



cetb
Bord Oideachais agus
Oiliúna Chorcaí
*Cork Education and
Training Board*

Cork Education and Training Board

Strategic Performance Agreement 2022-2024

Introduction from Cork ETB and SOLAS

“

My (FET) course has not only given me new skills, but a level of confidence to take on challenges and opportunities that I did not have in the past” .

CETB 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 Cork Education and Training Board (CETB). 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 pandemic had a major impact on learner numbers and key outcomes across FET, despite the resilience and commitment of staff in keeping learning flowing and learners supported during 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 Cork over the next three years.



Denis Leamy

Denis Leamy
Chief Executive, Cork ETB



Andrew Brownlee

Andrew Brownlee
CEO, SOLAS



Agreement Themes

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

01

Cork ETB 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

Cork ETB 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

Cork ETB 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

Cork ETB 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

Cork ETB 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 – CETB STRATEGIC AMBITION 2022-2024 AT A GLANCE

01



Population
581.2k

Employment
284k

Provisional census date for 2022 indicates a population in the county of Cork of 581,231, an increase of 7.1% from the previous census in 2016. This is slightly below the equivalent national growth over the same period of 7.6%

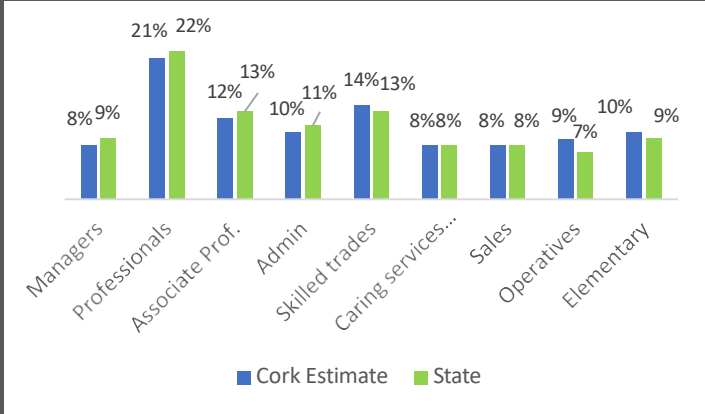
Of the 359,300 persons in employment in the South-West region in Q3 2021, it is estimated, based on 2016 county distributions, that almost four fifths (79%) were in Co. Cork, representing **approximately 284,000 persons**.

Sector	Cork	South West	State
Accommodation/food	7%	8%	7%
Admin and support	5%	5%	4%
Agriculture	5%	6%	4%
Construction	6%	6%	6%
Education	7%	7%	8%
Finance etc	3%	3%	6%
Health	12%	12%	12%
ICT	6%	5%	6%
Industry	18%	17%	12%
Other NACE	5%	5%	5%
Professional Services	7%	6%	7%
Public admin and defence	3%	3%	5%
Transport	4%	3%	4%
Wholesale/retail	14%	14%	13%
Total	100%	100%	100%

In Co. Cork, the shares of employment in skilled trades, operative and elementary occupations were slightly higher than the State average due in part to slightly higher shares of persons working in agriculture occupations and in process occupations.

For almost all other occupational groups, the share of employment in Co. Cork was lower, albeit only slightly, than the State average; the exception was for of sales occupations where the share in Co Cork was similar to the State average.

National Employment Analysis

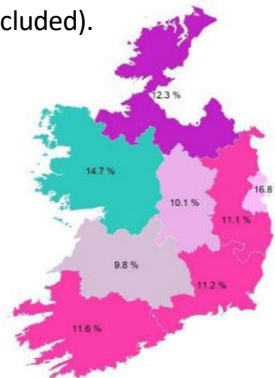


Educational Attainment

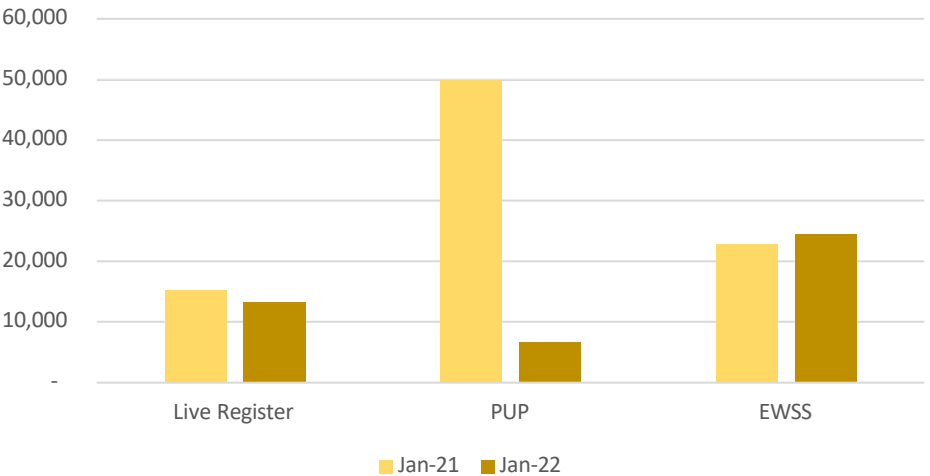
In Q4 2020, nearly a third (31%) of the South West's workforce held at most upper secondary qualifications which is the second lowest share nationally (only Dublin had a smaller share). The share of the workforce with FET qualifications was 16%, while the share with third level qualifications was 52%, the second highest nationally (after Dublin).

Lifelong Learning

In Q4 2021, approximately 42,900 persons had engaged in lifelong learning in the preceding four weeks, translating into a lifelong learning participation rate of 11.6%, slightly below the national average of 13.1% (or 12% with Dublin excluded).



Live Register and Pandemic Supports



Unemployment

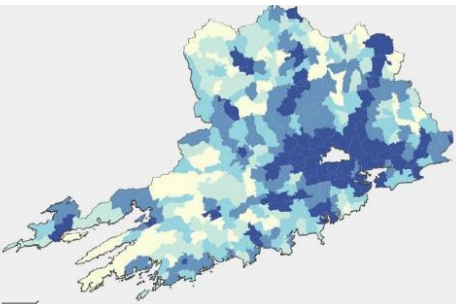
At the end of January 2022, there were 13,223 persons in Cork on the **Live Register**, a fall of approximately 2,000 on the same period in the previous year. There was a significant fall in the number of people in receipt of **Pandemic Unemployment Payments (PUP)** over the 12-month period, declining by over 43,000 to just over 6,700 persons. At the end of November 2021 there were 24,540 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, which was an increase of over 1,600 on the previous year.

The end of COVID-19 restrictions and 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.

Demographics

The population in Cork is widely and non-uniformly dispersed across the region. Within the greater Cork metropolitan area are situated the major urban towns of Carrigaline, Midleton and Cobh, each with populations in excess of 12,000 individuals, with Mallow and Fermoy located within 35 kilometres of Cork City having population of over 12,000 and 6,000 respectively. West Cork is generally considered a distinct area or region within the county as a whole, with large population concentrations in Bandon, Kinsale, Clonakilty, Bantry, Skibbereen and Castletownbere. The population in the east and north east of the county is more dispersed, with Youghal in the east, and Mitchelstown in the north east, the most populous towns. The adjacent map shows the distribution of population by density across Cork County.

CETB Population Density

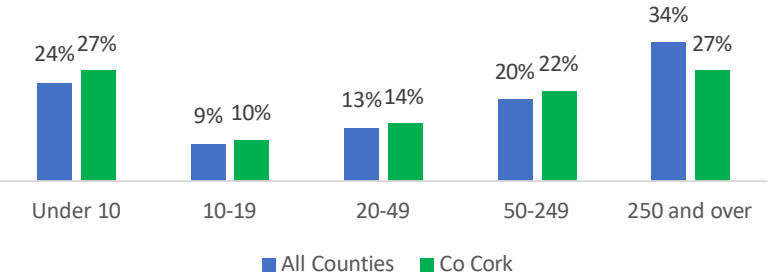


☒ Census 2016 Electoral Divisions

- ☐ 86 - 340
- ☐ 341 - 495
- ☐ 496 - 703
- ☐ 704 - 1,407
- ☐ 1,408 - 20,913

Business Demography

The table below shows the distribution of persons in 2019 engaged by company size in Co Cork and compares it with the average across all counties. Overall, the distribution of persons engaged in Co Cork is similar to the national average, although the share working in micro enterprises (i.e., fewer than 10 persons) in Co Cork is slightly higher than average while the share in large enterprises (i.e., 250 or more persons) is smaller than average. Nonetheless, at 27%, the share of persons working in large companies was higher in Co Cork than in almost any other county in Ireland, except Dublin.



Cork ETB FET Infrastructure

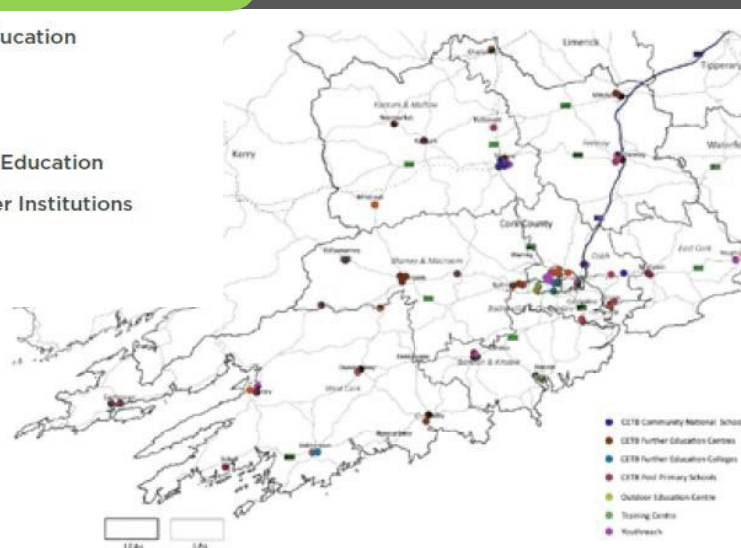
At present, of the 52 sites across CETB, 17 are owned by Cork ETB, with 35 having lease or rental agreements in place. The leases are mostly short-term arrangements with a few in place to 2027, 2030, and one to 2060 from Cork City Council. With two-thirds of its estate leased, this is significantly above the average across the FET sector of 42%. The annual rent paid for all these leased properties, as recorded in the FET estates survey, is €1.68million. There are 15 Cork ETB sites which are part rented to other parties in addition to the ETB. The overall FET space includes 516 teaching spaces/rooms. In addition, there are 199 admin spaces/rooms. There are 92 individual buildings across the 52 sites.

A number of buildings within CETB are of architectural or heritage significance with several being very old, presenting potential accessibility issues to be addressed in terms of lifts as well as wider access. Over half of the buildings are reliant on fossil fuels for heating and about half have the potential for more sustainable energy sources, with three buildings already having solar panels. Most of the sites also have good quality Wi-Fi. Two of the premises include some second level provision alongside FET. In addition, seven of the sites include prefab/modular buildings (ranging from classroom use to storage). In the recent FET estates survey, 39 sites were found to be of good quality, with 25 of those needing minor remedial work, while 13 were considered to require significant development.



Cork ETB Provision

1. Colleges of Further Education
2. Training Services
3. Youthreach
4. Adult and Community Education
5. Cooperation with Other Institutions
6. Youth Services



Relative Regional FET Supply

In terms of the relative Level 5 and Level 6 provision which this FET estate supports, analysis of 2019 full-time provision showed 5,170 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 and compare this to the concentration of FET provision across all ETB regions nationally, it produces the indices shown below.

This demonstrates the future potential of Cork ETB in promoting FET and apprenticeship options and pathways as destinations of choice for local people of all ages. It indicates a potential undersupply of FET, at Levels 5 and 6, relative to the population and overall demographics of this area. The significantly dispersed nature of the population in the region, outside of the larger city catchment area may be a contributory factor in this regard. With targeted offerings to generate demand, and development of additional flexible, blended digital delivery, there should be significant scope to expand this provision over the course of the agreement.

Level 5/6 Provision
Relative to
Employment Index

0.73

Level 5/6 Provision
Relative to Population
Index

0.72

Funding Profile

2021
€81.2m

Learner Activity

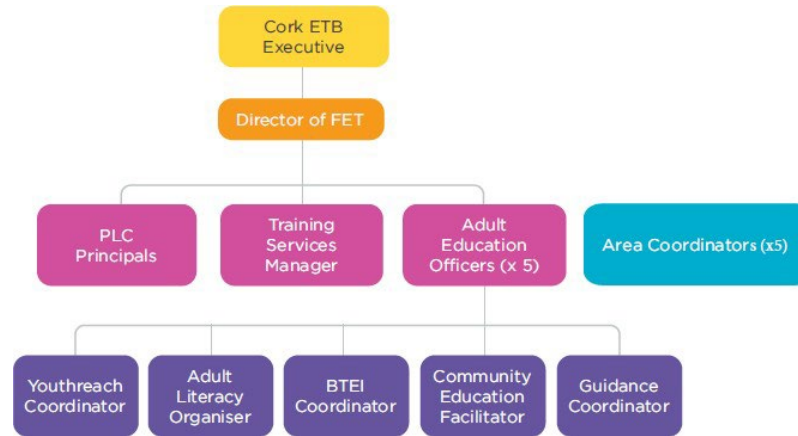
2021
18,984

Staffing

1,200
FET
Staff

Staffing and Strategic Structure

Cork ETB has a tiered organisational structure in place to guarantee oversight, management and quality control of the education and training service delivered at centre-level. These groups report to the Director of Further Education and Training and the Cork ETB Executive. The diagram below shows the line management structure for the day-to-day management of FET.



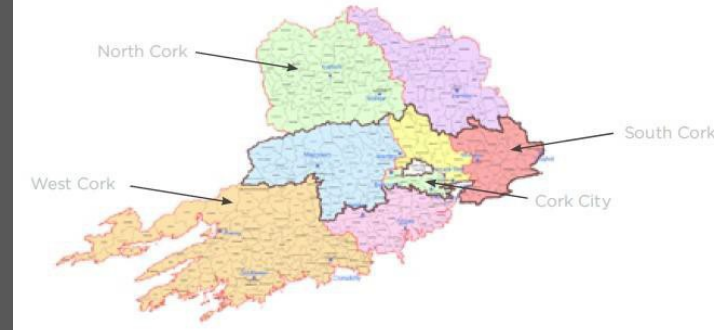
The diagram adjacent shows the wider management and governance structures for FET. Cork ETB's current management structures have developed from the structures that existed at the time of the establishment of the ETB. Management groups for a range of FET services have been formed, to provide for coordinated and integrated management and communication of services.



Cork College of FET
Cork's Further Education & Training Service

Focus of Provision

Given the size of the Cork ETB region, and the distinct differences in profile and requirements between the various rural and urban communities therein, Cork ETB has developed and implemented a number of linked planning processes which incorporate four area plans.



The profile of learners engaging with Cork ETB's Further Education and Training service and programmes reflects the diversity and complexity of Irish society. The learner cohort can be broadly categorised into four main groups, broadly based on the National Framework of Qualifications (NFQ) level of programmes aimed at addressing their specific learning needs:

Foundation

Progression

Vocational

Specific Skills

The introduction of the new Cork College of FET brand for Cork ETB in early 2022 is a significant development in terms of overall vision for the future FET ambition set out in this agreement.

This section presents an overview of the performance against national system targets by Cork 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).

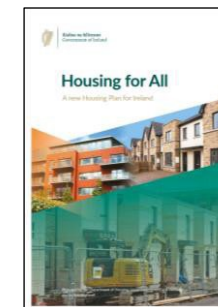
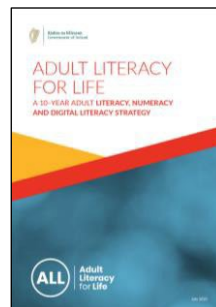
The national system targets for 2022-2024 are then presented with the indicative contribution that Cork ETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

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

Maintained a relatively strong performance in progression from FET-HE despite COVID-19 restrictions and decline in PLC no's

Sustained a good base of provision in relation to engagement with learners from priority learner cohorts

CETB 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	2,868	2,656	1,980	Not yet available	-30.96%
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	1,064	-
Creating Pathways					
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	2,820	2,644	2,033	1,750	-37.94%
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	668	651	596	Not yet available	-10.78%
Fostering Inclusion					
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	2,895	3,219	2,115	2,020	-30.22%
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	514	756	604	548	6.61%
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	4,719	5,328	3,796	3,412	-27.70%
Upskilling Through Lifetimes & Careers					
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	9,744	9,570	7,713	7,642	-21.57%
Skills to Advance: Continue to grow workforce upskilling enrolments	-	251	242	691	-
Targeting Key Skills Needs					
Key Skills Needs: Grow the number of places addressing key skills needs	2,471	2,336	2,166	1,899	-23.15%

'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.

Cork ETB Key Achievements 2018-2021

CETB significant achievements over this period include the launch of the new FET College of the Future brand – **Cork College of FET**.

Investment and strong evidence of results prior to the onset of the pandemic in **progression to employment** outcomes for learners as well as supporting learners on their journey onwards within the ETB.

Resilience of staff in **responding to the pandemic**, and now to the Ukrainian situation. This kept learning flowing and learners supported while restrictions remained in place for onsite provision, with significant outreach to the local community.

Clear innovation evidenced in the areas of **micro qualifications**, recognised by CETB as both valuable and progressive in terms of overall delivery, providing solutions for more agile and responsiveness skills development.

The application of the learning from the “TOBAR” **RPL project** to an industry focused RPL approach, demonstrated by Cork ETBs RPL initiative with Nutribio, provides a basis for focused skills development and accreditation for those in employment.

The strong commitment to the **Learner Voice** in Cork ETB, which is an area that was strongly referenced in the QQI QA review. A **Learner Charter** was launched in March 2022 by CETB, which was driven by learners and signed off and approved by the established FET Steering Group.

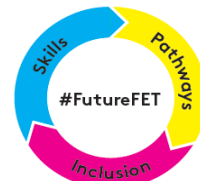
Local initiatives such as the **Lifelong Learning Festival** have been effective in raising awareness of FET in Cork.



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

CETB 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 Cork ETB 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	2,705	2,840	2,982
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	1,064	1,117	1,173
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	2,200	2,800	3,100
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	651	683	717
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	2,600	3,100	3,550
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	756	794	833
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	4,800	5,300	5,850
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	8,000	9,000	10,000
Skills to Advance: Continue to grow workforce upskilling enrolments	1,290	1,566	1,842
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	2,336	2,452	2,698
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs	250	600	650
Green Skills for All: Embedding of core green skills module across FET courses	500	3,000	4,500

03

FET Strategy – Building Skills

Cork ETB’s vision is to be a driving force of education and training in Cork, providing high quality services which are innovative, responsive, and inclusive. It has a strong focus on building skills which meet key regional and national needs, with a variety of offerings combining classroom based on work-based learning. This includes a specialist Life Sciences campus in Carrigaline which supports a talent pipeline and upskilling for the pharma sector which is so important in the South East region and a major centre of craft apprenticeship provision in Bishopstown. The development of a single, stronger identity via a single Cork College of FET brand and model will support the delivery of clearer skills development opportunities.



A New Level 5/6 Proposition

Cork ETB is committed to moving away from legacy programme brands as it seeks to shift towards a fully integrated FET College of the Future on an incremental basis over the next three to five years. The focus will be on discipline, NFQ level and learner outcomes for each course as part of a new Level 5/6 proposition. While the single brand is the first step, Cork ETB is already working on reducing duplication of courses across its multiple campuses and will continue to streamline the offering. It will need both national and local support from key stakeholders to realise a fully integrated model but sees this as critical to growing the contribution and impact of FET in Cork by 2024.

Upskilling the Workforce

The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. The national Skills to Advance initiative is perfectly positioned to support this. Although the commitment to Skills to Advance started out slowly in CETB it is evident this is now gaining traction, albeit the growth to date is somewhat disproportionate in terms of the relative size and scale of the ETB and given the location of significant industry clusters.

CETB is committed to investing in this area given potential for local industry engagement and growing Skills to Advance in Cork significantly. The enterprise engagement infrastructure now established in the ETB will be a key resource, and it will build on this by using the sectoral CRM tool to strategically coordinate activity.

CETB will increase access for micro and small companies to the current extensive range of Skills to Advance upskilling and reskilling opportunities using a structured and co-ordinated approach to enterprise engagement with the support of a CRM. A strategic focus on priority sectors will be complemented by an area-based approach to engage more companies.

CETB are in the process of shaping a future transformation agenda with an ambitious approach planned for skills.

Skills for Employment

Skills to Compete was launched as an initiative to cope with the structural labour market change brought about by the pandemic, building on the programme infrastructure that exists to offer the employability, digital and sector-specific skills required by those who lost their jobs to find a pathway back into sustainable work. While the labour market impact has not yet arisen in the way envisaged, SOLAS and CETB 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 out of employment 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

CETB have well established and strong partnerships in place with industry including the partnership between CETB with Johnson & Johnson, and the Johnson & Johnson’s Access to Education - Bridge to Employment programme. This programme aims to encourage and assist students in Cork to stay in school and progress to Further and Higher Education.



Delivering on Apprenticeship

Cork ETB has a strong commitment to craft apprenticeship and in recent years has also collaborated on delivery of a number of 2016+ apprenticeships. The Bishopstown campus focuses on, 'off the job'/in-centre Phase 2 training for the national craft apprenticeship programme. The range of apprenticeships provided include:

- Brick and Stone Laying
- Carpentry and Joinery
- Electrical
- Electrical Instrumentation
- Electronic Security Systems
- Heavy Vehicle Mechanics
- Instrumentation
- MAMF
- Pipefitting
- Plastering
- Plumbing
- Refrigeration and Air Conditioning
- Sheet Metalworking
- Metal Fabrication
- Motor Mechanics

Cork ETB has also led on an innovative RPL initiative in the area of Electronic Security Systems, an area where they demonstrate significant expertise. The ETB is also involved in the delivery of 2016+ apprenticeships, at the Bishopstown (Westside Centre), Morrison Island, Douglas St and Mallow Campuses. These include:

- Commis Chef
- ICT Network Engineer
- ICT Software Developer
- ICT Cyber Security
- Craft Butchery
- Hairdressing
- Auctioneering and Property Services, Accounting Technician

Over the course of this agreement, Cork ETB intend to further expand their offer.

Apprenticeship provision was challenging to maintain for CETB over the course of the pandemic, but it is recognised that a move to a three intake model per year for craft apprenticeships, in common with all other ETBs, will need to be realised in order to respond to the existing training backlog.

Centre of Excellence for Retrofit and Green Skills

CETB were one of five ETBs to be asked to set up NZEB and Retrofitting Centre of Excellence. It will deliver a range of upskilling opportunities in this area to the south and south west, in line with the government target of retrofitting 500,000 homes in Ireland by 2030. Although it has taken some time to develop the capacity and infrastructure necessary to commence this activity, CETB are now gearing up to get up and running in 2022, with a significant ramp up planned in 2023 and 2024. This provision and critical skills offer will contribute significantly to national policy priorities on *Housing for All* including housing construction, retrofitting of homes, and carbon reduction.

CETB was a lead ETB in the development of the new Level 4 micro qualification Environmental Sustainability Awareness module and also were a lead ETB in the new micro qualification Level 5 Environmental Sustainability Awareness in the Workforce module. The ETB has upskilled staff via the train the trainer resources and will roll this out as a blended programme across FET provision from September 2022. From autumn 2022, there will also be a national wholly online green skills module available via eCollege, and Cork ETB will encourage all learners to undertake this learning.

Learner Voice

“

“The thought of going back to learning after an absence of over 15 years is frightening but right from the start I was put at ease, the course (Life Science Manufacturing Operations) gives you the knowledge of how the industry works and how it is regulated and always allows for every type of person to have the time and opportunities as everyone else. Even one year from finishing the course I still am contacted by course staff to assist and support me as I progress in my new career. For me it was an unforgettable learning experience which has highlighted abilities which I never knew I had”.

Agile Skills Responses

As well as its significant expertise in life sciences and areas of apprenticeship noted above, Cork ETB will continue to target notable skills gaps in both the construction and hospitality industries. Digital skills provision, particularly around software development, has been prioritised, and there is an opportunity to develop the FET profile as a key support for entrepreneurship. It has also identified an opportunity to provide skills support for fisheries and will develop responses over the course of the agreement.

As referenced, the ETB has been proactive in the development of micro qualifications and will use these and more flexible online learning offerings to maintain a focus on emerging skills needs. Opportunities will be explored by CETB in terms of pathways for learners via non-QQI certification routes, building on existing initiatives and partnerships such as with VMWare and the provision of cyber security with around 40 learners a year being certified. It will utilise the contracted training framework where relevant in order to meet identified skills needs within shorter timeframes.

A number of key areas in terms of skills development are highlighted by CETB for further progression over the next three years. This includes new provision in software development as well as a potential focus on the area of entrepreneurship.

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. Although Cork ETB ‘lost’ a base of these learners, particularly in community education, to its credit, the ETB actually managed to maintain and slightly increase their numbers of learners recorded in priority cohorts, although declines in certification of transversal skills and provision linked to Adult Literacy for Life do need to be addressed. Cork ETB will continue to foster inclusion by working to target the hardest to reach groups, ensuring consistent learner support for all and embedding inclusive practice across provision.



Embedding Inclusive Practice

CETB 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 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 Cork ETB is committed to building on its substantial success in the first two years of MAEDF to maximize the reach of the fund and increase participation now that it has been mainstreamed (and rebranded as the Reach fund). Cork ETB has led the sector in embedding an approach of establishing Memorandums of Understanding with key community education providers in a spirit of equitable partnership and this will continue to frame its offering.

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. Cork ETB however has a vibrant network of local agency partners and COVID-19 intensified these relationships. The ETB worked in a local forum with community, health, education, housing association and local government partners. From this enhanced engagement with community focused partners, the Cork Access Network was established, to underpin and extend the positive achievements attained during COVID-19 as the region emerged from the pandemic. Cork City Council has a strong focus on developing education and learning and has a dedicated coordinator to work with partners such as the ETB.

All of this has helped community-driven initiatives like Step Forward to re-engage young people with education, and a pilot project with University College Cork/MTU aiming to reach and engage learners. The decline in FET learner numbers has been greater in Cork than elsewhere across the sector and community-based approaches will be central to recovery.

Ensuring Consistent Learner Support

There are a range of supports available to learners across all Cork ETB provision, however these supports can differ in each provision and some of these supports are unique to a certain programme. Ongoing supports are made available to learners on a day-to-day basis via Programme Mangers, Coordinators, Principals, Resource Workers and Learning Practitioners. Identification of supports to learners is normally on registration and induction. One of Cork ETB’s guiding principles is to ‘prioritise the needs of learners’.

It is the case that a more consistent, centralised learner support infrastructure is necessary and this will require development at local and national level to ensure consistency and appropriateness of provision for the sector and the ETBs. This will include the roll-out of the approach of the Fund for Students with Disabilities (FSD) across all FET provision, with the support of SOLAS. It will also include coordinated efforts to address the mental health needs of learners, an issue of increasing prevalence over the last few years. Cork ETB is also reviewing the wider funding and supports available to learners as the basis for a new comprehensive system of support.

FET Leader Case Study

The CETB Active Inclusion coordinator has delivered an online conference on **Inclusion for Practitioners** within Cork ETB and other ETBs in 2020. This gave learning practitioners an opportunity to share experiences and practical suggestions about how to help learners of all ages and abilities to participate fully, enjoy their learning and realise their potential.

Targeting Key Cohorts

Although a significant drop in the reach to learners from priority cohorts is evident on a national basis across the FET system, CETB did demonstrate some resilience in this area during COVID-19, despite a drop in overall learner numbers that was greater than the sector decline. Key priorities over the next three years include:

- Re-engaging **young people** with education, particularly from the most disadvantaged neighbourhoods, including through the Step Forward initiative, and considering further development and synergies between Youthreach and CTC provision
- Improving pathways through FET for **people with disabilities**. Learners who self-declared they had a disability in CETB in 2019 were 516, compared to 409 in 2021. 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. This will also build on the commitment from CETB to continue their upskilling initiative for staff in Universal Design for Learning (UDL) to improve the way in which learning is developed and delivered for people with disabilities.
- Support for **migrants, persons seeking international protection, and refugees**. Cork ETB has been one of the leading providers of English for Speakers of Other Languages (ESOL) for Ukrainian refugees and will continue to show agility in responding to this global crisis. It is looking at upskilling and recruitment to ensure it can meet ongoing needs, including for higher level business English competency.

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.

CETB has a long track record in supporting literacy, numeracy and digital inclusion across its region however as a result of the impact of the pandemic this provision has dropped significantly. Over the course of this agreement, CETB 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 length of time for which such support is required remains unclear at the time of agreeing this SPA.

Specifically, Cork ETB 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

One of the trends of concern nationally, in terms of the impact of the pandemic has been a significant drop in certification of learning at NFQ Levels 1 to 3, with an increase in certification at these levels having been the focus of a specific target under the previous strategic performance agreements.

Cork ETB certification levels dropped by 30% from 2018 to 2021 however the decline was not as sharp from 2020 to 2021 and it seems this area is signaling recovery. Increasing certification levels back towards historic pre-pandemic levels is a critical focus for Cork ETB and SOLAS. While not all learners at these levels desire certification, it must be an option across all courses for all learners, as a key enabler of learning pathways.

Learner Voice

“

It's just so completely changed the landscape of learning. It's amazing. It [online learning], in some ways completely broadens the whole horizon of learning.”

Cork ETB has a central ethos that there is a pathway for every learner. 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 ETB has invested significantly in improving access and facilitating a more seamless learner journey through the FET it offers. The Government commitment to a unified tertiary system requires this work to be built upon by developing closer links to HE partners in the region, with putting in place a system which allows pathways into FET throughout lifetimes and careers will be essential to meet the demands of our rapidly evolving economy and society.

School-FET Pathways

CETB report a change in attitude in schools, which now proactively invite the ETB to come and talk to them about FET and apprenticeships. CETB will continue to ramp up its school outreach work to increase the pipeline of young people into FET courses. It will commit to developing an offering of all types of Level 5 and Level 6 programmes which can be pitched via the CAO-linked FET site designed for school leavers.

Engagement takes place with TY students where taster and short courses are offered on campus in a range of areas including musical instrumentation, photography and interior design. Open days are held to encourage a practical on-site experience, this includes in provision such as jewellery making.

CETB are committed to engaging with all the ETB schools in Cork to inform and promote the benefits of FET and apprenticeship. It is recognised there is a clear opportunity to engage more strongly in particular with all ETB schools.

Pathways within FET

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.

The establishment of the Cork College of FET model will support an integrated approach to FET delivery and access to FET courses and programmes. Learners benefit from the approach, with a comprehensive website providing information to prospective learners, having a single point of admissions for courses, and having clear pathways to employment or progression to other tertiary education options. Cork ETB will build this approach by reviewing and reducing duplication across courses, centralizing admissions, guidance and recruitment functions and developing clearer pathways through FET via the college.

All Cork ETB campuses that operated as FE colleges offer an Access Support Structure for nominated second level schools and all Youthreach centres. An additional application and tracking form allows applications from these learners to be identified and tracked through the process, with feedback being required to the Youthreach Centre on application outcomes.

Apprenticeship Services in Cork Training Centre engage with Youthreach services to encourage and facilitate learner progression to Apprenticeships. Youthreach Macroom and Cork Training Centre have developed a good working relationship and Cork Training Centre enables learners in Youthreach Macroom to access courses on a part-time basis based on identified training needs. This initiative will be explored further over the course of this agreement.

Cork College of FET is the exciting new identity for Cork ETB's Further Education and Training Services.

In order to deliver its ambition of ensuring that through Cork ETB there is "a pathway for every learner", and to meet the developing and evolving requirements of learners and National policy for Further Education and Training, Cork ETB has begun the reshaping of its FET services, to create a single, integrated entity, Cork College of FET, where access opportunities, pathways, learner supports are enhanced and provide learners with the courses, programmes and experiences they require for personal development, preparation to enter the world of work and/or to progress to additional studies.



Our Courses

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For Learners

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FET-HE Pathways

Strong relationships with HE partners have long been a key characteristic in Cork ETB and is reflected in a high base of learners progressing to HE. There is concern at the drop in FET-HE progression levels, at a time when demand for PLC courses fell considerably, and a key priority will be to return these to pre-pandemic levels and grow them further. The **Learning City** initiative has provided a perfect platform to further develop and extend the collaborative arrangements with Munster Technological University and University College Cork on a range of issues, including transition and joint programme development. The table below shows the formal FET-HE progression routes in place under the Cork Colleges Progression Scheme

CORK ETB COLLEGE/PROVIDER	HIGH EDUCATION INSTITUTION
Cork ETB	Waterford Institute of Technology
Cork College of Commerce	Advance Entry to MTU (Kerry Campus) ³
Cork College of Commerce	Advanced Entry to Business Studies in Griffith College Cork
Cork College of Commerce	Nursing Degree programmes in the UK
Cork College of Commerce	Psychology Degrees in Scotland
Mallow College	Nursing Degree programmes in the UK
St John's Central College	Advanced Entry to MTU (Kerry Campus) ³
St. Johns Central College	Advanced Entry into the Bachelor of Science Degree in Computing Limerick Institute of Technology
St. John's Central College	Veterinary Nursing in Edinburgh Napier University
St. John's Central College	TV and Video Production, Fashion Design, Interior Design, University of Sunderland
Kinsale College	Advanced Entry to BA (Hons) in Sculpture and Combined Media in Limerick Institute of Technology

In addition to CCPS and UCC ACCESS+ there are several Memoranda of Understanding which exist between Cork ETB centres and HE institutes in Ireland and abroad.

Cork ETB recognises the potential for co-development and co-delivery of degree programmes to build on the already strong progression links and advanced entry arrangements. It will explore opportunities with MTU, UCC and other HEIs and bring forward proposals over the course of this agreement.

Learner Voice

“

“The college atmosphere was friendly and enjoyable. It all started with this computer course (Applied Computer Studies) and now I am in third year, studying ‘Business Information Systems’ in MTU and have recently secured myself an internship with VMware. I would highly recommend the College as it offers great courses, a high quality education and the experience can absolutely change your life for the better, as it did mine”



FET Leader Case Study

First established in 2006, Cork ETB has had a long-standing joint progression initiative with CIT (now MTU Cork) – the Cork Colleges Progression Scheme (CCPS). CCPS is available to Cork ETB learners who complete a QQI Level 5 or QQI Level 6 programme in certain centres.

Lifelong Learning Pathways

Cork ETB acknowledges the importance of the FET offering in the area of lifelong learning, this is key to success for an ETB with the demographics in Cork.

CETB will increase efforts to create an agile and flexible offering which will meet the needs of people in the region throughout their lifetimes and careers. This will include online provision, building on the creation of learning hubs with digital infrastructure around the county.

They will explore further opportunities for developing and rolling out micro qualifications to facilitate a dip in, dip out system. It will also work with companies on train the trainer approaches to ensure a continued focus on lifelong learning while in employment. Responding to redundancies that arise (e.g., Novartis) with packages of reskilling and lifelong learning opportunities will also be a priority.

The importance of Erasmus was identified by CETB as being a critical element in terms of broadening horizons and something that it is seeking to embed as an important component across its FET service. While many colleges had some participation in this programme, the appointment of a European Projects support officer has significantly increased the participation on Erasmus+ funded opportunities, and this is something that Cork ETB intend to further develop across the lifetime of this agreement.

The passion and expertise of staff in Cork 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 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. Cork ETB 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.

Staffing, Structures and Capabilities

Cork ETB is committed to progressing the key elements of staffing, structures and capabilities necessary to advance the Future FET agenda. While the Cork College of FET is an important step in the integration between what was traditionally further education and training activity in the ETB, long-term success will be dependent on real change to break down existing silos in staffing and structures.

The ETB will also 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 CETB will support the introduction of a FET practitioner role as required. CETB 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 CETB staff. CETB will support work to reform the FET funding model.

Digital Transformation

CETB 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.

Initiation of blended learning, as a result of the pandemic was transformational and provided an opportunity to expand blended learning at pace. CETB will review this in consideration of the future.

CETB 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.

This process has raised concerns in trends of key performance indicators over the period 2018-2021 and the ability of the ETB to identify and track issues at an earlier stage. 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 also be developed by SOLAS for ETBs to track progress on national system targets 2022 – 2024. Cork ETB has identified a critical need to invest in further developing its data infrastructure and establishing dedicated analytics capability to ensure future agility in identifying emerging trends and requirements, and tracking and enhancing ongoing progress. Cork ETB is currently in the process of establishing a dedicated functional unit to address this as a priority.



FET Leader Case Study

In 2016, a new prison was opened in Cork City. The new prison has a purpose-built Education Unit with 13 classrooms including, dedicated woodwork, computer, art, ceramics, and home economics rooms. All the computers in the computer classroom have had assistive learning technology software installed. The education network in the prison operates a 'Secure Prison Academic Network' Span, which holds education software. Learners do not have access to the internet, but all learners are allowed use computers in the school once their password is activated. All learners also have their own folder automatically created on the SPAN network when they are committed to prison.

Capital Development

An ambitious plan exists within CETB to establish a fully integrated FET College of the Future on an incremental basis over the next three to five years. It has significant plans to develop a flagship college campus on the Bishopstown site and has submitted plans via SOLAS capital calls in support of this vision.

The need for wider and significant capital investment has been identified by CETB in order to ensure a more consistent learner experience across different settings and campuses. The ETB is committed to developing an overall facilities and infrastructure blueprint for the ETB in 2022 and 2023, and is seeking SOLAS support and funding for the implementation of this plan on a phased basis. Cork ETB relies on a substantial base of leased property, and many of these are old buildings in need of upgrade. It will focus on consolidation of provision to a smaller number of integrated sites (moving away from dual provision), reducing this reliance on leasing over time, creating dedicated FET campuses wherever possible for all FET provision.

CETB will commence a transformation initiative in order to realise this ambition, building on the existing expertise in this area across the wider ETB provision in schools.

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 Cork ETB in this regard.

Learner and Performance Centred

The trends over the period 2018-2021 have raised concerns over the scale of the decline of the Cork ETB learner/beneficiary base and in all of the key outcome indicators with the exception of widening participation (which nonetheless has also fallen from 2019 levels). While the impact of the pandemic is acknowledged as having been a significant contributory factor in this decline, the sectoral share of learners has declined quite substantially over this period and Cork ETB and SOLAS recognize that there is a need to agree, and closely monitor, an immediate plan of action in order to address and remedy the situation.

Nonetheless it is clear that the learner continues to drive everything Cork ETB does. CETB 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 CETB learner feedback mechanisms and activities. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS.

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

CETB 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.

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.



Learner Voice

“The tutor goes out of his way to make sure that it's an individual tailored course. He takes time to make sure that I'm up to speed and I'm comfortable. Each of us is getting individual help to make sure that we're going at our own pace”.



Quality FET

CETB has invested in the development and implementation of a single, integrated quality assurance system, based on common policies and procedures, across all its FET provision from its establishment in 2013. Allocating senior management responsibility for QA was an important step in this process, and the assignment of additional staff resources to supporting the QA function is a key focus for Cork ETB. The significant developments made in QA were recognised and acknowledged in the inaugural review by QQI, and Cork ETB has taken a lead role in many of the national QA initiatives. It will continue to focus on the development and enhancement initiatives, at Cork ETB level and in collaboration with partner ETBs, in curriculum development and programme review.

FutureFET Outcomes 2020-2024

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

System Targets and Definitions

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

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

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

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

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

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

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

2022-2024 Definitions and Targets



Supporting Jobs

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

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



Creating Pathways

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

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

2022-2024 Definitions and Targets



Fostering Inclusion

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

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

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



Upskilling Through Lifetimes and Careers

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

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

2022-2024 Definitions and Targets

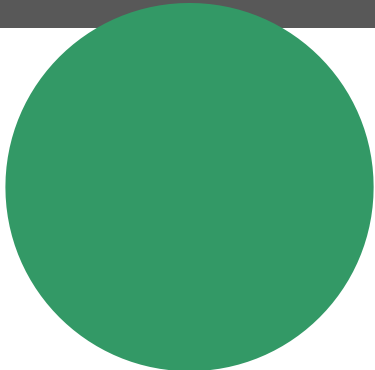


Targeting Key Skills Needs

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

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

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



System Infrastructure and Framework for Measuring Performance

System Infrastructure and Framework for Measuring Performance

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

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

Data Infrastructure

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

Review Mechanisms

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











System Infrastructure and Framework for Measuring Performance

Enabling Infrastructure & Design

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



Cork ETB Ambition 2022-2024 at a glance

-  Agree and monitor an immediate action plan with SOLAS to target and remedy the significant decline in learners, and in key performance indicators, since 2019
-  Expand the Cork ETB apprenticeship footprint, including in craft provision, and adopt a three intake model in line with other ETBs in order to address the emergency waiting list problem
-  Continue to embed the fully integrated Cork College of FET model, centralising admissions, recruitment, guidance and support services and supporting national work on staffing
-  Develop an estates strategy which further consolidates provision, reduces reliance on leasing, ensures consistent learning environments, moves away from dual provision and develops a flagship FET College of the Future campus
-  Build on strong HE links and FET-HE pathways by proposing co-developed and co-delivered programmes in partnership with HEIs
-  Continue to develop the lead role of CETB in school-FET pathways, including building on its TY initiatives, in participating in senior cycle review projects and in ensuring a strong offering of a wide range of Level 5/6 options via the CAO linked site
-  Renew and strengthen the focus on certification of learning at NFQ Levels 1-3, addressing the significant decline during COVID-19
-  Invest in data infrastructure and analytics capability to better track and enhance performance
-  Embed a consistent and centralised model of learner support across all FET, including the extension of the approach to the Fund for Students with Disabilities for all provision
-  Lead on green skills by establishing an NZEB/Retrofitting centre of excellence, rolling out the Level 4 programmes in Environmental Sustainability Awareness, and directing all learners to a wholly online eCollege green skills resource

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



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