



BORD OIDEACHAIS  
AGUS OILIÚNA CHIARRAÍ  
KERRY EDUCATION  
AND TRAINING BOARD

# Kerry Education and Training Board

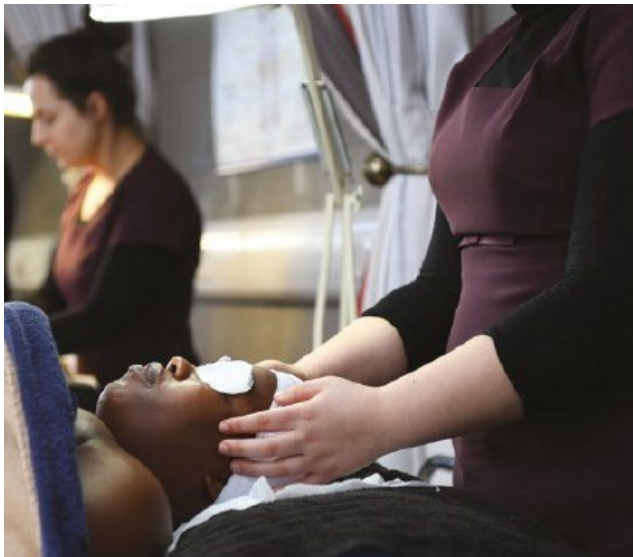
Strategic Performance Agreement 2022-2024

## Introduction from Kerry ETB and SOLAS

“

*“I will never regret my decision to return to education as a mature student. Because of my experience I would encourage anybody who wants to change their lives to go to Kerry College. For me it was one of the best years of my life”.*

**Kerry ETB 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 Strategic Performance Agreement (SPA) is the second agreement between SOLAS and Kerry Education and Training Board (Kerry ETB). 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. Whereas the first agreement proceeded as planned for 2018 and 2019, the restrictions placed on the FET system and the uncertainty over how conditions would develop in 2020 caused SOLAS and the ETBs to collectively pause the development of the next Strategic Performance Agreement in 2021.

The impact of COVID on FET provision in Kerry was significant, but the ETB showed real resilience in keeping learning flowing and continuing to focus on its integrated Kerry College model. Now in 2022, as we appear to be moving back into a more normal operating environment, and with a new FET strategy, Transforming Learning, in place from last year, we have the ideal framework to plot out the development of FET in Kerry over the next three years.

Colm McEvoy  
Chief Executive, Kerry ETB



Andrew Brownlee  
CEO, SOLAS



# Agreement Themes

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

01

## Kerry 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

Kerry 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

Kerry 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

Kerry 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

Kerry 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 – KERRY ETB STRATEGIC AMBITION 2022-2024 AT A GLANCE

The population of County Kerry is 155,258 (CSO, 2022 preliminary data) which is an increase of 5.1% on the 2016 census. In the 2016 census Kerry had the highest average age in the country at 40.2 (CSO, 2016) and a low population density.

Kerry is the fifth largest county in Ireland by area but it is the fourth most sparsely populated county in the state. Traditional Irish culture and Gaeilge are strong in the county, indeed the Gaeltachtaí are settings where language, heritage and culture underpin everyday life. County Kerry is predominantly rural with 64% of the population living in rural areas. Three main urban areas dominate, these are: Tralee, Killarney and Listowel.

**Population**  
155,258k  
**Employment**  
75k

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

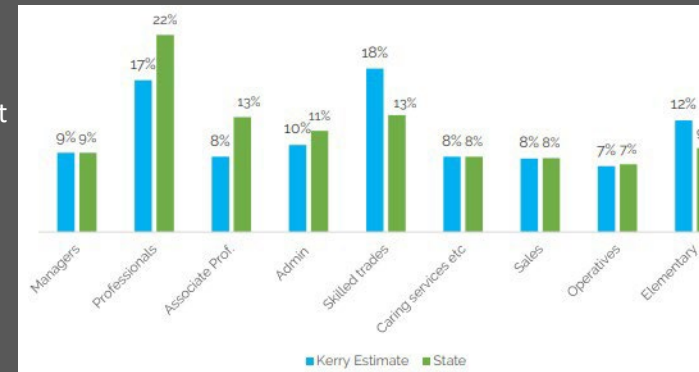
Of the 359,300 persons in employment in the South West region in quarter 3 2021, it is estimated, based on 2016 county distributions, that over a fifth (21%) were in Co Kerry, representing approximately 75,000 persons.

## Sectoral Distribution of Employment Kerry Q3 2021

Sector	Kerry	South West	State
Accommodation/food	13%	8%	7%
Admin & support	4%	5%	4%
Agriculture	8%	6%	4%
Construction	6%	6%	6%
Education	7%	7%	8%
Finance etc	3%	3%	6%
Health	13%	12%	12%
ICT	2%	5%	6%
Industry	12%	17%	12%
Other NACE	5%	5%	5%
Professional services	4%	6%	7%
Public admin & defence	3%	3%	5%
Transport	3%	3%	4%
Wholesale/retail	14%	14%	13%
Grand Total	100%	100%	100%

It is estimated the largest employment sectors are across wholesale/retail, health and accommodation/food services, which combined accounted for 40% of employment, a higher share compared to the State average. The share of employment in Kerry that was in the accommodation/food sector (13%) was nearly double the State average of 7%. The share of employment in Co Kerry estimated to be engaged in the agriculture sector is also considerable higher than the State average (8% in Co Kerry compared to 4% nationally).

## National Employment Analysis

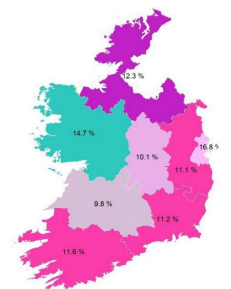


## Educational Attainment

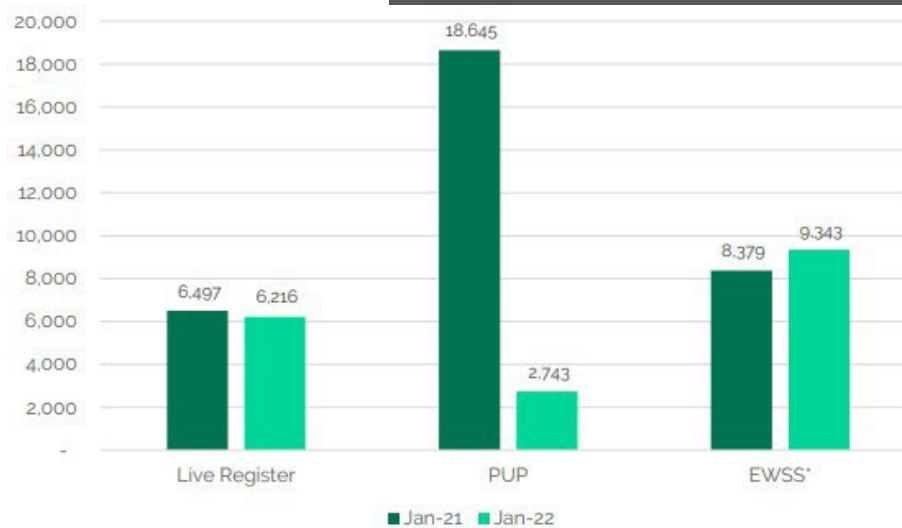
At 15%, the South West region had a slightly higher than average (14%) share of adults in the population who had attained, at most, FET qualifications. In contrast, at 44%, the share of adults with higher education qualifications was lower than the national average (47%).

## Lifelong Learning

In Q4 2021, 11.6% of adults aged 25-64 years in the South West region had participated in learning activities in the preceding four weeks. This is slightly lower than the national average for the quarter of 13.1% (or 12% excluding the Dublin region which has the highest participation rate).



## Live Register and Pandemic Supports



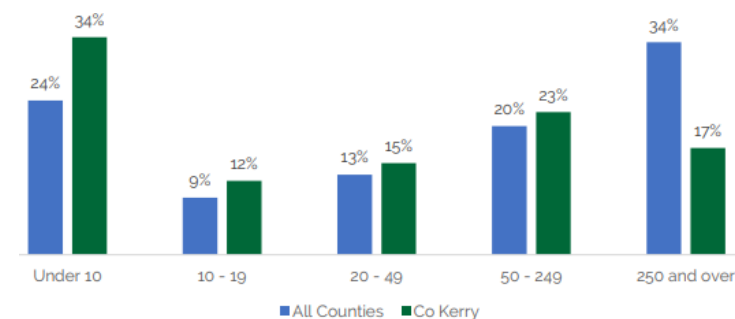
## Kerry

At the end of January 2022, there were 6,216 persons in Kerry on the Live Register, a fall of approximately 280 persons 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 15,900 to just over 2,700 persons. At the end of November 2021, there were 9,343 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, an increase of almost 1,000 on the previous year.

While there is a highly volatile economic environment which means things could change suddenly, the situation in Kerry, as with other parts of the country, is close to full employment

## Business Demography

In 2019, the share of persons in Co Kerry who worked in small-sized firms (i.e. all categories with fewer than 50 persons engaged) and medium sized firms (i.e. 50-249 persons engaged) was larger than the average across all counties. In contrast, the share of person in Co Kerry who worked in large firms (i.e. 250+ persons) was approximately half the national average.



## Active Enterprises

There were 36,797 active enterprises in the South West region in 2019 with Kerry accounting for 23%.

	Cork	Kerry
Active Enterprise	28,377	8,420
Persons Engaged	171,144	41,353



## Kerry ETB FET Infrastructure

Kerry ETB provides opportunities for people to engage across eight streams of further education and training namely: Courses for Progression, Courses for Employment, Apprenticeship, Part-time Programmes, Youthreach/CTC, Pathways, Adult Literacy, and Community Education. Kerry ETB has centres in 10 towns as illustrated on the map. This includes 5 Kerry College Campuses, 5 FET Centres, 5 Youthreach and CTC Centres, 2 Pathway Centres and 100 Community Outreach locations across the county. Kerry ETB is strategically changing the structure of full time provision and has introduced a new approach to classifying courses replacing the traditional legacy titles of PLC, Training and VTOS.

At present of the 31 sites across Kerry ETB, 10 are owned by Kerry ETB via either freehold or leasehold agreements, with the other 21 leased. Kerry ETB’s current stock of buildings used for the delivery of FET has c. 68% of rented/leased buildings. This reflects the historically low funding provision for permanent accommodation for FET provision across the county. Compared with the national average of 42% rented/leased property for FET the need to provide Kerry ETB with funding for permanent FET building is self-evident. Kerry ETB, in responding to calls for additional apprenticeships and other FET Programmes, has historically had to rely on rented/ leased properties.

Kerry ETB is a highly recognised innovator for new provision and a home for many national FET specialist programmes. A number of the buildings within the Kerry ETB portfolio are of architectural or heritage significance with some being very old, this presents potential accessibility issues to be addressed in terms of lifts as well as wider access. The majority of the buildings are reliant on fossil fuels for heating but most buildings have the potential for sustainability energy sources. Kerry ETB plans to integrate sustainable sources in these buildings. Kerry ETB has presently significantly upgraded the ICT infrastructure across its buildings over the last number of years.

Kerry ETB no longer has any location with dual provision between FET and schools. Kerry ETB has only two sites which include prefab/modular buildings. In a recent FET estate survey, 16 sites were considered highly suited, 11 satisfactory, with an additional 5 with development required.



## Relative Regional FET Supply

In terms of relative Level 5 and Level 6 provision which this FET estate supports, analysis of 2019 full-time provision showed 2,638 people undertaking Phase 2 apprenticeship training, PLC or other FET provision at this level. When we consider this base of provision relative to the population and employment of the region in comparison to the concentration of FET provision across all ETB regions nationally, it produces the indices shown in the central panel.

This indicates the relative strength of FET in Kerry rather than an oversupply of provision in the ETB area. The value placed on FET as an equally valid destination to HE across its catchment area, and the national specialisms it has developed to draw learners from other parts of the country, should be preserved and built upon. Indeed, there remains a gap in the FET offering in Killarney and surrounds, with most FET concentrated in Tralee and the north of the county.

## Funding Profile

2021  
€37.7m

## Learner Activity

2021  
7,750

## Staffing

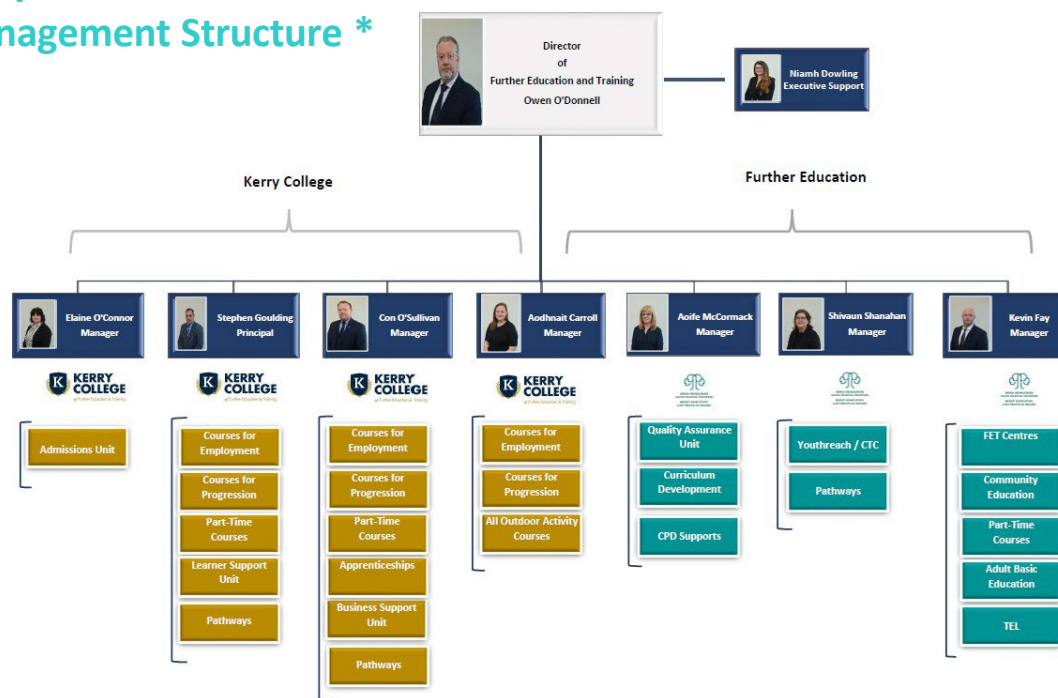
202  
FET  
Staff

## Staffing and Strategic Structure

Kerry ETB's work is primarily focused on the National FET Strategy and the Kerry ETB Statement of Strategy 2018-2022 which informed the work of the organisation on a daily basis. While developing the Kerry Strategy Statement 2018-2022 a number of key outcomes were identified to help in the evaluation of the effectiveness of the strategies across the lifetime of the plan. Kerry ETB is currently developing its new Strategy Statement 2023 – 2027.

The 2019 launch of the [Kerry College](#) initiative, breaking down the barriers between what were traditionally either 'further education' or 'training' functions and activities, has also facilitated a restructuring of FET within the ETB. The broad structure is set out below, with a key aspect being the centralisation of services around admissions, marketing, recruitment, data and learner support.

### Kerry ETB FET Management Structure \*



\*The FET Management Structure reports to the CEO who reports to the Kerry ETB

## Focus of Provision

Key areas of industry activity in which Kerry ETB specialize include:

Hospitality

Health

Management

Business

There is also within Kerry ETB a strong and growing focus on wind energy and the potential for the ETB to provide related courses such as marine, boat maintenance and professional scuba diving. Kerry ETB continues to provide an extensive suite of apprenticeship training for both Craft & 2016+ apprenticeships.

Kerry ETB is the lead coordinator of two 2016+ apprenticeships, having developed the first 2016+ apprenticeship – the Commis Chef Apprenticeship. This apprenticeship has also been successfully revalidated by QQI – another national first. QQI commended Kerry ETB on meaningful learner involvement in apprenticeship programmes and for leading nationally on developing new apprenticeship programmes. Kerry ETB has successfully validated a second 2016+ apprenticeship – the Wind Turbine Maintenance Technician Apprenticeship. The first intake of the Apprenticeship will commence in QTR 4 of 2022.

Kerry ETB is the only ETB providing phases 2, 4 & 6 training to apprentices on the Stone Cutting & Stone Masonry Apprenticeship. Kerry ETB delivers Apprenticeship training across 10 Apprenticeships. 7 of these are Craft, while 3 are 2016+ apprenticeships. Kerry ETB plans to further expand its apprenticeship provision with the addition of 2 further 2016+ apprenticeships to its existing suite of apprenticeship training. This work and effort was commended by the QQI Review Panel as part of its Inaugural review of Kerry ETB.

### Kerry ETB FET Support Units

FET QUALITY ASSURANCE UNIT	BUSINESS SUPPORT UNIT	ADMISSIONS UNIT	LEARNER SUPPORT UNIT	PROCUREMENT UNIT	ICT SUPPORT UNIT	LEARNER PAYMENTS UNIT
QUALITY ASSURANCE FOR ALL OF FET	EMPLOYER ENGAGEMENT SKILLS TO ADVANCE APPRENTICESHIP SERVICES TO BUSINESS 2016+ APPRENTICESHIPS NATIONAL COORDINATORS	MARKETING, PR AND RECRUITMENT FOR ALL KERRY COLLEGE AND PATHWAY COURSES OVERALL PLSS ADMINISTRATION FOR FET	LEARNER SUPPORTS ACROSS ALL KERRY COLLEGE AND COORDINATION LEARNER SUPPORTS FOR ALL FET	CENTRALISED PROCUREMENT ACROSS ALL FET	LEARNER AND STAFF ICT AND TEL SUPPORT KERRY COLLEGE	ADMINISTRATION AND PROCESSING OF LEARNER PAYMENTS ACROSS ALL OF FET

### Kerry ETB FET Provision

Apprenticeship – *NFQ Level 6*

Courses for Employment – *NFQ Level 5 and Level 6*

Courses for Progression – *NFQ Level 5 and Level 6*

Pathways – *NFQ Level 3 and Level 4*

Youthreach – *NFQ Level 3 and Level 4*

Community Education – *Non Certified*

Adult Literacy – *Non Certified / NFQ Level 1 and Level 2*

Part Time Programmes – *Certified*

Skills to Advance – *Certified Training for Employed*

### Strategic Priorities

- Increased learner enrolment, retention and progression
- Increased recognition of the Kerry ETB brand
- Improved internal and external communications
- Greater responsiveness to local skill demands
- Evidence of innovation in teaching and learning
- Improved use of technology for learning, planning and resource allocation
- Enhanced inter-agency collaboration
- Development of stronger relationships with employers.

### Strategic Progression

The Admissions Office has established an Internal Progression Pathway which offers a clearer learning pathway into and within Kerry Education & Training Board and Kerry College of Further Education & Training. This includes but is not exclusive to post primary education, Youth Reach, Pathways and Community Education.



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

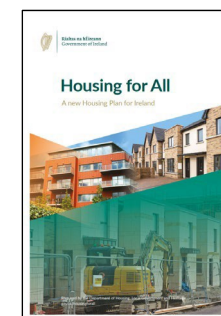
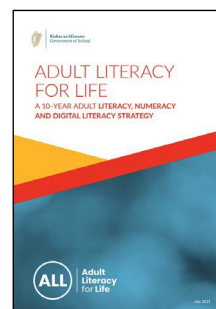
The national system targets for 2022-2024 are then presented with the indicative contribution that Kerry ETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

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 & 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
<b>Supporting Jobs</b>			
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	27,410	28,830	30,172
<b>Skills to Compete:</b> 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
<b>Creating Pathways</b>			
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	30,219	33,419	35,958
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	5,859	6,238	6,672
<b>Fostering Inclusion</b>			
<b>Transversal Skills:</b> Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	25,378	29,639	32,398
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	16,788	18,266	19,474
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	59,316	64,987	70,095
<b>Upskilling Through Lifetimes &amp; Careers</b>			
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	97,325	106,176	113,605
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	14,854	18,501	22,290
<b>Targeting Key Skills Needs</b>			
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	29,667	32,502	35,008
<b>Retrofitting Skills:</b> Expansion of reskilling provision to meet retrofitting needs	3,006	5,270	7,150
<b>Green Skills for All:</b> 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

Maintaining employment outcomes at a level above the sectoral average

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

## Kerry ETB 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.

In relation to the table below trends indicate that Kerry ETB performed better than sectoral trends and shows resilient performance in Progression from FET to HE and in achievement of certification rates in Transversal Skills, with significant growth from 2020 to 2021. Kerry ETB acknowledges however that the Transversal Skills target was impacted by the pandemic as were many other areas within the national targets. Steps are being taken to address this and Kerry ETB is committed to continuing to increase certification rates at NFQ levels 1-3 to 2019 levels and to grow this by a further 10% by 2024 in order to meet agreed targets over the term of the 2022-2024 Strategic Performance Agreement. In addition, it is important to acknowledge the achievements in the initial targets set in the strategic performance agreement 2018-2020 whereby Kerry ETB doubled their employment outcome level from a baseline of 445 in 2017 to 894 in 2022 and increased by over 10% the area of key skills needs from a baseline of 1,363 in 2017 to 1,504 in 2020.

TARGET	2018	2019	2020	2021
<b>Supporting Jobs</b>				
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,118	1,034	894	Not yet available
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	905
<b>Creating Pathways</b>				
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,298	1,398	933	896
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	192	203	170	Not yet available
<b>Fostering Inclusion</b>				
<b>Transversal Skills:</b> Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	988	1,301	809	966
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	550	691	526	437
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	2,399	2,244	1,667	1,483
<b>Upskilling Through Lifetimes &amp; Careers</b>				
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	4,882	4,372	5,189	3,257
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	6	24	250	227
<b>Targeting Key Skills Needs</b>				
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	1,450	1,429	1,504	961
<b>Retrofitting Skills:</b> Expansion of reskilling provision to meet retrofitting needs	-	-	-	-
<b>Green Skills for All:</b> Embedding of core green skills module across FET courses	-	-	-	-



## Kerry ETB Key Achievements 2018-2021

Kerry ETB is the first ETB to establish a fully integrated **FET College of the Future** with a fully integrated FET branded identity with required underlying structures and systems.

**Learner** representatives attend Quality Council meetings with many engagements arranged with learners via focus groups, surveys and questionnaires.

Progressing the infrastructure for **quality assurance and data transformation**.

Throughout the Pandemic Kerry ETB were able to maintain their apprenticeship provision and demonstrated leadership in their creative and flexible approaches to **supporting apprentices** during this difficult time. Development of a dedicated Apprentice Support Unit at the Kerry College Monavalley Campus.

Kerry ETB are a leader in **driving new apprenticeships**, most notably the Commis Chef and Wind Turbine Maintenance Technician Apprenticeships.

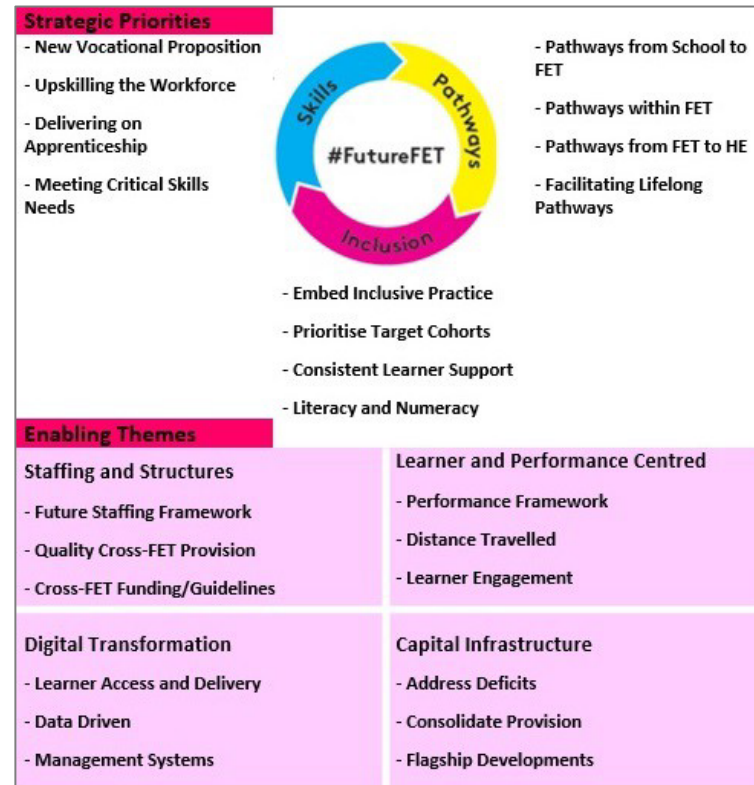
Significant **upskilling of staff** has taken place.

**Digital Transformation** – elements will be retained after the learning of the Pandemic including the integration of MS Teams in all elements of Kerry ETBs delivery model and embracing the academic integrity potential it offers.

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



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:



## Performance & Targets

### Kerry ETB Contribution to 2022-2024 FET System Targets

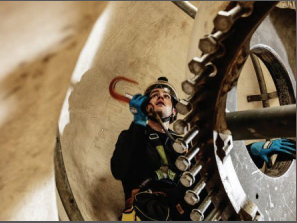
Given the overall national FET system targets set for 2022-24 and the trends across each of these indicators over the period 2018-2021, the following targets have been agreed between SOLAS and Kerry ETB for delivery under this strategic performance agreement.

TARGET	2022	2023	2024
<b>Supporting Jobs</b>			
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,034	1,085	1,137
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	900	1,100	1,200
<b>Creating Pathways</b>			
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	900	1,400	1,550
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	203	214	224
<b>Fostering Inclusion</b>			
<b>Transversal Skills:</b> Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	988	1,355	1,434
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	400	725	760
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	1,480	2,035	2,136
<b>Upskilling Through Lifetimes &amp; Careers</b>			
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	3,200	3,350	3,528
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	420	750	1,000
<b>Targeting Key Skills Needs</b>			
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	720	1,575	1,650
<b>Green Skills for All:</b> Embedding of core green skills module across FET courses	1,000	2,000	3,000

## 03

## FET Strategy – Building Skills

Kerry ETB has a well established further education and training offer, strongly demonstrated through Kerry College’s range of apprenticeship provision including innovative and unique skills offerings in areas such as wind turbine maintenance and stone masonry. Kerry College shows how programmatic silos of provision can be reorganised into 4 categories – Apprenticeship, courses for Employment, courses for Progression and Pathways, Kerry ETB has been commended by QQI for this innovative strategic approach.



## A New Level 5/6 Proposition

Kerry ETB has established a clear cohesive approach to provision at Levels 5 & 6 for learners. The successful establishment of the first FET College of the Future via Kerry College in 2019 has broken down the reliance on legacy programme brands and structures. By marketing courses as either for direct entry into exciting careers or for progression to higher education, Kerry College is embedding a new Level 5/6 proposition based on NFQ level, discipline and outcomes. It has driven a rationalisation of courses, eliminating duplication and assessing need versus demand. Programme Specification Working Groups were established to collaborate on the development of Programme Specifications to ensure consistency and clarity across FET provision in Kerry ETB. The centralisation of the recruitment and admissions service has provided further clarity to potential learners. The Admission Office provides consistent course and access information for all potential learners.

## Upskilling the Workforce

The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. A key area of focus within Kerry ETB over the period of this agreement is a ramping up of Skills to Advance provision. For an ETB so connected with industry in its hinterland, Skills to Advance provision to date has been relatively low in comparison with other ETBs. Kerry ETB will engage with industry over the next three years, to expand its Skills to Advance offering substantially, building on its ability to develop flexible online and blended offerings.

Key to achievement of Skills to Advance outcomes is successful employer engagement - close partnership with industry and regional stakeholders. The Business Support Unit established in 2020 aims to equip employees with the skills to progress in their current job, or to take advantage of new job opportunities. It will also play a pivotal role in reaching out to the business community to determine their needs and offer flexible solutions. Increasing upskilling and reskilling opportunities for small and medium companies in the region will be a particular priority. A mix of short and medium course durations will ensure a range of relevant upskilling opportunities for employers and provide labour market skills for employees. Kerry ETB are FET leaders when it comes to marketing and promotion and will harness these strengths to raise awareness among employees and employers of how Skills to Advance opportunities can assist with economic challenges.

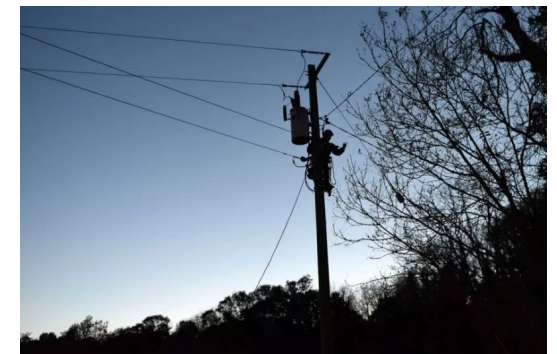
## Skills for Employment

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 Kerry ETB 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. Kerry ETB has developed an extensive suite of Skills to Compete courses and skills training provision. These courses and training options are a vital enabler for those looking to secure employment.

## FET Leader Case Study

## Overhead Lines Operative

The only training programme of its kind in Ireland, this Kerry ETB program is the ideal starting point for anyone who is interested in developing a career in the electrical transmission and distribution sector, specifically in the installation and maintenance of overhead power lines. Qualified operatives work all over the world on a variety of small scale to major projects but mostly for private contractors in Ireland and the UK who carry out work on behalf of ESB Networks and Eirgrid.

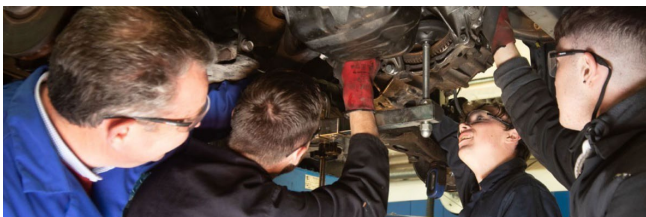




## Delivering on Apprenticeship

Throughout the Pandemic Kerry ETB maintained planned apprenticeship provision demonstrating real leadership, creativity and flexibility in approaches to support apprentices during this difficult period. Measures implemented by Kerry ETB saw an increase in provision from 2 intakes per workshop per year to 3 intakers per workshop per year

Kerry ETB has a strong commitment to both craft and 2016+ apprenticeships. As a FET leader in new apprenticeship, Kerry ETB is the co-ordinating provider for the Commis Chef and Wind Turbine Technician apprenticeships. The Commis Chef Apprenticeship is now in its third year with over 200 apprentices involved to date. Kerry ETB offers 10 apprenticeships in total, 3 of which are 2016+ apprenticeships. In craft, Kerry ETB provide training to apprentices in electrical, carpentry and joinery, plumbing, motor mechanics, metal fabrication, mechanical automotive maintenance fitter and stone cutting and masonry. Kerry ETB has ambitious plans to further expand the number of apprenticeships offered in Kerry.



## Evolving the Skills Development Model

A renewed focus on meeting key skill needs will be continued from Kerry ETB over the life of the agreement, with a return to pre-pandemic activity levels. This will include contributions to housing for All and Climate Action policy agendas; embedding a green skills/sustainability module across all FET provision; with potential to lead as Centre's of skills excellence in particular areas. Kerry ETB will prioritise provision to meet key skills needs and to continue contribute to the key skills needs target as set out in this agreement.

## A Leader in Renewable Energy

Kerry ETB has an excellent track record in the area of sustainable energy as the leader in Wind Turbine Maintenance. Kerry ETB specialises in servicing the Renewable and Electrical Power Engineering, Distribution and Transmission sector with the following courses: Wind Turbine Maintenance Technician Traineeship; Overhead Lines operative Traineeship and Fibre Installation Technician. These are unique in Ireland and draw learners from across the country and prepare them for entry to employment locally, regionally and nationally.

There is a huge potential for Kerry ETB to build on that by rolling out the new green skills module via eCollege and the new Level 4 Micro credential in sustainability, contributing to National Targets in green skills. Kerry ETB will pursue differential validation for the latter, upskill staff via the train the trainer resources made available by SOLAS and roll out blended provision to staff and learners as quickly as possible in line with the Kerry ETB Sustainability Strategy.

The ETB will also explore the potential to offer complementary courses to the Wind Turbine Maintenance, such as skills required for offshore energy. This may lead to additional courses in marine, boat maintenance and professional scuba diving. Kerry ETB currently offers an extensive suite of Sustainable and Green Skills Training from Business Process related activities to Skills Training which is set to increase.

## World Skills

Kerry ETB has a strong and established tradition of contributing to and promoting Ireland Skills and World Skills. At the forthcoming Ireland WorldSkills 2022 learners on the ETBs Broadcast Production will be working onsite to ensure a live stream of the event and interviews with mentors and invited guests.

Kerry ETB instructors have achieved national & international acclaim acting as International Expert and Chief Examiner in the fields of Beauty Therapy and Mechanical Instrumentation for both World Skills and Ireland World Skills.

## Innovation in Outdoor Education and Training

Kerry College Killorglin Campus is the only centre in Ireland immersed and dedicated to the delivery of outdoor education and training in FET. The campus delivers a wide range of traditional adventure activity courses in disciplines such as scuba diving, surfing and adventure activity instruction as well as an unrivalled course in Ecology and Fieldwork.

Additionally, Killorglin Campus is moving beyond the traditional definition of outdoor education as being synonymous with recreational activities and developing a range of courses designed to embed outdoor education and training in a variety of pedagogical areas. These courses will empower those working with people in a variety of settings to include outdoor health and wellbeing elements in their work. The programmes in development include CPD for PE teachers and those working with facilitating outdoor learning experiences and much more.

Kerry College Killorglin Campus are developing a commercial diving course located in Caherciveen to meet requirements for the growing commercial diving industry in Ireland. Kerry College is planning to develop a new Marine FET Campus, also in Caherciveen to support growing demand for offshore energy generation, transmission and generation and will support industry in Marine Maintenance, Marine Ecology, Geology and Tourism areas.



## Learner Voice

*“Enrolling in Kerry College was the first step in my amazing journey!”*

# 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. Kerry ETB 'lost' a significant base of these learners. Kerry ETB will place a major emphasis now on key targets groups and lost learners. Kerry ETB will work to target the hardest to reach groups, ensuring consistent learner support for all and embedding inclusive practice across provision.



### Embedding Inclusive Practice

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

These include:

- Universal Design for Learning
- English for Speakers of Other Languages
- People with Intellectual Disabilities
- Literacy and Numeracy support



### Driving Community-based Approaches

Properly targeting the needs of the most vulnerable target groups requires working intensively at community level and with community-based organisations. The Mitigating Against Educational Disadvantage Fund (MAEDF) was a notable asset in making these connections and enhancing access to FET. Kerry ETB had relatively low levels of drawdown under this fund to date but it is committed to maximizing the reach of the fund in future and increasing participation now that it has been mainstreamed (and rebranded as the REACH fund). It is noted that ETBs are increasingly being asked to take on a community development role and this must be carefully managed and planned with partner agencies at national and local level. Kerry ETB will look at establishing MoUs with key community education partners to underpin an enhanced role for community education.

### Targeting Priority Cohorts

Participation by Roma, Traveller, Refugee and Asylum seekers has declined during the pandemic and Kerry ETB will focus on reengaging with those learners. The widening participation indicator (which incorporates these groups and also people with disabilities) dropped by over one-third between 2019-2021.

Kerry ETB has been asked to accommodate significant numbers of Ukrainian refugees and this will be a major priority in 2022 and 2023. ESOL provision is available online and face to face and is expected to grow significantly for this reason. Partnership working with local community education providers and interest groups will support Kerry ETB to understand and address the challenges faced by priority cohorts, and achieve their contribution to national targets.

Tralee Youthreach supports learners through the SEN WebWheel model on a formal and timetabled basis which includes an individual action plan intended to support and target each learner's unique individual needs. Given the significant increase in learners enrolling in Youthreach with specific needs, Kerry ETB plans to roll this out across other Youthreach centres.

### Ensuring Consistent Learner Support

While consistency in learner support is still in development Kerry ETB commits to continuing the establishment of centralised units, such as Quality Assurance, admission and learner payments. A centralised learner support unit is in development and will build upon the existing learner support practice. During the Pandemic, elements of learner supports were offered digitally, which presents opportunities for Kerry ETB going forward. Kerry ETB will offer all learners an assessment so all appropriate learner supports can be put in place, for example, access to the laptop loan scheme.

Kerry ETB has taken significant steps in literacy and numeracy and ESOL delivery at Levels A1 to B2, increased intensive tuition (to 6 hrs per week), with the utilisation of levels 1-3 numeracy and literacy assessment best practice guidelines and toolkits also in use within dedicated literacy centres. Kerry ETB also ensures that all learners have the option to avail of accredited programmes through Adult Literacy and/or Co-operation Hours, with more than 50% of overall provision accredited. This is a relative strength of Kerry ETB in comparison with the rest of the FET sector and it has remained remarkably resilient in terms of certification throughput despite COVID restrictions. The QQI QA review reported that learner support was an area delivered well by the ETB, particularly in the area of well being.

### FET Leader Case Study

## Ensuring Consistent Learner Support

Kerry College will integrate its learning support departments across campuses to ensure all learners and potential learners receive the necessary information, advice, guidance and support required to ensure their successful participation and engagement with FET provision appropriate to their needs and aspirations. It will also support internal progression from QQI Levels 1-3 to QQI levels 4-6. An integrated approach will ensure a consistent process for learners in terms of:

- Supports for Learners with a Disability
- Reasonable Accommodation in Assessment
- Device Equity Supports
- Learning Supports
- Educational Guidance
- Psychological Counselling



The Learning Support unit key priorities will include:

- development of a campuses wide Learning Support Policy
- streamlining and standardizing additional support across campuses
- preparing applications for additional support to SOLAS
- liaison with 3rd party organisations around disability and additional needs.
- work with Kerry College Admissions Department
- induction for Personal Assistant staff annually across campuses
- developing a community of practice for FET Learning Support Staff
- promotion of a culture of continuous improvement and organisational learning through Universal Design for Learning
- raising all campuses staff awareness and training on additional needs
- Standardising documentation across Kerry College for learning supports

## 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. Kerry ETB 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 40%. This is higher than the sector average, with many ETBs showing signs of a rebound in 2021.

Kerry ETB will put an immediate focus on identifying where the drop in provision has been higher in areas and develop an action plan to address the issues. This will facilitate Kerry ETB's capacity to 'reboot' to 2019 levels over the course of 2022 and 2023, with a further aim to grow this by 10% in 2024, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. As noted earlier, there will be a continued requirement to be a lead ETB provider of English language support for Ukrainian refugees as part of this expansion, although the length of time for which such support is required remains unclear at the time of agreeing this SPA. Specifically, Kerry 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

## Pathways for People with Disabilities

The number of people with disabilities accessing FET with Kerry ETB declined from 615 in 2019 to 324 in 2021, as COVID-related restrictions prevented delivery of the onsite learning and support required by some learners. Kerry ETB is committed to growing the number of learners engaged in this provision through increasing the reach and accessibility of this provision throughout the county. 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.

Through the SOLAS REACH fund, Kerry ETB has provided over €40k over the past 2 years specifically targeted at groups who work exclusively with those who have a disability across the county. Inspired, one of these groups has used this funding to provide ICT equipment and training simulation setup for areas such as retail and beauty to assist those with a disability to fulfil their potential and build their confidence to seek employment or apply to FET. 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.



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

### Integrated FET Pathways

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

In 2021 Kerry ETB began the transition of VTOS provision and training courses at Levels 3 and 4 to a New Pathways Programme Category under Kerry College. This allowed all learners over 18 years of age to access these courses and supports removing many of the old legacy barriers. By 2023 Kerry ETB will have no longer VTOS or Foundation training provision and will have transitioned fully to Pathway provision. Kerry ETB has also created posts of Pathways Access/Information Officers in the Kerry College admissions unit to provide supports and resources for recruitment onto pathways courses and progression within FET from pathway and Youthreach provision. The expansion of full time programmes in the FET Centre hubs will facilitate greater pathway progression opportunities. Kerry ETB will also put a plan in place to address the drop in progression within FET across the ETB.

### School to FET Pathways

Kerry ETB has developed initiatives with Schools and FET to develop a greater awareness for Second level students of the spectrum of provision within Kerry ETB. To ensure this happens in a coordinated matter the following events are scheduled during the academic year:

- Meeting with Kerry ETB principals by Kerry College Management and Admissions team. A coordinating team has been established to create links with Transition year and Senior cycle classes. This involves the Director of Further Education and Training, Director of Schools, Youth and Music, Post Primary Principals and Admissions.
- The Post Primary\_FET initiative this year will involve our FET sports department working with 2 participating Post Primary schools Transition Year programmes in the area of sport with the following modules Basketball, Health Related Fitness and soccer at QQI Level 4. The second initiative is to provide for TY classes a creative Art and make up programme. This would involve TY classes visiting the college of Beauty on scheduled dates for a 3-week session Other areas being considered are an Engineering/STEM space for Engineering and developing an Animal Grooming module for schools.
- An annual event where Guidance counsellors through the IGC visit Kerry College to be updated on new courses and entry requirements. Admissions Officers provide briefing and information sessions while visiting post primary schools throughout county Kerry, West Limerick and Cork. These information visits are ongoing through the academic year
- Site visits to Kerry College Campus organized for senior cycle students during open week and at other intervals during the year. Admissions Office attend all school open evenings predominantly in September & October. Admissions attend the Kerry ETB parent's forum annually to provide a comprehensive overview of FET provision.

Establish what courses Youthreach learners are considering progressing to and during the period Kerry College learners are on work experience, these learners will attend onsite to meet teachers and participate in a relevant workshop of their choice. This will provide learners with a taste of different vocational or technical options available to them (February)

Current learners participating on Kerry College courses will be invited to centres to talk about their experience on the course

Admissions Office and in particular Pathways Officers will assist learners in applying for their courses and support all learners engaging in this process. Learners will where applicable apply via the CAO link

A key strategy to ensure current learners value the internal progression pathways in place is seeing and hearing from past learners who have been successful in advancing to courses at level 5 and level 6, these learner testimonials will be readily available and used to promote the courses and past learners invited back to speak to current learners.

To further enhance the collaboration between the Admission Office team and the VTOS/Pathways and Youthreach centres, staff will be invited to participate in the initiatives at centre level to prepare learners for progression such as mock interviews, parent/guardian information evenings, and workshops with local employers etc.



## Skills Focused Pathways

As shown in the adjacent table, Kerry ETB evidences strong progression rates to employment. However, employment outcomes took a sharp decline in 2020 owing to the Pandemic and the aim is for Kerry ETB to get back to 2019 levels by the end of 2022. Kerry ETB intends to strengthen provision which meets learner and employer needs by focusing on improving employer engagement and increasing FET initiated new apprenticeships/traineeships and other forms of work-based learning and improving existing relevant FET provision to deliver high employment outcomes.

The recent review of Quality Assurance in ETBs provides currency for ETBs in terms of the calibre of provision offered. Quality assured 'programmes for employment' provide employers with confidence in the quality and relevance of Kerry ETBs offering.

ISCED Description	2019	Cluster	2019
Agriculture, Forestry, Fisheries	1%	Agriculture, Horticulture and Mariculture	0%
Arts and humanities	9%	Animal Science	1%
		Arts & Crafts	3%
		Media Graphics Communications	5%
Engineering, manufacturing and construction	14%	Web Development & Design	1%
		Built Environment	3%
		Engineering	2%
		Engineering (Electrical)	2.4%
		Engineering (IT)	0%
		Engineering (Mechanical)	5%
		Engineering (Transport)	0%
Business and administration and law	25%	Manufacturing	0%
		Financial Services	1%
		Business Administration	19.14%
		Management	4%
		Sales & Marketing	0.9%
Health and welfare	30%	Entrepreneurship	0%
		Health, Family other Social Services	30%
Information and Communication Technologies (ICT)	2%	Information Technology	2%
Education	1%	Research and Education-Training	1%
Natural sciences, mathematics and statistics	1%	Science and Technology	1%
Services	16%	Security, Guarding & Emergency Services	2%
		Sport and Leisure	5%
		Tourism	4%
		Transport, Distribution & Logistics	2%
		Food and Beverage	4%
		Hairstressing, Beauty & Complementary Therapies	0%

## FET-HE Pathways

Re-engagement with the Higher Education Links Scheme (HEIs) is required to address the decline in FET-HE progression in 2020 and achieve the 2024 target of overall growth of 10% from pre-pandemic levels. Kerry ETB has established links with Munster Technology University, University College Cork, Mary Immaculate College and the University of Limerick, and there are further opportunities to expand on co-development and co-delivery of degree programmes. Kerry Education & Training Board will explore these opportunities with partners and seek to be involved in any new tertiary collaboration.

Kerry Education and Training Board is committed to developing Memorandum of Understanding with the Higher Education Links Scheme in niche areas such as wind turbine technology and marine engineering to support progression in these critical skills areas. The importance of adult guidance is acknowledged in supporting pathways and progression and a career guidance service is available to Kerry College applicants and learners. Kerry Education and Training Board is committed to building more pathways from activities traditionally seen as being in the training domain, including linking the chef apprenticeships which are both coordinated within the county.

The Admissions office and in particular Access and Pathway Information Officers will create publications on HE progression routes for all Kerry College progression courses. Bi-annual meetings will be held with Kerry College Guidance Counsellors, where they will inform Admissions and Access and Pathways Information Officers of updates on progression and access routes to HE.

This information will be incorporated as part of Kerry College information sessions delivered in post-primary schools and FET Centre. Admissions office will distribute course specific information leaflets on progression routes to HE to all current Kerry College learners.

## FET Leader Case Study

Kerry ETB was the first ETB to adopt a centralized recruitment and admissions approach for all of its Level 5 and Level 6 provision. It reinforced this by establishing a prominent town centre location to host this office, facilitating access and drop-in by the public. It assisted with the communication of pathways with outcomes from courses identified as for progression to higher education or to employment. This was undertaken hand in hand with a concerted marketing campaign for the Kerry College brand.

## Lifelong Learning Pathways

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

While Recognition of Prior Learning is at an early stage of development, Kerry ETB have piloted certified and experiential experiences, including successfully in Tour Guiding provision. RPL and RPEL is highlighted as an area for future development. Kerry ETB will explore opportunities for developing and rolling out micro-credentials to facilitate a life long learning system.

## Learner Voice

“

I whole heartily recommend Kerry College. Studying in Kerry College has given me the confidence to believe in myself, and I personally think that it is a great place to begin your career, or a great foundation to further your education.”



The passion and expertise of staff in Kerry ETB and their commitment to putting learners at the heart of everything is evident throughout its services. Great progress has been achieved by engaging with staff to expand their remit delivering integrated service provision but 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, and Kerry ETB can take a lead in this regard given its head start in establishing a more integrated delivery model. Kerry ETB 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 & Capabilities

Kerry ETB 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. The steps that the ETB has taken in establishing a more integrated delivery approach via Kerry College, introducing new roles (e.g. admissions officers) and giving management cross-FET responsibilities puts it in an excellent position to lead and pilot new FET staffing approaches. Kerry ETB has brought forward a proposal on the next step in embedding an integrated FET approach to support this move, including around embedding its Outdoor Education Centre as a core integrated FET campus- Kerry College Killorglin Campus. This new structure will have to allow for flexibility around re-assignment of roles based on service need and Kerry ETB will support the introduction of a FET practitioner role as required. Kerry ETB will produce baseline data for existing FET staffing levels to inform the national baseline, to 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 Kerry ETB staff. Kerry ETB will support work to reform the FET funding model. It reflects Kerry ETB's initial existing approach to move away from programme brands and silos, and it is willing to help pilot any new funding model approaches.

### Digital Transformation

Kerry ETB 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. The ETB continues to use on-line delivery across all FET provision learning including such courses as healthcare, early childhood education provision and ESOL delivery. Kerry ETB will continue to build on this progress by establishing a formal blended learning policy.

Kerry ETB 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.

### 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.

### Quality FET

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

The QQI inaugural review team outlined that it considered that Kerry ETB demonstrated a deep and clear understanding of all phases of the quality cycle, and their inter-connections. The ETB has a strong legacy on which to build here, with a range of new programmes developed in-house in the last few years.

Perhaps the one area where Kerry ETB could be more proactive is in the way it engages with its peer ETBs. Agile programme development is a perfect area for such collaboration, and it will work to drive sector progress here.

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



## Capital Development

Kerry ETB will continue its programme of investment in FET capital infrastructure in line with its own estates strategy. The development of an estates strategy will be central to the development of a pipeline of projects for Kerry ETB, coupled with the requirement to fully expend the annual devolved capital budget. It has identified a gap in provision in County Kerry around Killarney, with a FET College of the Future development proposed there.

Kerry ETB has developed an area of expertise around renewable wind energy production and Scuba Diving to include offshore. Kerry ETB has identified a gap in skills in the area of Marine Training and is seeking to establish a Marine Training Centre in South Kerry to ensure that Ireland has the required skills to exploit all potential for offshore activity in energy resources.

It was also noted earlier in this agreement that Kerry ETB relied on leasing arrangements for around two-thirds of its sites. While this can support more agile and flexible responses to emerging skills needs and changes in local demand, Kerry ETB requires greater support to acquire more permanent capital stock to support identified permanent provision. The acquisition of the South Campus in Tralee from the MTU would greatly reduce dependency on leased buildings. Kerry ETB has targeted a move away from two remaining instances of dual provision in Killarney and Listowel. The acquisition and development of a standalone Kerry College Campus in Listowel is facilitating this and there is also an opportunity to acquire and develop a full Campus in Killarney.

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 Kerry ETB in this regard.

## Learner & Performance Centred

The learner continues to drive everything Kerry ETB 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.

This includes the continuation of Kerry ETB's learner feedback and learner voice development mechanisms such as focus groups, Learner Councils, Cross Campus Fora and Learner surveys.

Cross Campus forums representative of all learners will be a planned feature for enhancing the learner voice. Also smaller focus groups for learners with additional needs will ensure a direct input into Kerry ETB strategic planning to ensure inclusivity remains a core value within FET.

The value of the Aontas independent learner voice - the FET Learner Forum is recognised, as well as Kerry ETBs own learner feedback mechanisms and activities. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS. Kerry ETB will engage with any new initiatives introduced in relation to further enhancement of strengthening the learner voice across the ETB sector.

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



## Learner Voice

“

“Doing the Fibre Installation Technician Course was the best experience for me. Having originally come from a country outside of the EU my education status was not recognised. With the quality of training I was one of the first to get employment and I'll always be grateful for the opportunities this course has given me to better my life.”





# 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)

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

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

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

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

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

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

## 2022-2024 Definitions and Targets



### Supporting Jobs

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

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



### Creating Pathways

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

**Progression from FET-HE:** Grow levels of progression from FET-HE by at least 10% by 2024, 2019 trend baseline of 5,364. Specific reports will be provided to the ETB by SOLAS on this target from the CSO annually. The FET to HE progression measure includes anyone who had a finish date in the same year, e.g., learner in FET in 2022 who enrolled in HE in 2022. The initial target number is the 2019 trend baseline of 5,364 with then a further 24% increase of 6,672 by 2024.

## 2022-2024 Definitions and Targets



### Fostering Inclusion

**Transversal Skills:** Return certification at NFQ levels 1-3 to 2019 levels and grow by at least a further 10% by 2024. Learner numbers can be tracked from PLSS in the new learner dashboard. Levels 1-3 completion and partial completion. The initial target number is the 2019 trend baseline of 29,328 with then a further 10.5% increase of 32,398 by 2024.

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

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



### Upskilling Through Lifetimes and Careers

**Lifelong Learning:** Return engagement in lifelong learning to 2019 trend levels and grow by up to a further 10% by 2024. Age restrictions only, 25 to 64 (unique learner count). Total enrolments (starters plus those who started on a course before 1<sup>st</sup> 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

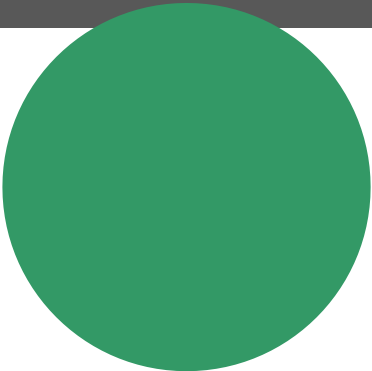


### Targeting Key Skills Needs

**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

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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

## 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



# Kerry ETB Ambition 2022-2024 at a glance



Continue to develop the Kerry College model, building the brand and driving demand across the county, including in Killarney, and renewing the portfolio of courses on offer



Building on its strong industry links, increase the scale of Skills to Advance provision significantly



Continue to expand its role in both craft and new apprenticeships, launching the new Wind Turbine Engineer programme in 2022



Roll out a consistent approach to assessment of learner support needs across all provision, including literacy needs, and the application of the Fund for Students with Disabilities to all FET



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



Place a major focus on addressing the decline in literacy provision since COVID and expand provision in literacy, numeracy & digital skills



Develop a plan to address falls in progression within FET by linking pathways from rural FET centres to Kerry College hub locations



Work with HEI partners to develop proposals on the co-development and co-delivery of degree programmes in key specialist areas



Use the capacity built up in quality assurance to drive agile programme development in partnership with industry & other ETBs

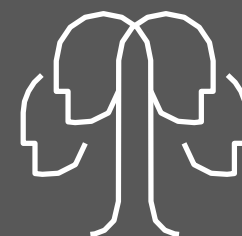


As the first ETB to build an integrated FET College approach, lead and pilot initiatives to put in place an appropriate future staffing framework across FET



# Glossary

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



BORD OIDEACHAIS  
AGUS OILIÚNA CHIARRAÍ

KERRY EDUCATION  
AND TRAINING BOARD