

# Strategic Performance Agreement 2018 – 2020

City of Dublin Education and Training Board





# Table of Contents

<b>1. Introduction</b>	1
<b>2. Profile of the ETB Region</b>	3
2.1 Population and Learners	3
2.2 Enterprise and Employment	4
<b>3. ETB FET Provision</b>	6
3.1 Staffing and Infrastructure	6
3.2 FET Provision	9
<b>4. ETB Strategic Priorities</b>	12
4.1 ETB FET Strategic Priorities	12
4.2 Risks and Challenges	16
4.3 Delivering on FET Relevant Policies and Strategies	17
<b>5. ETB Contribution to National FET Strategy and Targets</b>	19
5.1 Skills for the Economy	19
5.2 Active Inclusion	19
5.3 Quality Provision	20
5.4 Outcomes-based Planning and Funding	20
5.5 Standing of FET	21
5.6 ETB Contribution to National FET Targets	21
<b>6. Performance Agreement</b>	24
<b>Appendix A: Contribution to National FET Sector Targets by Skills Cluster</b>	26
<b>Appendix B: Explaining the Targets</b>	29

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# 1. Introduction



# Introduction

This agreement between SOLAS and City of Dublin Education and Training Board (CDETb) sets out the context, strategic priorities and ETB contribution to achievement of key national further education and training (FET) sector targets over the period 2018-20. It also articulates the ETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision and identifies the key risks and challenges which must be mitigated and addressed in order to ensure successful delivery of this agreement. The agreement is the product of extensive dialogue and engagement between SOLAS and CDETb, with independent input and validation from a panel of experts with an understanding of Irish and international good practice in further education and training systems.

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## 2. Profile of the CDETB Region



## Section 2

# Profile of the ETB Region

### 2.1 Population and Learners

Census 2016 recorded the population within the City of Dublin ETB area at over 550,000, the largest of all the ETBs. The population both north and south of the River Liffey, and for each electoral district, is set out in the table opposite. The large population means a large and diverse learner base, and the learner profile can be categorised into the following groups:

- Early school leavers
- Leaving Cert
- Leaving Cert Applied
- Repeat Leaving Cert
- Post Leaving Cert
- Unemployed adults
- Apprentices
- Employed
- Evening/night course learners
- Learners with intellectual disabilities
- Learners with additional needs
- Low Educational attainment learners
- Long term and short-term unemployed
- Return to Work
- 3rd Level Graduates (up-skilling or re-skilling)
- European Learners
- Separated Children's Service (Unaccompanied minors-refugee)
- Homeless
- Asylum Seekers
- Offenders and ex-offenders

Dublin represents the major centre of employment for the state and offers employment opportunities for many living both within the ETB catchment area and for those outside the city. Nevertheless the unemployment rate at the 2016 Census was recorded as 12.9% and the ETB area contains a number of unemployment blackspots including: Priorswood B (36.2% unemployment rate); Ballymun D (32.1%); Ballymun B 31.8%; Kilmore C 29.9%; Finglas North A 28.9%; Finglas South C 28.7%; and Ballymun C 28.0%.

### Census Population 2016

#### DUBLIN CITY

554,554

#### DUBLIN CITY NORTH

325,385

#### DUBLIN CITY SOUTH

229,169

#### ARTANE

35,325

#### BALLYFERMOT

29,757

#### BALLYMUN - WHITEHALL

28,843

#### CABRA

48,928

#### CLONTARF

54,880

## Census Population 2016

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### CRUMLIN - KIMMAGE

49,992

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### DONAGHMEDE

47,159

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### FINGLAS

35,734

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### NORTH INNER CITY

74,516

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### PEMBROKE

35,808

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### RATHMINES

36,837

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### SOUTH EAST INNER CITY

57,783

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### SOUTH WEST INNER CITY

18,992

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## 2.2 Enterprise and Employment

Dublin City as the capital and economic centre of Ireland has experienced strong job growth in recent years as Ireland's economic performance improved. For example, Dublin has become a thriving tech hub and is home to many of the top global ICT companies and an ever expanding list of innovative tech start-up companies. The Irish Financial Service Centre (IFSC), located in Dublin City Centre, hosts some of the world's foremost Financial Services institutions, with a surrounding support network including accountancy, legal, actuarial, taxation, regulatory and telecommunications functions. More recently Dublin has seen strong growth in emerging sectors like GreenTech and FinTech and plays an important role in the global aircraft leasing and finance industry. Dublin's thriving tourism industry is driving growth in a wide variety of crossover sectors such as food/drink, accommodation, retail and numerous creative and cultural industries (see [www.Dublin.ie](http://www.Dublin.ie)).

The number of medium to large businesses in Dublin in 2014 was 1,568, (Skills and Labour Market Research Unit analysis of DataIreland (Kompass) data) with the number of people employed in Dublin City and suburbs surpassing half a million in 2016 (census 2016). These figures are likely to increase into the future as most of the job announcements in 2017 in the areas of sales, customer care, technical support, financial services, high tech manufacturing, HR, finance, and production engineers, were for roles in Dublin and Dundalk. Dublin-based vacancies also accounted for one third of all jobs advertised through the DEASP Jobs Ireland site in 2017, primarily for stock-takers, drivers and warehouse operatives (Vacancy overview 2017, Skills and Labour Market Research Unit, Solas).

CDETb has a representative at the Dublin Chamber of Commerce and is a member of the Dublin Regional Skills Forum (DRSF) where it currently holds the position of Chair (until summer 2018). Industry bodies are represented on the CDETb Board and at local level, employers participate as board members on College and Training Centres Boards of Management. At a local level, there are well established relationships with employers and industry organisations. This influences course delivery and provides work experience and work opportunities for learners.

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# 3. CDETB FET Provision



# Section 3

## ETB FET Provision

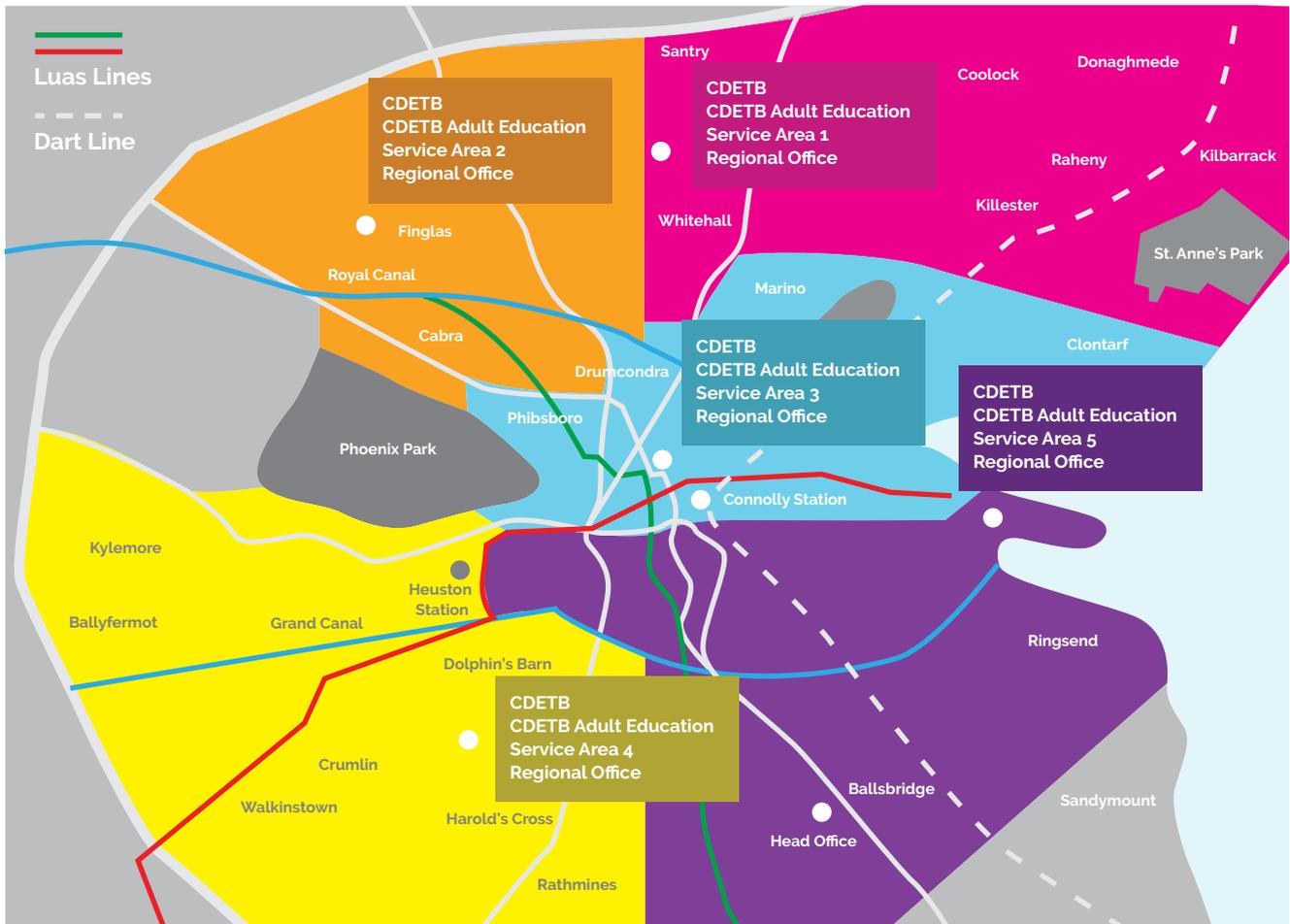
### 3.1 Staffing and Infrastructure

CDETb's overall educational and grant awarding provision is delivered by a staff in excess of 3,300. The delivery of education and training programmes is supported by a senior management team, with an administrative staff. CDETb support services include:

- Curriculum Development Unit (CDU)
- Psychological Service
- Sports and Cultural Council (SCC)
- Music Centre
- Youth and Education Service for Refugees and Migrants
- Pathways Centre
- Foundations Project - IYYO

An Adult Education Service is organised across five separate areas of the city, as shown in the map opposite.

There is also a network of 23 CDETb operated schools and colleges providing PLC and other learning opportunities across the city, 10 Youthreach centres and two training centres in Ballyfermot and Finglas village. The location of these providers is set out in the map below.



● **Adult Education Service Area 1**

Ballymun, Coolock, Darndale, Santry, Donaghmede, Kilmore, Priorswood, Whitehall, Airfield, Beaumont, Drumcondra, Edenmore, Harmonstown, Raheny.  
*CDETB Adult Education Service, Regional Office, Ballymun Road, Dublin 11*

● **Adult Education Service Area 4**

Chapelizod, Cherry Orchard, Crumlin, Ballyfermot, Drimnagh, Inchicore, Kilmainham, Kimmage, Terenure, Walkinstown.  
*CDETB Adult Education Service, Regional Office, Adult Education Service, Captains Road, Crumlin, Dublin 12.*

● **Adult Education Service Area 2**

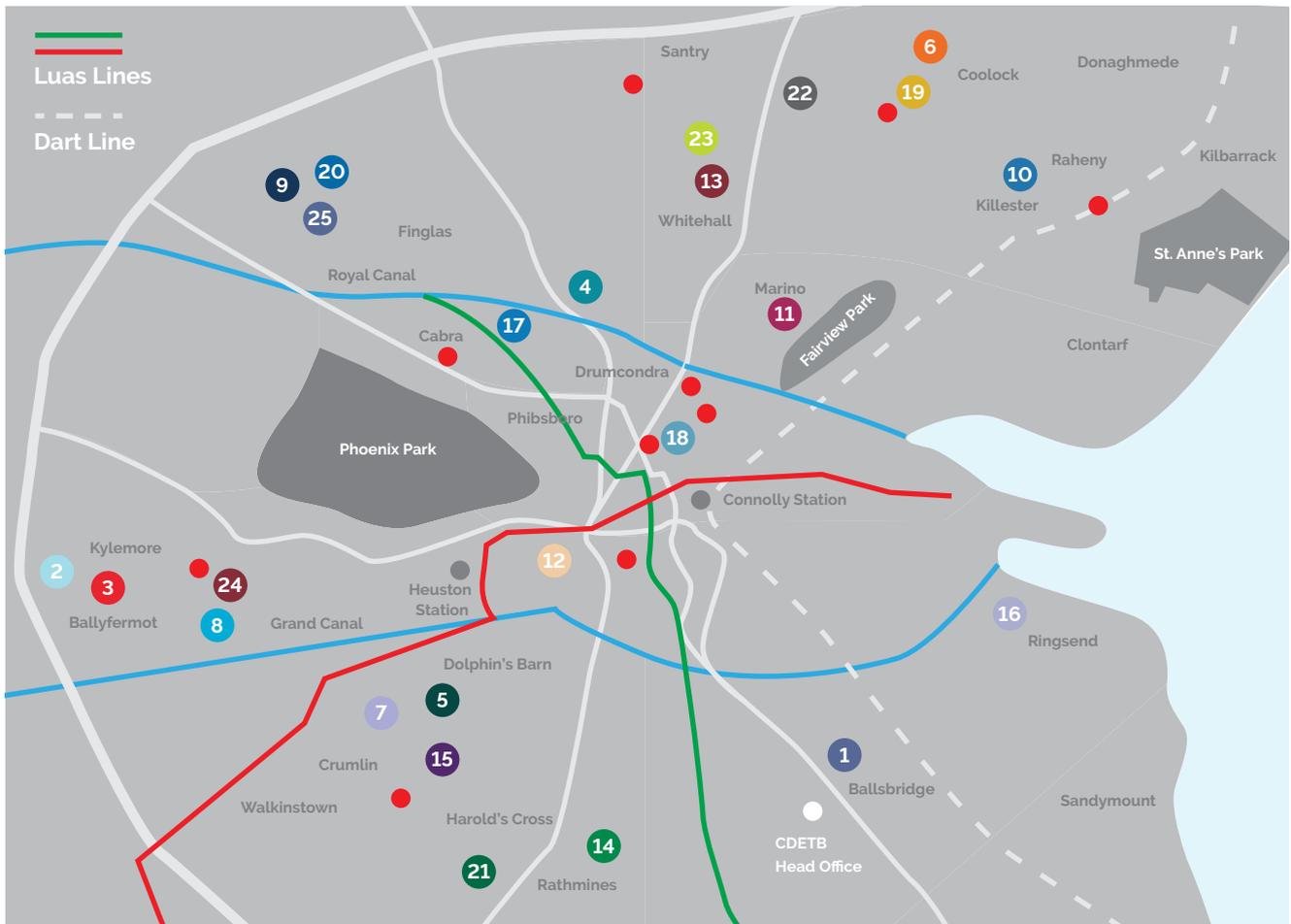
Ashtown, Ballygall, Ballymun, Cabra, Drumcondra, Finglas  
*CDETB Adult Education Service, Regional Office, c/o/ Coláiste Íde CFE, Cardiffsbridge Road, Finglas, Dublin 11.*

● **Adult Education Service Area 5**

Mansion House, Merchants Quay, Pembroke, Rathmines, Royal Exchange, South Dock, St. Kevins, Ushers Quay, Wood Quay.  
*CDETB Adult Education Service, Regional Office, c/o/ Ringsend College, Cambridge Road, Ringsend, Dublin 4.*

● **Adult Education Service Area 3**

Arran Quay, Ballybough, Drumcondra, Inns Quay, Mountjoy, North City, North Dock, Rotunda, Stoneybatter, Clontarf, Grace Park, Whitehall.  
*CDETB Adult Education Service, Regional Office, Parnell Adult Learning Centre, 1 Parnell Square, Dublin 1.*



- 1 Ballsbridge College of Further Education
- 2 Ballyfermot College of Further Education
- 3 Kylemore College, Ballyfermot
- 4 Whitehall College of Further Education
- 5 St. Kevin's College , Clogher Road
- 6 Coláiste Dhúlaigh College of Further Education, Coolock
- 7 Crumlin College of Further Education
- 8 Inchicore College of Further Education
- 9 Coláiste Íde College of Further Education, Finglas
- 10 Killester College of Further Education
- 11 Marino College of Further Education
- 12 Liberties College
- 13 Plunket College, Whitehall
- 14 Rathmines College of Further Education
- 15 Pearse College of Further Education, Crumlin
- 16 Ringsend College
- 17 Cabra Community College
- 18 Larkin Community College, Dublin 1
- 19 Coláiste Dhúlaigh Post Primary, Coolock
- 20 Coláiste Eoin, Finglas
- 21 Presentation Community College, Terenure
- 22 Margaret Aylward Community College, Whitehall
- 23 Clonturk Community College
- 24 Ballyfermot Training Centre
- 25 Finglas Training Centre
- Youthreach Centres

In addition, CDETБ directly runs 10 Youthreach Centres and a Prison Education Centre, while funding the delivery of:

- 13 Community Training Centres
- 5 Local Training Initiatives
- 5 Specialist Training Providers
- 2 Justice Workshops
- Community Education across the CDETБ area
- Specialist projects targeting people in homelessness, drug, rehabilitation and asylum seekers
- Grants to funder organisations (through CDYSB) to deliver youth services
- Student grants (through SUSI)

CDETБ collaborates with Dublin-Dun Laoghaire Education and Training Board (DDLETБ) to plan effective further education and training provision across the greater Dublin region. CFETБ also works with other education providers such as DIT, NCAD, UCD, DCU, Trinity College, Dublin Business College, Griffith College, IBAT College, Dorset College, Independent College Ireland, NCI, ITT, IADE, University of Wolverhampton and Dundee University to ensure clear pathways and progression routes for its learners.

### 3.2 FET Provision

CDETБ provides full-time, part-time and evening QQI validated Further Education and Training programmes up to Level 6 delivered through the network of providers described above. CDETБ also provides programmes up to Level 8 in certain locations. A full range of established and new apprenticeships and traineeships are delivered in training centres and colleges. In 2017 CDETБ received **€79.4m** in funding from SOLAS and supported over 52,000 beneficiaries<sup>1</sup>.

An analysis of provision by skills cluster is set out in the table below. This highlights the strong focus on transversal skills development within the general learning and core personal categories. However it also highlights strengths in provision in key skills areas like business, health and social care, ICT- related skills, tourism, sport and leisure; and arts and crafts.

#### CDETБ 2017

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##### NO. COMMENCING COURSES

40,282

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##### NO. COMPLETING COURSES

38,094

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##### NO. OF OVERALL BENEFICIARIES

52,245

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<sup>1</sup> Beneficiary numbers include those already enrolled at 1st January 2017

## 2017 Provision by Skills Cluster

	Total Actual Beneficiaries	% of Total Beneficiaries
Agriculture, Horticulture and Mariculture	340	0.65%
Animal Science	226	0.43%
Art, Craft and Media		
Arts & Crafts	1,547	2.96%
Built Environment	1,166	2.23%
Business, Admin & Management		
Business, Administration	3,285	6.28%
Core ICT	1,015	1.94%
Core Personal	17,209	32.92%
Engineering	112	0.21%
Engineering (Electrical)	53	0.10%
Engineering (IT)	26	0.05%
Engineering (Mechanical)	332	0.64%
Engineering (Transport)	211	0.40%
Entrepreneurship	144	0.28%
Financial Services	224	0.43%
Food and Beverage	248	0.47%
General Learning	12,963	24.80%
Hairdressing, Beauty and Complementary Therapies	816	1.56%
Health, Family other Social Services	4,998	9.56%
Information Technology	1,044	2.00%
Management	204	0.39%
Manufacturing	716	1.37%
Media Graphics Communications	2,145	4.10%
Natural Resources		
Research and Education-Training	41	0.08%
Sales & Marketing	378	0.72%
Sampling Skills		
Science and Technology	407	0.78%
Security, Guarding & Emergency Services	273	0.52%
Sport and Leisure	1,024	1.96%
Tourism	725	1.39%
Tourism and Sport		
Transport, Distribution & Logistics	36	0.07%
Web Development & Design	85	0.16%
<b>Total</b>	<b>52,273</b>	

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# 4. ETB Strategic Priorities



# Section 4

## ETB Strategic Priorities

### 4.1 ETB FET Strategic Priorities

The mission of CDETB is to provide high quality education and training services for people in Dublin City that contribute both to the personal development of the individual as well as to the overall social, economic and cultural development of the city – think people, think service, think Dublin City. In its Education, Training and Youth Services strategy 2015-2020, CDETB set out a vision:

- to continue to develop and provide inclusive, professional, high quality education, training and youth services in Dublin City.
- to deliver programmes that provide suitable qualifications for, and progression routes into more advanced education courses, training programmes and employment.
- to be recognised as a primary provider of such courses and programmes in Dublin City.
- to develop a comprehensive youth service in Dublin City.
- to have in existence a well-managed, efficient and fully accountable national awarding authority for student grants.

This is reflected in a series of strategic priorities for further education and training which are further discussed in the sections below.

### 4.1.1 Progression

**PLC programmes** have a strong record in achieving positive outcomes for learners by facilitating progression to further and higher education, as acknowledged in the national evaluation by ESRI. FET programmes in general are considered to have a dual purpose – involving direct access to employment but also progression to further and higher education courses, which ultimately lead to employment. It is important that both outcomes are valued and it is a concern that PLC's role in this regard is not reflected specifically within the progression-focused Target 2 in this agreement. It is the choice of the learner to pursue qualifications, which, by their determination, enables them to access the labour market. Some learners choose PLC courses to advance to further or higher qualifications (and defer entry to the labour market), so the measurement of employment outcomes for CDETB learners should include those who enter work at this later stage. It is estimated that up to 25% of PLC completers from Dublin City ETB currently progress to higher education.<sup>2</sup> CDETB is committed to working with HE institutions to increase this level of progression. This in turn supports the commitment to address labour market skills gap. Such progression will be supported by developing and implementing a protocol between CDETB and HE providers through the Dublin Regional Skills Forum. CDETB is also committed to responding to the recommendations in the PLC review and is involved at a national level (through the SOLAS-led advisory group and FET Directors Forum) and locally with Colleges of FE. Proposals for future course provision will take cognisance of the recommendations. CDETB will seek to lead discussion with particular reference to the inflexibility of current contractual arrangements, so as to respond more appropriately to labour market requirements.

The **Adult Education Service (AES)** offers Level 4 pre-college courses that include modules on Communications, Maths, Personal and Interpersonal Skills, Career Planning and IT, which prepare learners for the study demands of the self-directed learning required for Level 5 and higher level courses. The majority of learners completing these courses progress to a place in our Colleges of FE or to other access programmes. CDETB will provide more of these type of courses. The AES will increase provision of entry-level programmes aimed at encouraging family engagement,

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<sup>2</sup> Based on legacy data collection systems, however the introduction of PLSS will facilitate better reporting of progression outcomes in future.

e.g., family literacy to encourage participation in further education or training. In certain Colleges and Centres, the AES provide support to learners: writing skills to assist learners with assignment layout, research and referencing; classes during summer months in subject areas where learners experience difficulties, e.g., Anatomy and Physiology and Science to prepare learners for courses commencing in September. CDETБ will seek to extend this type of service to more Colleges and Centres. There are well established progression routes between CDETБ Colleges of Further Education and Colleges of Higher Education and Institutes of Technology, across a wide range of disciplines, including Auctioneering, Design, Architectural Design, Accounting and Arts. Our QQI Levels 5, 6 and Higher National Diploma programmes have well established progression routes to NCI, TCD, UCD, NUI Maynooth and ITs.

For **Youthreach**, progression to Colleges and Centres, and in some cases directly to Higher Education, is supported by the Youthreach Career Advocate, where available, providing information on college open days, career and education fairs, interview and CV skills, etc. Youthreach courses support learners to undertake to support the transition to FE, where possible, focussing on independent research, presentation skills, English for academic purposes, etc. Youthreach centres have established FE progression routes to CDETБ Colleges and Centres and also work collaboratively in other awareness raising initiatives, for example Ballymum Youthreach Learners with skills in Picture Frame, Whitehall College and Colaiste Ide Art Shows, visits to local colleges and centres and staff from FE presenting to Youthreach students. These links will be strengthened through more intensive collaboration at local level. Youthreach centres will explore options for providing in-reach support to learners with high support needs, who progress within CDETБ to reduce the risk of drop out. However, any such approach is resource-dependent.

To further facilitate progression and ensure clearer learner pathways into, within and following FET, CDETБ is also committed to the following actions:

- CDETБ will strengthen internal access, transfer and progression arrangements and seek ways to provide integrated learner and academic support to learner throughout their learning journey.
- Through its QA procedures, CDETБ will formalise Access, Transfer and Progression and create clear and transparent progression pathways for our learners into employment, within/across our provision or into further and higher education.
- Through involvement in the FET-2-HE network, CDETБ will enhance relationships with stakeholders to ensure effective progression to Higher Education.
- CDETБ will continue to provide progression routes across CDETБ and to Higher Education to enhance learner opportunities to access the labour market.

#### **4.1.2 Employer Engagement**

The newly established Employer Engagement Unit will provide a cohesive structure for employers to access and avail of services. The unit's role will include the active promotion of CDETБ's training and education programmes including pre-entry level and upskilling of current employees, identifying skills gaps, training needs and developing solutions for employers in specific industry sectors, including traineeships and apprenticeships. The Unit will support our Colleges and Training Centres as they develop and expand their interaction with industry and will in tandem engage with employer representative bodies to identify key areas for the provision of education and training. It will play a lead role in implementing the new Employee Development Policy Framework. Specific activities will include:

- Increasing engagement with industry and academic experts to achieve a sharper focus on skills and training outcomes and to identify opportunities for upskilling employed.
- Supporting the delivery of employer days at regional and local level
- Ensuring that employers can identify with and contribute to the process of specific programme development in collaboration with CDETБ.
- Building on our experience of delivering the national Skill ETB which supports Healthcare skills & training in the community to further develop responses to upskill people in employment.
- Identifying the needs of business and labour market and introduce new programmes to address these needs.

CDETБ's involvement with industry is diverse and innovative, collaborating with industries such as Diageo, Association of Irish Riding Establishments and Luftansa Technik, to deliver programmes for learners that offer training opportunities providing enhanced skills towards accessing the labour market. Through such ongoing collaboration with employers CDETБ will better align its education and training provision to ensure that it caters for the needs of industry. This will lead to greater collaboration and utilisation of available resources across our provision whilst at the same time offering our learners employment opportunities, career progression and the development of entrepreneurial skills.

### 4.1.3 Expansion of Work-based Learning Provision

CDETБ will identify and seek funding to research, provide and develop relevant work-based learning opportunities. It will expand 'work and learn' along with work based learning programmes with an industry focus into the FE College suite of courses. In addition, it will work to expand traineeship and apprenticeship provision across Dublin City via the respective developments outlined below.

**Traineeships:** The introduction of a new Traineeship in the Warehousing/Logistics sector, that CDETБ developed in collaboration with employers such as Butlers, Bewleys and IKEA, is a recent example of how the employer engagement unit worked collaboratively with a College of Further Education (Coláiste Dhúlaigh) to address the skills deficit of local employers. The unit is also working in collaboration with Solas and Ballyfermot College of FE in the development of a new Traineeship to service of the skill needs of VFX/Animation industry. In general, there will be a review of Specific Skills Training programmes delivered in training centres and these will be converted to traineeships where it is appropriate to the needs of the labour market.

**Apprenticeships:** In July 2018, CDETБ's new national Auctioneering Property Services Apprenticeship was approved by QQI, and national rollout commenced in September. The development was led by CDETБ under the guidance of a Consortium Steering Group comprising the Property Services Regulatory Authority (PSRA), Society of Chartered Surveyors (SCSI), the Institute of Professional Auctioneers and Valuers (IPAV), Estate Agency practices (including Sherry Fitzgerald, Douglas Newman Good and Lisney) and Cork ETB. As well as delivering a full range of craft standard based apprenticeships, CDETБ is supporting the delivery of new apprenticeships through co-ordinating or collaborating with other providers, e.g., Kerry ETB (Commis Chef), FIT (Software Developer and Networking Technician, ATI (Accounting Technician). CDETБ is also collaborating with other ETBs in the development of new apprenticeships such as Hairdressing. These actions assist CDETБ in its contribution to achieving national apprenticeship and traineeship targets.

CDETБ will also seek to use the PLC model of education to facilitate traineeship/apprenticeship and flexible delivery targets while maintaining the quality features of PLC and without negatively impacting college allocations. It will increase delivery of pre-apprenticeship to enhance access for certain learners and support mentors to assist them in the workplace across both apprenticeship and traineeship provision. CDETБ will review the role of the Transition Centre and conduct research to ascertain the need for traineeship and apprenticeship in other areas, e.g., South City. It will implement the TEL strategy to provide flexible, learner-centred delivery in traineeships and apprenticeships.

### 4.1.4 Enhancing Provision

Over the period of this strategic performance agreement, CDETБ will work to continually enhance and develop provision with key actions to include:

- providing specific skills training programmes targeted at HE graduates to enhance their labour market opportunities
- undertaking a review of services through the lens of a "learner journey" to identify and overcome gaps, duplication and inefficiencies and to provide a seamless service for learners of all abilities, and incorporating the learner voice into decisions re programme development and design
- gradually changing individual courses to incorporate key competencies such as innovation and entrepreneurship, online/blended supports and richer work experience
- updating the assessment schedule on certain courses to move from an "end of year" assessment approach to a semester-based schedule and, where appropriate, implementing semesterisation on programmes which have component awards in the target areas as set out under Target 5 of this agreement
- seeking to modify night/part-time provision to better service employed and other target groups e.g. afternoon training and to use the training centre funding model in FE colleges,
- developing flexible learning opportunities such as; online, blended, semester and evening delivery. In this regard the significant base of self-financing evening activity currently delivered across CDETБ's FE colleges should be acknowledged, with an estimated 7,000 learners currently availing of these lifelong learning opportunities.
- in accordance with our obligations under articles 4 and 24 of the UN Convention on the Rights of Persons with Disabilities, seeking to take a universal design approach to the provision of all of its programmes and services, while enhancing programmes/supports for people with learning disabilities
- keeping programme provision under review to ensure it is aligned with specific skills clusters, including offering short-term top-up programmes to meet urgent skills gaps for both unemployed and employed;
- extending use of Leargas mobility programmes to provide the optimum learning experience for learners
- expanding and devising programmes to meet the needs of adults returning to education and continuing to provide and develop a comprehensive youth education service in Dublin City,
- developing a discussion paper on ways of integrating provision, including apprenticeship, traineeship and part-time programmes in FE colleges, with a view to seeking approval to deliver and/or pilot approaches,

- working with staff to incorporate the advantages of Technology Enhanced Learning and blended learning into teaching and learning in order to provide flexible and accessible courses and to generally enhance the quality of learning to all learners .
- continuing to seek funding to upgrade facilities, particularly in colleges of FE and to make buildings accessible for people with disabilities.
- putting in place a competitive Framework Agreement for External Contracting with training providers to enable CDET B to respond in catchment areas where it does not currently have a presence and to pilot new courses.

#### **4.1.5 Quality Assurance**

CDET B will complete the implementation of a unified quality assurance system in accordance with its QQI commitments, incorporating strong corporate governance and effective data collection and self-evaluation mechanisms embedded throughout our service. CDET B will strengthen internal access, transfer and progression arrangements and seek ways to provide integrated learner and academic support to learners throughout their learning journey.

Through its QA procedures, CDET B will formalise Access, Transfer and Progression and create clear and transparent progression pathways for learners into employment, within/across its provision or into higher education. The introduction of new or amended programmes will be managed at a corporate level to ensure a cohesive and effective service delivery that more and more responds to the specific needs of local communities, learners and employers.

Through its QA processes, CDET B will ensure certification and assessment is robust and fit-for-purpose. It will also facilitate early leavers to complete full awards where possible.

#### **4.1.6 Professional Development**

CDET B will introduce systematic approaches to initial and continuous professional development of teaching and training staff, including using Technology Enhanced Learning (TEL) to support the achievement of the TEL Strategy and the PD Strategy. It will continue to facilitate professional development for staff through the Curriculum Development Unit (CDU), which supports a co-ordinated approach to curriculum and professional development for staff. This is achieved through initiating, developing, exchanging, implementing, supporting or managing educational initiatives, projects and support services.

CDET B will roll-out a mentoring approach to assist and support teachers, instructors and tutors to incorporate blended learning and TEL into course delivery. It will also endeavour to expand involvement with Erasmus (international) programmes to provide CPD opportunities for teachers.

CDET B is committed to developing a training plan to ensure that, as the rollout of PLSS throughout our colleges and centres is completed, staff will have the skills and knowledge to competently use the PLSS system. The PLSS system will be central to our ability to evaluate, review, plan and report on outcomes and services.

#### **4.1.7 Learner Supports**

CDET B is committed to the continued development of supports for learners to ensure effective and sustained engagement with its further education and training services. Key actions include:

- integrating literacy, numeracy and guidance supports to learners across a range programmes,
- finding ways to optimise the use of facilities across all centres to provide an enhanced service to learners,
- introducing Mental Health Awareness Programmes for learners,
- continuing to manage an efficient and fully accountable national awarding authority for Student Grants (SUSI),
- maintaining, supporting and extending the CDET B Psychological Service to learners who need it,
- extending learners' access to digital learning environments when and where appropriate,
- reviewing the profile of early leavers to ascertain reasons why they leave and to put supports in place to help them achieve full awards,

- reviewing the Adult Education Service (AES) to ascertain how the service can provide supports across all programmes *and*
- putting systems in place to ensure all staff are continually informed of services for learners.

#### 4.2 Risks and Challenges

A series of risks and challenges have been identified that need to be addressed over the course of this strategic performance agreement:

- Increasing competition for potential learners, e.g. Institutes of Technology offering lower level (access) programmes.
- A general perception of the FET sector by second-level schools, which are in the main geared towards CAO applications.
- Lack of awareness of value and quality of FE with influencers such as parents, guidance counsellors, etc.
- Increasing rigidity of QQI toward development in the sector and time to develop and validate programmes.
- Employers offering jobs to learners before course completion. The learner may achieve no or incomplete certification. This is a particular concern when it involves low-skill work and/or occurs in employment sectors that are hardest hit during a downturn.
- Operational and corporate pressures that arise due to competing priorities – SOLAS/ QQI/DES.
- The lack of capital funding particularly for non-Training Centre activity makes it difficult to ensure that facilities are up-to-date and fit-for-purpose.
- Lack of investment in disability facilities required in colleges/centres.
- Lack of IT infrastructure IT support staff, in colleges and centres. This impacts of ability to deliver up-to-date programmes and to implement the TEL strategy to support teaching and learning/ flexible delivery.
- Inadequate levels of administration staff to manage/deliver on priorities and drive change in areas such as programme development, apprenticeships and traineeships, employer engagement, communications, PD, TEL, QA, expanding opportunities for participating in Leargas, supporting corporate functions such as HR.
- Responding to the changing demographic and profile and number of people on the Live Register.
- Cap on PLC provision constraining development in areas of need.
- Second level structures in colleges of FE which is the largest service sphere for CDETB, limits ability to meet targets – flexible delivery, traineeship and apprenticeship, upskilling employed. (Teaching Council requirements, teacher contracts, allocation, funding model, academic year).
- Managing budgeting, reporting, etc. within a calendar year when delivery is over an academic year.
- PLSS not fully reflecting the business model of CDETB, e.g. continuous intake of learners, academic year.
- Requirement for PPSN on PLSS before a learner starts a programme, has inhibited CDETB's ability to register/start eligible EU applicants on courses.
- Current policy in relation to eligibility for non-EU students availing of FE programmes.
- Too many similar but different reporting requirements from SOLAS – FAR 1,2,3, FARR, PLSS, ESF, Strategic Performance, Forecasting - a single streamlined approach is required
- QQI QA deadlines constraining ability to be agile and responsive to evolving regional needs.
- Multiple QA structures required to co-ordinate, collaborate and provide new Apprenticeships (CDETB is the lead organisation for the new Auctioneering & Property Services apprenticeship; a provider for FIT and ATI apprenticeships, and collaborates with other ETBs in the delivery and development of other apprenticeships). This can give rise to resource implications, and a potential for duplication.
- Setting the certification targets in Adult Education Service does not take account of crucial literacy/ support work that engages the Hard-To-Reach learners. An over-emphasis on certification could shift the focus away from the provision of these literacy supports
- Over-emphasis on labour-market outcomes could disadvantage our learners who are most distant from the labour-market and/or on the margins of society.
- Complete learner journey not adequately captured/measured.
- AES Support to learners in FE Colleges and Training Centres is not measured/captured. This helps retention and enables weaker learners to achieve certification and progression.
- FE College learners who progress to HE and onto work should be counted as progression to employment.
- Limitations in extending the provision of vendor and industry certified courses such as CISCO.
- Implications of Brexit when final position is agreed.
- Current skill knowledge of teachers/instructors – appropriate mechanisms to upskill requires funding, release.
- Limited ability to recruit industry experts.
- Low take up of apprenticeship instructor posts.
- Limited resources to support staff in fully utilising PLSS and FARR system to support planning.

### **4.3 Delivering on FET Relevant Policies and Strategies**

The actions outlined above and targets articulated in the following pages will support CDETБ in delivering on a range of relevant national policies and strategies including:

- The European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)
- National Skills Strategy
- SOLAS Further Education and Training Strategy 2014-2019
- DES Action Plan for Education
- SOLAS Professional Development Strategy
- SOLAS TEL Strategy
- Employee Development Policy Framework
- Action Plan for Jobs
- QQI Quality Assurance Guidelines
- Action Plan to Expand Apprenticeships and Traineeships 2016-2020
- Integrating Literacy and Numeracy Strategy 2011-2020
- Comprehensive Employment Strategy for People with Disabilities 2015

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

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

CDETБ works closely with local and regional stakeholders to ensure an effective response to meeting the needs of learners, enterprise and communities within within the Dublin city area. Relevant strategies which underpin this approach include:

- Regional Action Plan for Jobs
- From Patchwork to Network (CDETБ North Inner City review)
- Creating a Brighter Future - the Mulvey Report (North East Inner City review)
- Dublin Regional Skills Action Plan
- Dublin City Local Economic and Community Plan 2016 - 2021

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# 5. ETB Contribution to National FET Strategy and Targets



# Section 5

## ETB Contribution to National FET Strategy and Targets

### 5.1 Skills for the Economy

As noted in Section 4.1.2, CDETБ will strengthen the Employer Engagement team to support Colleges and Centres to engage with employers and employer representative groups. This will ensure that employers can identify with CDETБ as a preferred education and training provider in priority labour market sectors, e.g. Tourism, Hospitality, ICT, Business, Construction, Health Care and Social Care. CDETБ has a strong commitment to expanding traineeships, apprenticeships and other work-based learning, apprenticeship and other work-based learning provision, as discussed in section 4.1.3, and it will identify supports needed to research, provide and develop work-based learning opportunities which cater for the needs of employers (OSPs, labour-market research, etc.). In addition, CDETБ will:

- Continue to develop partnerships with organisations committed to the promotion and implementation of programmes within the creative arts.
- Enhance work experience programmes and approaches through employer/learner feedback and continue to develop effective relationships with employers/recruitment agencies/Seetec/etc. to secure work experience and employment opportunities for learners and graduates
- Use labour-market data from SOLAS, the Regional Skills Forum, the DEASP, etc. to ensure that courses respond to current/emerging skills needs. This will support the wider review of existing programmes to ensure that content aligns with skills clusters and industry needs and extend the provision of vendor and industry certified courses such as CISCO.
- Run employer engagement events including targeting specific high employment sectors e.g., health care, construction, ICT.
- Identify employer requirements such as pre-entry to employment programmes, be-spoke training to upskill employees and Skills for Work programmes at levels 3 and 4.
- Expand involvement with Erasmus (international) programmes to create learner work experience and personal learning/development opportunities as well as providing CPD opportunities for teachers. Entrepreneurship modules and courses will also be incorporated into our existing provision.

### 5.2 Active Inclusion

CDETБ will continue to consider and prioritise support to address the needs of particular cohorts of learners including the long-term unemployed, people with disabilities, lone parents, jobless households, travellers and under-represented groups.

The CDETБ Adult Education Service provides an open, accessible, welcoming environment for adult learners in the community. Courses and programmes in basic reading, writing and numeracy skills are tailored and paced to meet learner needs. This approach is in line with the SOLAS Integrating Literacy and Numeracy report, published in February 2018, which states that "models are most effective when they reflect the needs of specific learners, the characteristics of each programme and are rooted in the local context". CDETБ will continue to provide family based programmes in crafts, etc. as an access gateway to further education and training. CDETБ is committed to delivering the recommendations in the Department of Education and Skills' "Literacy and Numeracy Learning for Life" and will further refine and devise approaches which foster active inclusion and the integration of literacy and numeracy.

An example of how the Adult Learning Service (ALS) integrates and collaborates across CDETБ is the provision of literacy and numeracy supports to learners on Level 4/5 courses in a number of Colleges and Centres. The ALS also provides training support to staff in some centres. CDETБ has developed a literacy assessment and progression tool entitled the "Progress Framework". This framework measures a learner's literacy and writing ability on a scale of 1 to 6 and is being embedded in adult literacy provision across the City. CDETБ will seek to extend the above supports throughout the scheme. It will also deploy the best practice guidelines and toolkit in assessment of literacy and numeracy at levels 1-3 produced by SOLAS and ETBI. ESOL provision is a key element of CDETБ's approach to active inclusion, and it will progress the implementation of the recommendations of the review of ESOL provision published in March 2018.

### 5.3 Quality Provision

In continuing to evolve its quality assurance system CDETБ will enhance its services for learners and deliver programmes which reflect the needs of learners, society and industry. As noted in section 4.1.5, CDETБ is committed to implementing a more unified quality assurance system (across AES, Colleges, Training Centres and Youthreach), with strong corporate oversight and self-evaluation, thus enabling it to achieve strategic and operational goals. CDETБ undertook an extensive Self-Evaluation exercise in accordance with QQI requirements, from which its Quality Improvement Plan has been developed and approved by QQI. Core to its QA approach is a centralised corporate model of strategic and operational planning, taking account of how the quality enhancement agenda can be used to achieve the necessary strategic aims of CDETБ's FET services. The Quality and Strategy Planning Council is chaired by a FET Director where recommendations of QA sub-groups (comprising staff from colleges and centres) and centre level quality teams are considered for recommendation to the Senior Management Team.

A key feature of CDETБ QA is data collection and self-evaluation at all levels of the organisation. Specific procedural reviews also take place in relation to assessment and learner supports. Implementing effective and improved mechanisms to facilitate these processes is a priority for CDETБ.

CDETБ has a centralised, scheme-wide approach to developing/revising programmes that ensures curriculum development is in line with learner, societal and labour market needs including progression within CDETБ and to higher education courses and to work. CDETБ aims to improve the quality of teaching and learning and active inclusion of vulnerable groups, through the use of technology enhanced learning, blended approaches and creating more flexible delivery models. CDETБ has developed quality assurance procedures for blended learning, in consultation with the SOLAS, QQI and other ETBs. All of these initiatives are embedded within the CDETБ Enhancing Teaching, Learning and Assessment through Technology Strategy 2018 – 2023.

### 5.4 Outcomes-based Planning and Funding

Each year colleges and centres submit requests for changes to course provision. These requests outline the rationale, including labour-market data, other provision / lack of provision in the locality, etc. This data gathering exercise enables CDETБ to plan its delivery and to respond to community and labour market needs in a more effective manner.

The PLSS system will be central to CDETБ's ability to evaluate, review, plan and report on outcomes and services. CDETБ recognises the importance of data as a driver of knowledge in the context of the planning process and the need to ensure the quality of data input around PLSS. Its commitment to ensuring that both PLSS and FARR are embedded into local business processes and that staff are trained to effectively use PLSS will ensure that required data supports our future planning and funding. The PLSS Co-ordinator will analyse data collected on outcomes from courses, and labour market and community research and provide this to support planning at college/centre and corporate level and develop a suite of regular management reports for senior management team. These measures will increase the strategic planning capacity of CDETБ and assist in its obligations to meet the planning and funding requirements set by SOLAS. The accessing of employment and progression data via the SOLAS/CSO data partnership will be used to assess the impact of provision.

## 5.5 Standing of FET

City of Dublin Education and Training Board will develop better use of social media, mobile apps and other methods of communicating with learners. It will develop communication strategies to ensure that staff are optimally informed to promote services to potential and current learners and plan a marketing and communications strategy that targets influencers - parents, career guidance professionals, etc. CDETБ will seek resources to establish a Communications and Media Unit to develop a proactive response to public communications and information. It will ensure that public information is clear, accurate, objective, up-to-date and accessible, reviewing and improving the CDETБ website and seeking to prepare publications in Plain English and in a variety of accessible formats as part of this process. In addition CDETБ will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019.

Stakeholder engagement will be critical to reinforcing the importance of FET in meeting Dublin's social and economic needs and CDETБ will continue to support and actively promote the role of FET in the following fora: Dublin Regional Skills Forum; ETBI/FET Director Group and the range of associated sub-groups (Employer Engagement, Apprenticeship/Traineeship strategy group, new apprenticeship provider network, etc.), Apprenticeship Consortium Steering Groups (Commis Chef, Auctioneering Property Services, ATI), IBEC, Chambers of Commerce, etc. Recruiting industry professionals/experts, especially for industry focused programmes, will be another key focus in enhancing the credibility, standing and value of FET across the enterprise community.

## 5.6 ETБ Contribution to National FET Targets

City of Dublin ETБ commits to making the specific contribution to each of the six core national FET targets over the period 2018-2020 set out in the table below. A summary showing how the contribution to each target is driven by activity within different skills clusters is provided as Appendix A. The definition underpinning each target is detailed in Appendix B. The key drivers in realising each of the targets are as follows:

- **Target 1 - Employment Outcomes:** The implementation of new courses will reflect demand in the labour market and promote entrepreneurship. Through converting Specific Skills Training to traineeships or apprenticeships, CDETБ will address specific training needs of industry and optimise the advantages of work-based learning.
- **Target 2 - Progression:** Changes to provision will enhance progression into FE Colleges and Training Centres. Support modules such as mindfulness will be incorporated to assist particular learners to build resilience and manage personal difficulties which present as barriers to their participation and progression. Programmes will be revised to align with programmes offered by Colleges of FE and Training Centres, e.g. Food Science, Professional Cookery and Hospitality Operations, thus enhancing internal progression routes.
- **Target 3 - Transversal Skills:** Intensive tuition will allow for accelerated learning and more immediate achievement of educational and training outcomes and certification. The introduction of level 2 modules specific to ESOL will support learners to achieve certification at higher levels. An increase in Level 4 Pre College courses including modules such as Communications, Maths, Interpersonal Skills, Career Planning and IT will prepare learners for the study demands of the self-directed learning required for level 5 and higher level courses.
- **Target 4 - Lifelong Learning:** New courses targeted at people who are aged over 25 and who require upskilling and or cross-skilling will be introduced. CDETБ will work with employers to devise programmes to up-skill employees and make current programmes more accessible to people in employment. Specific modules will be offered that can assist HE graduates attain work-specific skills and to provide "add-on" skills to qualified people who have a particular skill to facilitate access the labour market or career progression within that market.

- **Target 5 – Relevant Qualifications:** Courses will be developed to address the sectors where employment growth/skills needs have been identified.
- **Target 6 – Traineeships:** Increased participation on existing apprenticeships and traineeships will be a core aim. The development of further traineeships or apprenticeships will enable us to respond more effectively in the interests of learners and employers. In addition the demand for semi-skilled construction workers continues to rise and our training centres are well placed to respond to this need with traineeship programmes such as steel fixing, form-working and glazing. Manufacturing and logistics are further opportunities.

Target	National Sectoral Target	CDET B Contribution
1. More learners securing employment from provision which primarily serves the labour market	10% over 3 years	10% over 3 years, equating to 2,319 learners securing employment in 2020
2. More learners progressing to other further or higher education courses from provision which is primarily focused on this purpose	10% over 3 years	11% over 3 years, equating to 1,427 learners securing employment in 2020
3. Increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development	10% over 3 years	11% over 3 years, equating to 3,767 completers certified in 2020
4. Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over 3 years	11% over 3 years, equating to 25,515 starting LLL relevant programmes in 2020
5. Increase in learners securing relevant qualifications in sectors where employment growth/skills needs have been identified	10,000 learners per annum	Average increase of 2208 per annum across the 3 years and a 69% increase in learners in 2020 compared with 2017
6. New traineeship and trainee registrations in the period 2018 to 2020	13,900 over 3 years	1,705 over 3 years, more than doubling the 2017 level

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# 6. Performance Agreement



## Section 6

# Performance Agreement

In entering this agreement, City of Dublin Education and Training Board commits to pursuing the priorities and actions set out in the previous sections and making the stipulated contribution to each of the six core FET targets over the period 2018 to 2020, subject to the risks and challenges identified and set out in Section 4.2 of the agreement. CDETБ also commits to adherence to legislative requirements, the Overarching Planning and Funding Requirements for FET and SOLAS funding Terms and Conditions.

SOLAS commits to supporting the delivery of these priorities, actions and targets wherever practical subject to and within its existing resource constraints and competing commitments. The realisation of the targets will be monitored on an ongoing basis via the PLSS and FARR systems, and it is proposed that a formal mid-term review will be undertaken in September 2019, including a further strategic dialogue session between the two parties at this point.

Signed:



**Paul O'Toole**  
Chief Executive, SOLAS

Date: 28/09/2018



**Carol Hanney**  
Chief Executive, City of Dublin  
Education and Training Board

Date: 28/09/2018

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# Appendix A



# Appendix A

## Contribution to National FET Sector Targets by Skills Cluster

Further Education & Training Provision	Target 1		Target 2		Target 3			
	2018-2020		2018-2020		2018-2020			
	Sector Provision 10% More Learners will secure employment from provision which primarily serves the labour market.		Sector Provision 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose.		Sector Provision 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills Development.			
	Expected overall Increase in Completers Securing Employment		Expected overall increase in Completers Progressing to FET or HET		Expected overall increase in Completers certified			
Skill Clusters	Number	%	Number	%	Number	%		
Agriculture, Horticulture and Mariculture	1	10%	4	13%				
Animal Science	4	13%	0	0%				
Arts and Crafts	17	10%	1	25%				
Built Environment	4	11%	0	0%				
Business Administration	20	10%	7	10%				
Engineering	0	0%	0	0%				
Engineering (Electrical)	0	0%	0	0%				
Engineering (IT)	0	0%	1	50%				
Engineering (Mechanical)	0	0%	0	0%				
Engineering (Transport)	4	13%	0	0%				
Entrepreneurship	0	0%	0	0%				
Financial Services	2	10%	0	0%				
Food and Beverage	6	11%	1	25%				
Hairdressing, Beauty and Complementary Therapies	11	10%	1	17%				
Health, Family other Social Services	86	10%	30	10%				
Information Technology	8	10%	1	17%				
Management	0	0%	0	0%				
Manufacturing	0	0%	0	0%				
Media, Graphics Communications	25	10%	1	14%				
Natural Resources	0	0%	0	0%				
Research and Education-Training	0	0%	0	0%				
Sales & Marketing	0	0%	2	18%				
Science and Technology	2	11%	1	50%				
Security, Guarding & Emergency Services	0	0%	0	0%				
Sport and Leisure	12	10%	3	10%				
Tourism	14	10%	0	0%				
Transport, Distribution & Logistics	0	0%	0	0%				
Web Development & Design	0	0%	1	50%				
Core ICT			2	8%			121	11%
Core Personal			60	10%			8245	11%
General Learning			23	10%	2566	11%		
Language			0	0%	0	0%		
Skills Sampling,			0	0%	0	0%		
Key Skills			0	0%	0	0%		
<b>TOTAL</b>	<b>216</b>	<b>10%</b>	<b>139</b>	<b>11%</b>	<b>10932</b>	<b>11%</b>		

[1] This target could be subject to upward revision following the benchmarking process.

Target 4		Target 5		Target 6	
2018-2020		2018-2020		2018-2020	
<b>Sector Provision 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions[1]</b>		<b>Sector Provision Increase in Relevant Qualifications across FET programmes. Increase of 10,000 learners per annum securing relevant qualifications in sectors where employment growth/skills needs have been identified</b>		<b>Traineeship Programmes. Traineeship National Target of 19,000 (2016-2020) - 13,900 - (2018-2020) Commencements on Traineeship (Skill Clusters By Starters) Labour Market Skills</b>	
<b>Expected overall contribution to the National Target for increase in Starters and ETB capacity %</b>		<b>Expected overall annual average contribution to National Target for Completers Certified &amp; ETB Capacity %</b>		<b>Expected overall contribution to National Target and ETB capacity %</b>	
Number	%	Number	%	Number	%
26	10%			0	0%
0	0%			0	0%
10	10%			0	0%
40	10%	107	80%	353	17100%
107	11%			235	40%
0	0%	11	57%	0	0%
2	8%	11	57%	15	200%
2	9%	0	0%	0	0%
35	11%	93	78%	0	0%
10	10%	37	72%	150	-15%
15	10%	24	66%	0	0%
3	10%			0	-100%
16	10%	52	75%	0	0%
14	10%			48	0%
175	11%	943	65%	229	66%
33	10%	122	53%	144	-45%
12	10%			0	0%
0	0%	0	0%	48	0%
0	0%	352	66%	128	0%
0	0%			0	0%
4	10%			0	0%
22	10%	62	76%	130	173%
0	0%	63	93%	0	0%
24	10%			0	0%
19	10%	161	80%	183	56%
8	9%	155	80%	0	0%
0	0%			0	0%
0	0%	13	67%	42	0%
99	11%				
977	11%				
772	11%				
0	0%				
0	0%				
0	0%				
<b>2425</b>	<b>11%</b>	<b>2208</b>	<b>69%</b>	<b>1705</b>	<b>105%</b>

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# Appendix B



# Appendix B

## Explaining the Targets

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

- **Target 1 – Employment Outcomes:** 10% more learners will secure employment from provision which primarily serves the labour market.
- **Target 2 – Progression:** 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose.
- **Target 3 – Transversal Skills Development:** 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development.
- **Target 4 – Lifelong Learning:** 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions (this target could be subject to upward revision following the benchmarking process).
- **Target 5 – Relevant Qualifications:** From 2018, for three years, an average increase of 10,000 learners per annum securing relevant qualifications (e.g. special purpose awards) in sectors where employment growth / skills needs have been identified (e.g. Construction, ICT, Food and Beverages, Hospitality, Wholesale / Retail, Biopharma / Pharmachem, Health / Other Care, Digital Media, Sport and Fitness, Engineering, Enterprise Skills needs).
- **Target 6 – Apprenticeship and Traineeship Provision:** 30,500 new apprentice and trainee registrations in the period 2017 to 2019 which will represent an increase in registrations from circa 6,000 in 2016 to circa 12,400 in 2019.

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

- Predominately Labour Market Focus FET Programmes
- Predominately Progression Focus FET Programmes
- Predominately Social Mobility (Individual Transversal skills) FET Programmes

The setting of these three year national sectoral targets and broad categorisation of targets provided a framework by which strategic performance agreements between SOLAS and ETBs could be developed, highlighting the planned contribution of each ETB to their realisation. However to ensure that this

contribution could be clearly understood and linked to development of activity across FET programmes, some definitions and parameters were placed around each target, and these are discussed for each in turn below.

### Target 1: Employment Outcomes

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

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

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

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

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

### **Target 2: Progression**

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

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

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

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

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

### **Target 3: Transversal Skills Development**

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

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

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

#### **Target 4: Lifelong Learning**

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

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

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

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

#### **Target 5: Relevant Qualifications**

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

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

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

#### **Target 6: Apprenticeships and Traineeships**

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

**City of Dublin DETB**

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**SOLAS**

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