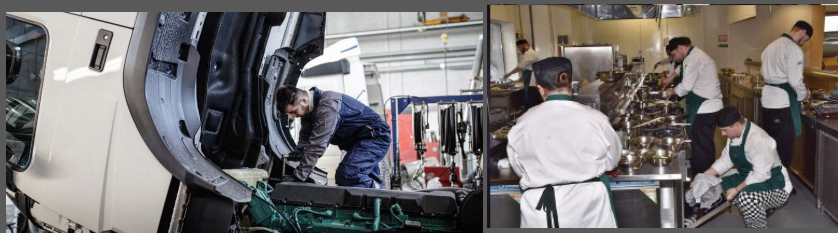
A New Level 5/6 Proposition

Progress has been achieved in terms of consolidation and integration to date in KCETB. The Purcellsinch Industrial Estate in Kilkenny, although primarily used for phase 2 electrical apprentices, has also been fitted out to support further education and training programmes particularly those with an IT or blended focus. In addition, Carlow Institute, the flagship FET centre in Carlow provides a significant opportunity to further integrate Further Education and Training provision, building on successful initiatives to date in hospitality skills. Strategic planning on behalf of KCETB will be needed so that objectives under the Building Skills pillar of the FET Strategy can be achieved. KCETB will continue to develop integration options and link its Level 5/6 offering more closely to wider FET pathways over the course of this agreement.

Upskilling the Workforce

The future world of work, and the rapid pace of economic and societal change, will require workers to upskill throughout their lifetimes and careers. A key area of focus within KCETB over the period of this agreement is a ramping up of Skills to Advance provision, in line with the national % increase. KCETB will engage with industry over the next three years, to significantly expand its Skills to Advance provision, building on its ability to develop flexible online and blended offerings.

Key to achievement of Skills to Advance outcomes is successful employer engagement and close partnership with industry and regional stakeholders. KCETB will continue their targeted sectoral approach with a particular focus on expanding engagement with companies in their region. The expansion of the team, development of a dedicated training facility and the support of the CRM system will facilitate an increase in employee participation. An expanded range of relevant courses will provide a strong offer for local employers.

To further advance the Skills to Advance offer, KCETB is progressing towards the potential to validate ILM awards, given that ILM will continue to be offered as a Route 1 option. In addition, this is also relevant in terms of integrating ILM modules into Routes 2 and 3 programmes.

Skills for Employment

Skills to Compete was launched as an initiative to cope with the structural labour market change brought about by the pandemic. It builds on the programme infrastructure already available, 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 KCETB 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

As part of the Innovation through Collaboration initiative in the South-East and in collaboration with WWETB and TETB, Kilkenny and Carlow ETB delivered Step up and Grow which is a Company Benchmarking process aimed at promoting business excellence, initiated as part of the Supporting Working Lives and Enterprise Growth in Ireland 2018-2021 further education and training policy framework for skills development of people in employment. The focus in KCETB for this programme was the upskilling or reskilling needs of the Engineering and Manufacturing sector. The benchmarking tool used as part of the programme has identified and supported a number of SMEs in Kilkenny and Carlow to undertake an audit of their training needs.

STEP UP AND **GROW YOUR** BUSINESS

SOLAS learning works

Delivering on Apprenticeship

KCETB offer apprenticeship training both in craft apprenticeships and in other areas, including the Commis Chef Apprenticeship.

Given that KCETB do not have a specific training centre, it is to their credit that advances in recent years have led to effective provision being offered, which includes in electrical, construction and motor mechanics apprenticeships.

The close proximity and strong collaboration with Carlow Institute of Technology, now the South-East Technological University presents potential opportunities for future expansion, including in the area of Electrical Instrumentation. This will be reviewed over the course of this agreement.

KCETB are aiming to commence a second Commis Chef class in Autumn 2022. In addition, plans are in place to progress two additional Phase 2 Electrical Workshops in 2023.

KCETB are in support of a devolved delivery model in craft apprenticeships with colleagues in the South-East, including both with ETB partners as well as higher education institutes.

The ETB has plans to expand apprenticeship provision over the course of this agreement, building on successful integration initiatives progressed to date, such as the delivery of the Commis Chef apprenticeship in Carlow Institute. This also forms a component of the overall estates strategy for KCETB.

Green Skills and Sustainability

To its credit, KCETB was a lead ETB in the development of the new Level 4 micro qualification Environmental Sustainability Awareness module. The ETB will now roll this out across FET provision from September 2022. From autumn 2022, there will also be a national wholly online green skills module available via eCollege, and KCETB will encourage all learners to undertake this learning.

KCETB have also offered green skills provision through the 50 Shades Greener banner, demonstrating their early leadership in this critical skills needs area.

From autumn 2022, there will also be a national wholly online green skills module available via eCollege, and KCETB will encourage all learners to undertake this learning.

There are ambitious targets to drive the roll-out of this and KCETB will support the national skills priorities in green skills and sustainability over the course of this agreement, developing further plans and provision.

Learner Voice

" *"This is a really good step for adult learners wanting to take a step out onto the path to education and further. Good Quality Courses and highly motivated Tutors who put their heart and souls teaching and supporting their students."*

Skills Development and Specialisation

Effective engagement with industry and employer networks is key to the future plans and potential skills collaboration of KCETB. These include building on existing networks, such as skills development through the THRIVE programme, in collaboration with the entrepreneurs' academy.
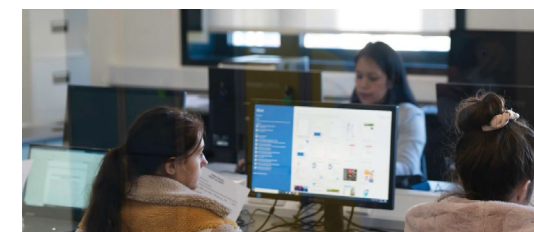
Specific skills areas have been identified by KCETB, including Smart Driving, as well as Bus and Coach Training provision, which has been developed and is scheduled to commence in 2022.

KCETB plans to offer APA Pensions and Regulations for the September 2022 exams. This is a significant initiative for the ETB and further evidences the response to employer needs in the region.

Building on the success of engagement with learners on the eCollege Digital Marketing course, KCETB also plan to offer Digital Marketing as a tutor led option in 2022, which will include City and Guilds "Understanding Social Media" and "Brand Development" components.

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. To its credit however, Kilkenny and Carlow ETB managed to actually increase the number of learners engaged from priority cohorts over this period, albeit 2018 represents a relatively low base, from 379 in 2018 to 686 in 2021. Although this has not yet returned to the pre-pandemic levels seen in 2019, the strong signs of recovery are very positive to date. Other key areas that were impacted during the pandemic included provision in adult literacy as well as certification of learning at Levels 1-3. It is clear KCETB must refocus in order to restore these outcomes to pre-pandemic levels and grow further. By embedding consistent learner support across all FET provision, driving a new regional approach to delivery of the ALL strategy, and expanding targeted community initiatives, there is a clear direction for fostering inclusion across KCETB.

Embedding Inclusive Practice

KCETB 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

Targeting the needs of the most vulnerable 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. KCETB found that community education groups were hard to reach over the period of the pandemic and that the MAEDF fund was hugely helpful in supporting the reach to these groups which assisted in maintaining links. MAEDF 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. KCETB will explore the establishment of Memorandums of Understanding (MoUs) with key community education partners to underpin an enhanced role for community education.

Targeting Priority Cohorts

Participation by learners from the Roma and Traveller Communities, Refugee and Asylum seekers, as well as learners with a disability engaging with FET has declined nationally during the pandemic. KCETB evidenced real resilience in continuing a connection with learners from priority cohort groups, however it is evident that participation levels have dropped or not perhaps grown in line with the growing FET needs perhaps expected. KCETB will therefore continue their efforts to focus on engagement with these learners. Similarly to other ETBs, KCETB has been asked to accommodate the FET needs of Ukrainian refugees which will continue to be a major priority in 2022. Partnership working with local community education providers and interest groups will support KCETB to understand and address the challenges faced by priority cohorts and support the achievement of national targets.

Ensuring Consistent Learner Support

KCETB is moving to develop an Integrated Learner Support Framework. This will continue to develop and embed a cross-FET approach to consistent learners supports, by:

- Establishing a whole of service approach and developing structures to enable the expansion of the existing provision of learner supports.
- Continuing to invest in IT Devices and Technology.
- Developing structures and procedures to embed literacy support across FET provision, including the development of consistent assessment approaches.
- Highlighting the learner voice and inviting learner feedback
- Developing a KCETB learner handbook
- Enhancing the KCETB learner support portal
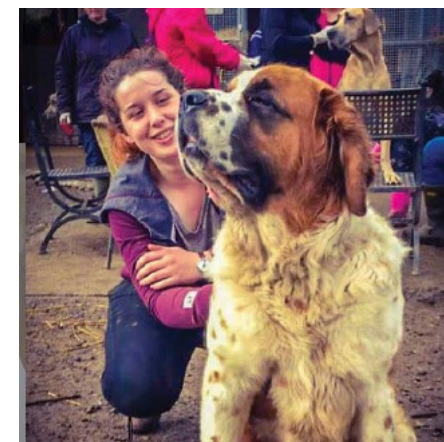
Pathways for People with Disabilities

The number of people with disabilities accessing FET with KCETB declined only marginally from 586 in 2019 to 548 in 2021, despite COVID-19 related restrictions preventing delivery of the onsite learning and support required by some learners. KCETB is committed to ramping this back up to previous levels and then increasing participation further. It will also ensure that the Fund for Students with Disabilities, which previously only applied to PLC provision, is rolled out across all of FET.

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

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

" *"I had just lost my husband when I joined the Digital Photography course and Ceramics courses. The Tutors and students took me in and willingly gave me all the help and encouragement. My confidence and self-worth grew, and I had the courage and strength to go back into the workforce."*

Adult Literacy for Life (ALL)

The new ALL Strategy, launched by Government in September 2021, set out an ambitious 10-year cross-Government and cross-society approach to addressing unmet literacy needs. ETBs have a pivotal role in the delivery of the strategy, hosting new Regional Literacy Coordinators who will drive collaboration with local stakeholders via a Regional Literacy Coalition and produce a Literacy Action Plan which will feed into a new national ALL programme office.

KCETB has a long track record in supporting literacy, numeracy and digital inclusion across its region however the pandemic had a major impact on the scale of provision. From 2018-2021, there was a decline in provision identified as key to delivery of Adult Literacy for Life of nearly 37%. Though this is higher than the sector average, like many ETBs, KCETB is already showing signs of a rebound in 2021. KCETB will 'reboot' to 2019 levels over the course of 2022 with a further 5% in 2023 and again in 2024, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. As noted earlier, there will continue to be a requirement to support learners from Ukraine in key provision, such as English language support as part of this expansion, although the length of time for which such support is required remains unclear at the time of agreeing this SPA.

Specifically, KCETB 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 the literacy needs of those in employment via Skills to Advance

Driving Certification at NFQ Levels 1-3

One of the trends of concern both locally and nationally, in terms of the impact of the pandemic has been a significant drop in certification of learning at NFQ Levels 1 to 3. Certification levels for KCETB dropped by over 31%, which is higher than the average sector decline and therefore a renewed focus on certification is now required. Increasing certification levels back towards historic pre-pandemic levels must be a critical focus. KCETB is committed to offering non-accredited learning across its provision, and 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. The Government commitment to a unified tertiary system requires attention to be given to making FET accessible to all learners and developing closer links to HE partners in the region to build the work to date and strengthen seamless pathways for learners. The FET offering in KCETB needs to support learners throughout lifetimes and careers and ultimately meet the demands of our rapidly evolving economy and society.

Integrated FET Pathways

The Future FET integrated approach is based on a clear strategy to facilitate progression within FET from one course to another, advancing along the National Framework of Qualifications, with learner guidance and support and quality assurance playing an important role in ensuring potential pathways are transparent from the outset. Further progress in this area can be made by building on relationships that exist across KCETB with HE colleagues in the South-East Technological University.

Progression within FET in KCETB has remained extremely steady over the course of the pandemic, this reflects the approach to aim to keep learners engaged as well as ensure all necessary supports are in place to enable learners to progress. There is continuous communication with KCETB learners regarding desired pathways. Teaching staff carry out a variety of reviews through: Monthly Progression Forms, Learner Progression Forms and Individual Learning Plans (ILPs) to assist in supporting the learner to identify and develop their learning pathway. The Adult Education Guidance Service (AEGS) also plays a central role in ensuring learners are supported on their journey. This service is open to learners across all provision and adults wishing to assess their educational options. This is an important part of identifying opportunities suitable for individual learners when planning progression. Progression pathways both internally within FET provision from one programme to another and externally to other institutions is clearly communicated to learners. Over the course of this agreement KCETB will continue to work on enhancing this area and aim to reboot back to 2019 levels and further increase this contribution.

School to FET Pathways

KCETB has developed initiatives with schools to support school to FET pathways through regular visits for recruitment and promotion taking place. FET Fair events have resulted in over 300 prospective learners attending a recent event in 2022. KCETB will continue to build on the strong links with post-primary schools and their admissions teams to support visits to all schools in the area. Specific events will also be arranged for school principals, staff and Guidance Counsellors as required. KCETB will deliver on plans to host events focused on parents and how opportunities in FET are communicated to parents.

KCETB welcomes the opportunity to promote FET courses via the CAO linked site and indeed were an ETB lead in enabling this innovation. KCETB will have a full suite of relevant provision available via the CAO website this year including traineeships. KCETB also offer taster days with schools and other partners for pathways related to Youthreach. This approach can be developed further within KCETB by building on the existing promotion of apprenticeship and other pathways programmes including wider skills areas such as beauty therapy and engineering. This highlights a taste of different future vocational or technical options and has been successful elsewhere in garnering interest for FET courses as an equally valid destination as HE after school.

FET-HE Pathways

KCETB held strong in the number of learners that progressed on the FET-HE pathway. However further opportunity exists in this regard. Reengagement with the newly established SETU is particularly relevant for KCETB as is the requirement to establish a revised MoU with the new entity. KCETB will explore these opportunities with partners and seek to advance opportunities to advance a unified tertiary system. KCETB will also aim to develop an access programme for HE in partnership with SETU.

Pathways for ICT software and bicycle engineering exist already and provide a strong evidence for replication of this approach. KCETB has seen a growth in nursing learners, the current pathways that exist for progression to HE are with UK universities. Alternative pathways need to be explored for this specific area, particularly given the existing healthcare demands in Ireland.

FET Leader Case Study

In November 2020 as part of the KCETB DEIS to FET Network, a series of Virtual Open Days for secondary schools across Kilkenny and Carlow took place. The open days were attended by 459 students from 17 schools. The aim of these events was to increase transitions from DEIS schools to FET provision and this opportunity was then promoted to a broader range of secondary schools in December 2020. Due to the success of this approach, it is anticipated this will become an annual feature in the KCETB FET calendar.

Skills Focused Pathways

Progression from schools, within FET, from FET to HE as well as onwards into outcomes such as employment are all key areas of focus for KCETB over the course of this agreement, in line with the national vision set out in the Transforming Learning national strategy.

The data in the table adjacent evidences key employment outcomes in areas for learners in KCETB such as health and welfare, services, arts and humanities and agriculture, forestry and fisheries. This can be reviewed and considered in the context of future planning.

KCETB intends to strengthen provision to meet the needs of learners and employers by remodeling hospitality provision to focus on a more work-based learning model. This can be further enhanced by also considering other provision developed in line with employer engagement, increasing FET initiatives at Level 5 and 6 areas and other forms of work-based learning. This will be effective in continuing to deliver high employment outcomes.

Progression to Employment

ISCED Description	2019	Cluster	2019
Agriculture, Forestry, Fisheries	12%	Agriculture, Horticulture and Mariculture	1%
		Animal Science	11%
Arts and Humanities	14%	Arts & Crafts	10%
		Media Graphics Communications	3%
		Web Development & Design	1%
Engineering, manufacturing and construction	7%	Built Environment	0%
		Engineering	2%
		Engineering (Electrical)	0%
		Engineering (IT)	1%
		Engineering (Mechanical)	1%
		Engineering (Transport)	1%
		Manufacturing	1%
Business and administration and law	4%	Financial services	0%
		Business Administration	0%
		Management	1%
		Sales & Marketing	2.7%
Health and welfare	32%	Health, Family, other Social Services	32%
Information and Communication Technologies	2%	Information Technology	2%
Education	4%	Research and Education – Training	4%
Natural sciences, mathematics and statistics	0%	Science and Technology	0%
Services	24%	Security, Guarding and Emergency Services	1%
		Sport and Leisure	0%
		Tourism	3%
		Transport, Distribution & Logistics	9%
		Food and Beverage	2%
		Hairdressing, Beauty and Comp. Therapies	0%

Lifelong Learning Pathways

The importance of lifelong learning is recognised by KCETB. A number of commitments are set out in this area to be progressed over the course of this agreement. These include:

- Roll out of the **micro qualifications** in Level 4 and 5 Green Skills / Sustainability Awareness
- The ramp up and further development of **Skills To Advance** and **wider FET pathways**
- Development of **flexible** options including in areas with ILM, Welding, RSA, SMART Driving**, Preparation for Work in Construction,** Barista Skills, and the new proposed skills development area of Fenestration.
- Options to further extend **flexible provision** once the Blended Learning Policy is approved as well as further exploration of the Recognition of Prior learning (RPL) provision

FET Leader Case Study

Prior to the introduction of the RPL policy, the ETBI RPL policy was used to quality assure a project entitled 'Tobar' which was undertaken by KCETB. The project was a collaboration between ten ETBs working in partnership with the Irish Defence Forces, to accredit learning between Levels 3 and 5 on the NFQ. For KCETB, this involved a collaboration between the James Stephen's Army Barracks and the Kilkenny ALS. Four applicants completed the programme. They received Major Awards with distinction at Level 4; three in General Learning and one in Horticulture at Level 3. In total, 41 modules were accredited.

Learner Voice

" "I learned some truly beneficial skills at my time in CIFE. Whether it be in 'research and study skills', simply figuring out how to use office 365 properly, or learning techniques to better my writing skills and expression; CIFE definitely prepared me for life, moving on to University."

06   FET Strategy – Enabling Themes

The passion and expertise of staff in Kilkenny and Carlow ETB 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, there remain numerous legacy design matters that need to be resolved locally and nationally. As we enter the next phase of FET Strategy Implementation these matters need to be tackled along with a clear sense of how ETB staffing and structures should evolve to deliver Future FET. Over the course of this agreement KCETB need to progress full integration of FE and T particularly where the capital infrastructure allows for the establishment of a more integrated delivery model. KCETB will also 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.

Staffing, Structures and Capabilities

KCETB 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. KCETB will support the introduction of a FET practitioner role as required. To further inform this, the ETB will produce baseline data for existing FET staffing levels, this will then be utilized to identify gaps across the ETBs which will support the development of the future FET staffing structure.

KCETB place significant importance on the importance of building the FET professional identity. 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 KCETB staff. KCETB will support work nationally to reform the FET funding model.

Digital Transformation

KCETB has cited a unified digital presence as a key ambition over the course of this agreement, a new website for all services is also being developed.

KCETB responded well to the global pandemic in terms of innovation using digital technology. Significant upskilling of staff was undertaken in line with the commitment for a longer-term blended learning strategy. Engaging with hard-to-reach learners and supporting learners by making digital devices available further progressed this digital transformation.

KCETB is committed to continuing to focus on the quality of data and maintaining robust and timely PLSS records, 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.

Quality FET

KCETB has prioritised 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.

Agile programme development is a priority for all ETBs, collaboration with KCETB and other ETBs in this regard is a perfect opportunity to drive system progress, building on the success to date in this area by KCETB.

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

Capital Development

The vision for the KCETB estates strategy includes a proposed plan to establish a dedicated FET college of the future campus in the center of Kilkenny. This will provide an opportunity to consolidate provision, integrate Further Education and Training, as well as meet the needs of the region with a dedicated training facility.

The development of the estates' strategy will be central to a pipeline of projects for KCETB, coupled with the requirement to fully expend the annual devolved capital budget.

Although the reliance on leased buildings in KCETB is lower than the national average, the ETB should consider how it can reduce its reliance on leasing agreements over time.

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 KCETB in this regard.

The potential to further develop the FET College of the Future model in the state of the art Carlow Institute will be a priority for KCETB in this period. This provides the capital infrastructure for the establishment of a College of FET that supports the key principles of the FET college as outlined in the FET Strategy. KCETB plans to identify as a single brand across provision would further support this approach.

Learner and Performance Centred

The learner continues to drive everything KCETB does. The ETB 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. It is recognised that it is challenging to ensure a consistent learner voice at governance level given the nature and perhaps duration of the learner journey, however learner feedback is integrated into the overall QA process.

A learner representative forum is being established as well as an end of course learner feedback form. In addition, exit interviews for early leavers will take place, a learner handbook is also in development.

The value of the Aontas independent learner voice - the FET Learner Forum is recognised, as well as the existing and additional learner focused initiatives referenced above. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS. KCETB will engage with any new initiatives introduced in relation to further enhancement of strengthening the learner voice across the ETB sector.

Employer Voice

" "Skills to Advance was key in supporting our aim to diversify our business model by training our staff to become accredited trainers in our sector. The programme enabled us to access the skills and expertise to gain a European accreditation in the adventure tourism industry. We could not recommend the programme highly enough, the ETB listened to our needs and supported us through the whole process. We are now on our way to becoming Ireland's first certified ERCA (European Ropes Courses Association) training centre."

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.

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 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.

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

21

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.
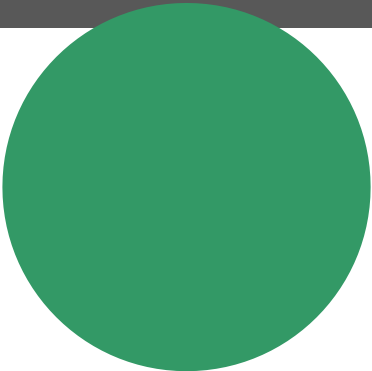
System Infrastructure and Framework for Measuring Performance

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 mid term review of the Agreements and closing off Agreements at a later date.

Review Mechanisms

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

System Infrastructure and Framework for Measuring Performance

KCETB Ambition 2022-2024 at a glance

Drive the FET College of the Future ambition, through plans to consolidate and integrate provision at Levels 5 and 6, establishing key College campuses in priority locations including Kilkenny, building on the strength of the state of the art facilities in Carlow.

Develop KCETB identity as a single brand following a brand discovery and development initiative. Utilise this to drive the Future FET ambition, building on the corporate online presence innovation currently in development.

Drive development towards a unified tertiary system in partnership with SETU, ensuring enhanced progression pathways and co-development and co-delivery of degree programmes.

Refocus on certification of learning at NFQ Levels 1-3 to address the decline during COVID-19.

Develop and deliver TY modules in schools to encourage FET pathways and ensure a strong offering of a wide range of Level 5/6 options via the CAO linked site.

Address the significant fall in provision related to Adult Literacy for Life by rebooting to pre-pandemic levels and progressing key actions including common assessment.

Lead innovative skills specialism initiatives, building on the expertise of KCETB to delivery on key skills needs, in areas including Fenestration, Professional Qualifications and ICT and Digital Marketing.

Expand the KCETB craft apprenticeship footprint and continue to embrace opportunities to provide and ramp up new apprenticeships.

Continue to be a leader on green skills, rolling out the Level 4 on sustainability it co-developed, encouraging all its learners to undertake the green eCollege module.

Embed a centralised and consistent approach to learner support, including roll-out of the Fund for Students with Disabilities across all provision.

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