

**SOLAS**  
learning works



Bord Oideachais & Oiliúna  
**LUIMNIGH & AN CHLÁIR**  
LIMERICK & CLARE  
Education & Training Board

**COLLEGE OF FURTHER  
EDUCATION & TRAINING**

# Limerick and Clare Education and Training Board

Strategic Performance Agreement 2022-2024

## Introduction from Limerick and Clare ETB and SOLAS

“

*“Learning with LCETB was the first step for me in changing my entire outlook for the future, it helped me to start a whole new journey which has led to successful employment and really benefited everyone across my whole family.”*

**LCETB Learner**

### Future FET

The vision for the  
National FET Strategy  
2022 - 2024

### Outcomes

Outcomes link  
national system  
targets to the  
Future FET vision  
by 2024

### Transformation


Continuing the  
transformation of FET to  
grow its contribution and  
impact in addressing  
Ireland’s social, economic  
and climate challenges is  
central to the Strategic  
Performance  
Agreement

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

While progression within FET and to HE was maintained, the priority cohorts served by the LCETB were severely impacted. Now in 2022, as we seem to be moving back into a more normal operating environment, and with a new FET Strategy, Transforming Learning, in place from 2020, we have the perfect framework to plot out the development of FET in Limerick and Clare over the next three years.



George O'Callaghan  
Chief Executive, LCETB



Andrew Brownlee  
CEO, SOLAS



# Agreement Themes

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

01

## LCETB 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

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

04

## FET Strategy – Fostering Inclusion

LCETB 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

LCETB 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

LCETB strategic plans and proposed contribution to the Enabling Themes objective of the FET Strategy, FET Leader Case Studies and related system targets.

*Data sources: PLSS and Apprenticeship learner databases, SOLAS financial reporting, FET Estates Survey, QQI inaugural reviews of QA in ETBs, and SOLAS SLMRU analysis of population, employment/unemployment, business demography, lifelong learning and educational attainment data from CSO Census reports and CSO Labour Force Survey.*

01

## LCETB in profile

The total population of the **Limerick** and **Clare** region is 332,863 according to preliminary results of the 2022 Census, up 6.10% from 313,802 in 2016. The national population growth for the period is 7.6%. Limerick has a population of 205,444 up 5.4% from 194,899, while Clare now has a population of 127,419 up 7.2% from 118,817.

According to Census 2016, Limerick is the third most populous urban area in the state, and the fourth most populous city on the island of Ireland. Changing population patterns have mostly affected the Limerick metropolitan area, with a significant population increase in parts of the city centre. In contrast, the largest population decline was observed in regeneration areas. The national trend of younger urban centres and ageing rural areas is mirrored in Limerick and Clare (+26% over 65 in County Clare). The age dependency ratio, which shows the ratio of people aged under 14 and over 65 to people of working age (aged 15-64) also increased in line with national figures.

**Population**  
332.8k  
**Employment**  
155k

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

Of the 232,100 persons in employment in the Mid-West region in Q3 2021, it is estimated, based on 2016 county distributions, that roughly two thirds (66%) were in either Co. Limerick or Co. Clare, representing approximately 155,000 persons.

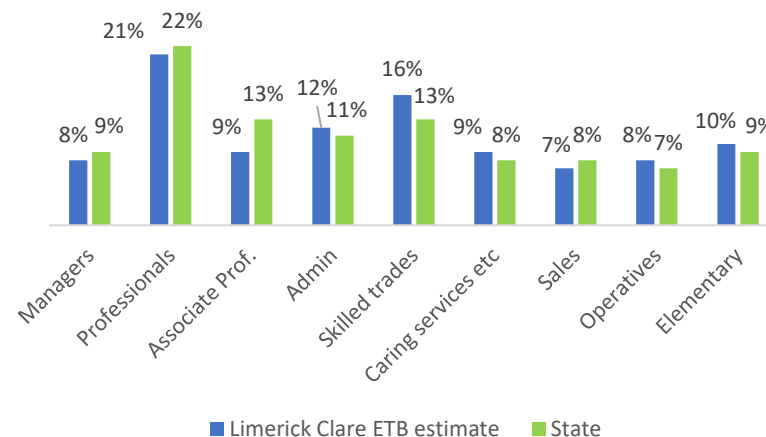
## Sectoral Distribution of Employment Limerick and Clare Q3 2021

Sector	Limerick Clare	Mid-West	State
Accommodation/food	7%	6%	7%
Admin and support	5%	5%	4%
Agriculture	7%	9%	4%
Construction	6%	6%	6%
Education	9%	9%	8%
Finance etc	3%	2%	6%
Health	13%	13%	12%
ICT	5%	4%	6%
Industry	15%	15%	12%
Other NACE	4%	4%	5%
Professional Services	6%	5%	7%
Public admin and defence	5%	5%	5%
Transport	4%	4%	4%
Wholesale/retail	12%	13%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

It is estimated the largest employment sectors are across industry, health, and wholesale/retail, which combined accounted for 40% of employment in the Limerick and Clare ETB area, a higher share compared to the State average, driven in part by higher shares employed in industry (15% in Limerick and Clare compared to 12% nationally).

Although, at 5%, the share of Limerick and Clare employment in the ICT sector is slightly less than the State average of 6%, it is nonetheless closer to the State average than in many other areas (except Dublin which accounts for over half of all ICT employment).

## National Employment Analysis



## Educational Attainment

The Mid-West region had a higher-than-average share of adults who had attained qualifications up to Level 6 across further education and training in Q2 2021 with 16%, compared to the average of 14%. In contrast, the share of adults with, at most, higher education qualifications was slightly smaller than the national average (47%).

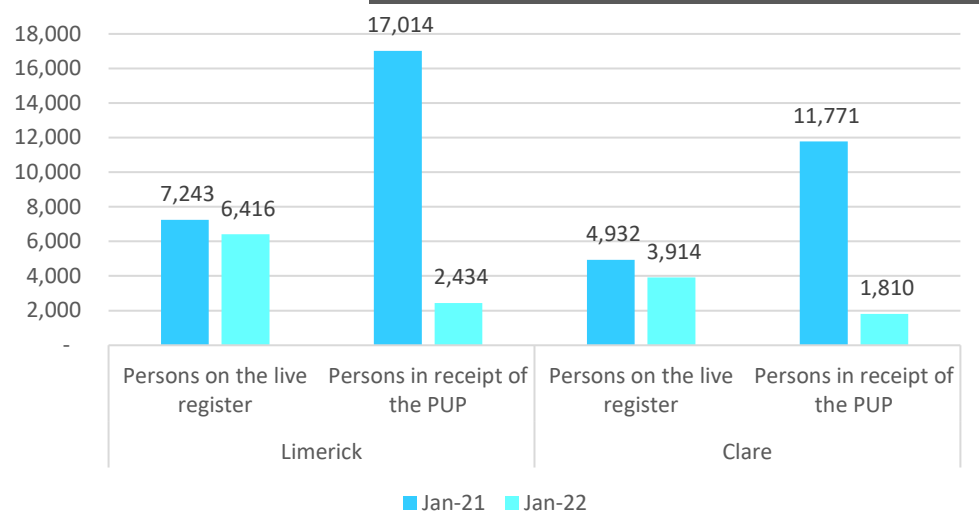


## Lifelong Learning

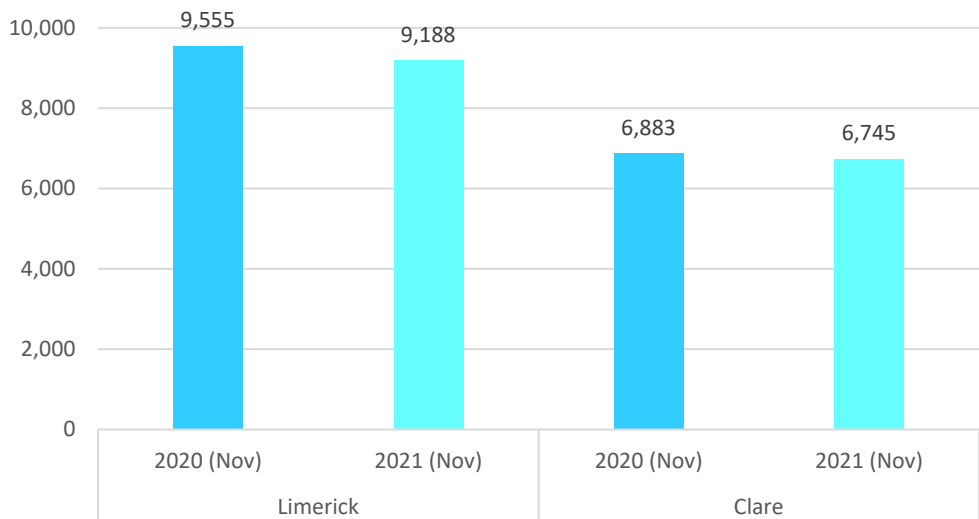
In Q4 2021, in the mid-west region, approximately 24,600 persons had engaged in lifelong learning in the preceding four weeks, translating into a lifelong learning participation rate of 9.8%, the lowest in the State and below the national average of 13.1%, or 12% excluding Dublin.



## Live Register and Pandemic Supports



## Employment Wage Subsidy Scheme Estimates



## Limerick

At the end of January 2022, there were 6,416 persons in Limerick on the **Live Register**, a fall of 827 on the same period in the previous year. The fall in the number of people in receipt of **Pandemic Unemployment Payments (PUP)** was far greater, declining by 14,580 over the 12-month period. At the end of November 2021 there were 9,188 persons in receipt of the **Employment Wage Subsidy Scheme (EWSS)** administered by Revenue, which was a fall of 367 on the previous year.

## Clare

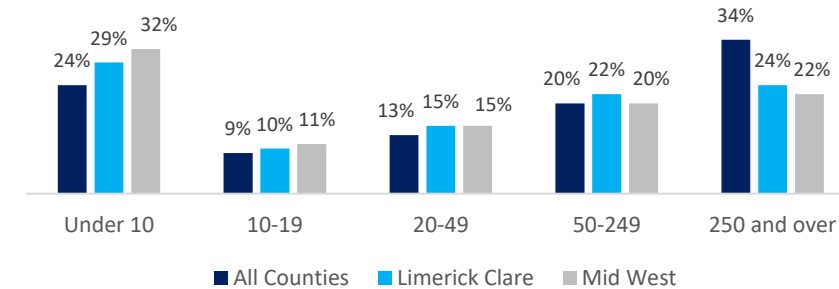
At the end of January 2022, there were 3,914 persons in Clare on the **Live Register**, a fall of over 1,000 persons on the same period in the previous year. The number of people in receipt of **Pandemic Unemployment Payments (PUP)** fell by almost 10,000 persons over the 12-month period to 1,810. At the end of November 2021 there were 6,745 persons in receipt of the **Employment Wage Subsidy Scheme (EWSS)**, with only a small decline on the same period in the previous year.

## Business Demography

In 2019, the share of persons engaged in micro enterprises (employing less than 10 persons) in counties Limerick and Clare (at 29%) was higher than the share nationally (at 24%), but below the share for Mid-West region (at 32%).

The share of persons engaged in small or medium-sized enterprises (employing between 10 and 249 persons) in those counties (at 47%) was above the share nationally (at 42%), and similar to the share for the Mid-West region.

In contrast, at 24%, the share of persons engaged in large enterprises (employing 250 or more persons) in Limerick and Clare was below the national share (at 34%), and just above the share for the Mid-West region (at 22%).



## Employment Outlook

In line with the elimination of COVID-19 related supports through 2022, there was expected to be a major increase in unemployment. In contrast, Ireland is approaching full employment. Figures for Q1 2022 show a State-wide unemployment rate of 4.8% (with the mid-west region to which Limerick and Clare belong at 4.3%). While the economic situation and outlook remains volatile and risk of increased unemployment remains, this will constrain demand for some courses designed to support people back into employment.

## LCETB FET Infrastructure

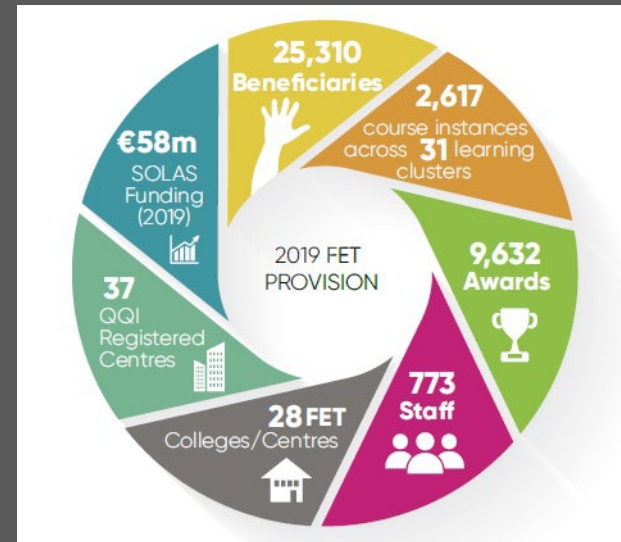
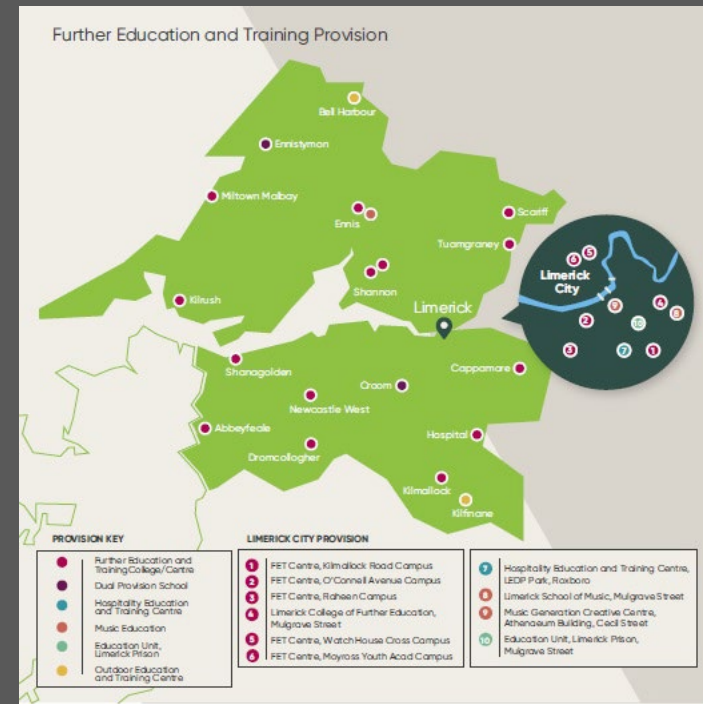
The FET Division in LCETB is responsible for the management and operations of 37 QQI-registered FET centres in Limerick and Clare, across 24 sites in total, where it provides a suite of full-time and part-time provision and support services. However, FET extends further than these core centres, with LCETB supporting provision in approximately 300 community-based locations. In County Clare, the FET campuses are feeders to the expanded College of FET in Ennis and Shannon. The adjacent map provides a profile of FET College/Centre locations throughout Limerick and Clare. There are 64 individual buildings across the 24 sites.

At present, of the 24 sites across LCETB, 16 are owned by LCETB via either freehold or leasehold agreements, with the other eight leased or leased in part, some with short term leasing and other agreements in place through to 2027, 2029 and 2039. There are five LCETB sites which are part rented to other parties in addition to the ETB. This is below the national average of 42% of buildings leased and provides overall FET space of 499,514 sqm. which includes 343 teaching spaces/rooms, with an approximate area of 65,360 sqm. and 174 admin spaces/rooms with an approximate area of 12,602 sqm.

A number of buildings within LCETB are of architectural or heritage significance with several being very old, presenting potential accessibility issues to be addressed in terms of lifts as well as wider access. Over half of the buildings are reliant on fossil fuels for heating but most buildings have the potential for more sustainable energy sources. Most of the sites also have good quality Wi-Fi.

10 of the premises include some state examinations provision alongside FET, mostly within areas such as VTOS and Youthreach where the Leaving Certificate and Leaving Certificate Applied can be undertaken. In addition, 14 of the sites include prefab/modular buildings (ranging from classroom use to storage). In the recent FET estates survey, 21 sites were considered to be of good quality, although some remedial works would be necessary. Three sites were considered to need significant development.

LCETB has adopted an innovative approach to integrating provision, moving away from a programme led focus to an integrated inclusive College environment, as demonstrated by the new College of FET structure at Ennis and Shannon campuses.



## 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 4,799 people undertaking Phase 2 apprenticeship training, PLC or other FET provision at this level. When we consider this base of provision relative to the population and employment of the region in comparison to the concentration of FET provision across all ETB regions nationally, it produces the indices shown below.

This demonstrates the relative strength of LCETB in promoting FET and apprenticeship options and pathways as destinations of choice for local people of all ages. It does not mean an over-supply of FET, but rather an offering which is meeting demand within the region, and which has potential to develop further over the next three years. As part of the commitments set out over the period of this agreement, LCETB will strengthen its capacity to review and develop FET provision, to ensure it is quality-assured, relevant and responds to the needs of individuals and communities, and address industry skills gaps in the region.

Level 5/6 Provision  
Relative to  
Employment Index

1.23

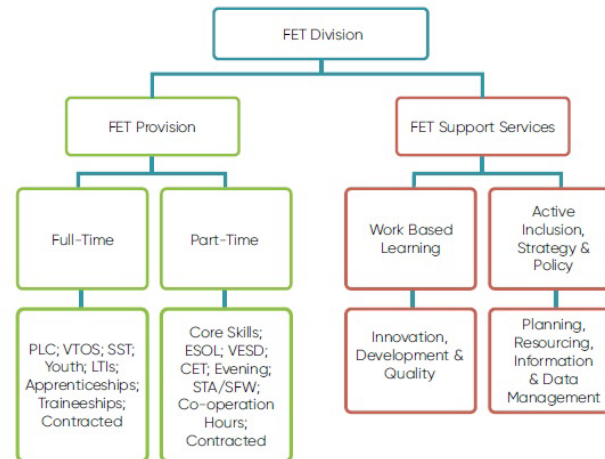
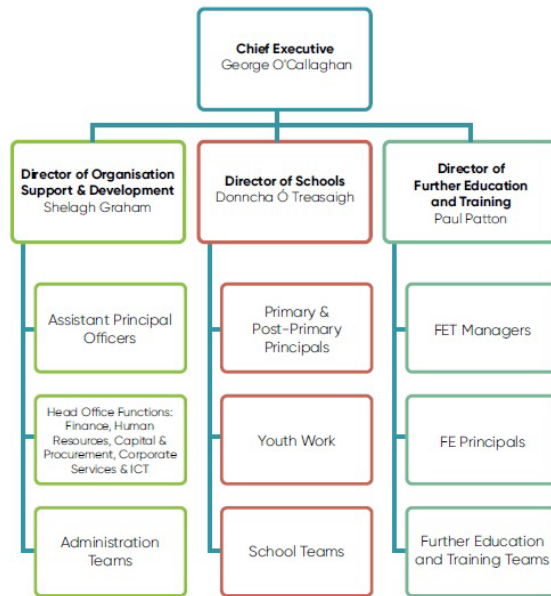
Level 5/6 Provision  
Relative to Population  
Index

1.16

## Staffing and Strategic Structure

The LCETB FET Division is responsible for the management and operations of 37 QQI-registered FET Centres in Limerick and Clare, where it provides a suite of full-time and part-time provision and support services. It should be noted that Limerick and Clare ETB has developed a single College of FET structure with multiple FET campuses and that the FET Division works in approximately 300 community based locations.

The Director of FET works closely with both the Director of Schools and the Director of Organisation Support and Development to deliver on the four goals outlined in the Limerick and Clare Education and Training Board Strategy Statement.



## Focus of Provision

Key areas of industry activity in which LCETB specialize include:

Hospitality

Construction

Health

Business

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



## Funding Profile

2021  
€72.8m

## Learner Activity

2021  
18,552

## Staffing

669+  
FET  
Staff

This section presents an overview of the performance against national system targets by Limerick and Clare 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).

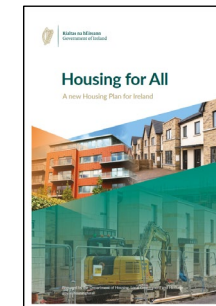
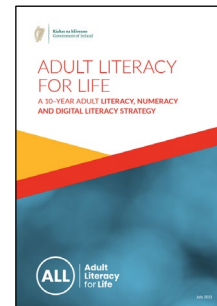
The national system targets for 2022-2024 are then presented with the indicative contribution that LCETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

This target data is further considered in sections 3 - 6 in the context of the Future FET strategy *Transforming Learning*, where relevant.

## National System Targets 2022-2024



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





# Performance and Targets

## 2022-2024 National FET System Targets

A range of FET system targets have been agreed with the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) to reflect the objectives of the Future FET strategy, Transforming Learning, and other key Government policy imperatives. These targets are to be met by ETBs over the period 2022-24 as set out below.

TARGET	2022	2023	2024
<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 NQF 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

Maintained strong performance within FET and from FET-HE despite COVID-19 restrictions

Continued strong focus on provision in identified key skills needs, growing the offering despite a decline in overall FET provision due to the pandemic

## LCETB Performance 2018-2021

Five of the national system targets (jobs; progression within FET; transversal skills; lifelong learning; and key skills needs) were also the focus of the first strategic performance agreements, albeit with definitions set when data infrastructure was at an early stage of maturity. The definitions have been updated as set out in Appendix 2 and trend analysis against all of the targets is provided for 2018-2021 where available.

TARGET	2018	2019	2020	2021	ETB Change
<b>Supporting Jobs</b>					
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,935	1,906	1,332	Not yet available	-31.16%
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	677	-
<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	2,261	2,613	2,477	2,410	6.59%
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	338	388	374	Not yet available	10.65%
<b>Fostering Inclusion</b>					
<b>Transversal Skills:</b> Return certification at NQF levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,813	2,165	2,107	1,232	-32.05%
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	937	918	547	460	-50.91%
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	4,503	5,131	3,009	2,946	-34.58%
<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	8,046	8,171	8,645	6,887	-14.40%
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	-	680	1,109	572	-
<b>Targeting Key Skills Needs</b>					
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	2,279	3,142	3,532	4,294	88.42%

ETB Change' indicates percentage change between 2018 and 2022 where available. Some figures shown indicate percentage change between 2018-2021 where 2022 figures are not yet published. Figures shown in green indicate where the ETB has outperformed the average FET sector trend, red indicates where it lags behind, and amber indicates if the ETB is within 1% of the sector trend.

## LCETB Key Achievements 2018-2021

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

LCETB has led in **apprenticeship** including their role in the new Hairdressing apprenticeship and approval to develop national Apprenticeships in Beauty Therapy and Barbering.

Significant advances achieved in terms of **consolidation** and **integration**, evidenced by the FET College of the Future in Ennis.

Successful achievement of integrated and **centralised learner supports** for all FET learners.

LCETB came through the pandemic, **digitally transformed** – it was a catalyst for a more modular approach to provision which now can adapt to different upskilling needs.

The potential for LCETB to be a **centre of excellence**, at national and potentially international level is clearly evident, in areas such as apprenticeship and traineeship provision.

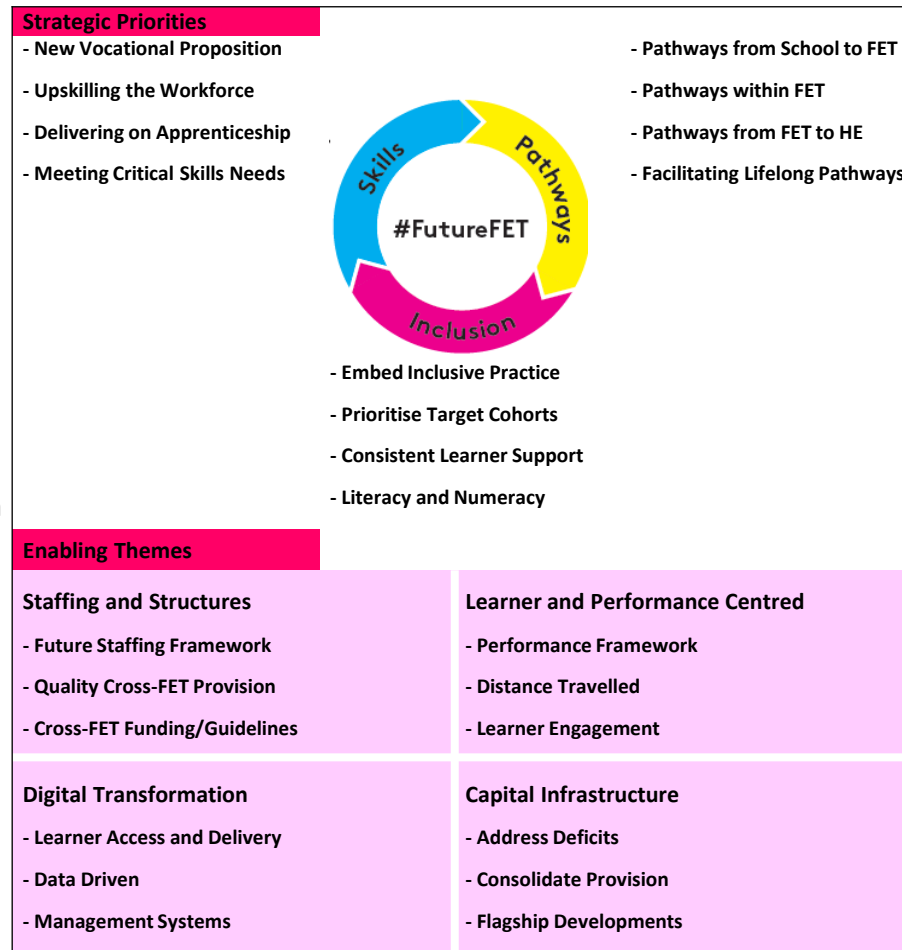
This includes provision for **aircraft mechanic**, air conditioning and refrigeration and standalone elements as well as components for pathways, including in F-Gas.

Enhanced development to capture the **Learner Voice**.

Significant **commitment** and **innovation** in response to the pandemic, including within the **hospitality** sector.



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 and Targets

### LCETB 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 LCETB 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	1,906	2,001	2,097
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	1,000	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	2,600	2,800	3,000
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	388	407	427
<b>Fostering Inclusion</b>			
<b>Transversal Skills:</b> Return certification at NFAQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,600	2,200	2,420
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	716	820	930
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	4,200	5,100	5,650
<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	8,600	9,000	9,500
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	1,000	1,400	1,700
<b>Targeting Key Skills Needs</b>			
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	3,311	4,000	4,500
<b>Retrofitting Skills:</b> Expansion of reskilling provision to meet retrofitting needs	756	1,170	1,450
<b>Green Skills for All:</b> Embedding of core green skills module across FET courses	2,000	4,000	6,000

# 03

## FET Strategy – Building Skills

LCETB has a well established further education and training offer, strongly demonstrated through its training campus provision in terms of both apprenticeship as well as innovative and unique skills offerings in areas such as aircraft and hospitality. The emergence of the new single College of FET structure demonstrates the progress made in terms of further consolidating and progressing this ambition.



### A New Level 5/6 Proposition

Significant progress has been made in LCETB in terms of advancing the new L5/L6 proposition with an overall approach that focuses on NFQ level of provision, discipline and outcome, moving away from tradition FET programme labels and branding. This is clearly evident in the new College of FET, Ennis Campus, which has delivered a multi-purpose (provision and support services) Campus. LCETB will continue to advance this agenda over the course of this agreement. The importance is recognised of a national and consistent commitment to the new Level 5/6 proposition.

### Upskilling the Workforce

The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. Skills to Advance has been a key focus, although there was a disappointing decline in 2021, despite numbers continuing to grow across the sector as a whole, and this will be addressed as a priority. Engagement with employers and industry across Limerick and Clare ETB is joined up and effective, a good example of where course ‘labels’ are not applied and instead the skills offer/outcome is the tool of engagement. Limerick and Clare ETB is represented on a number of industry clusters within the region enabling dialogue and agile responses to skills needs. Current industry clusters include Logistics; IT; Film; Manufacturing; Engineering. The ETB will continue to play a leadership role in engaging with industry over the next three years, continuing to expand its Skills to Advance offering, and building on its ability to develop flexible online and blended offerings.

The enterprise engagement infrastructure built up by LCETB will be a key resource, and it will build on this by using the sectoral CRM tool to strategically manage this activity. LCETB will increase upskilling and reskilling opportunities for small and medium companies in the region using a targeted strategic approach to enterprise engagement. A mix of short and medium course durations will ensure a range of relevant upskilling opportunities for employers and provide labour market currency for employees. LCETB will continue to deploy its strategic promotions approach to raise awareness among employees and employers of how Skills to Advance opportunities can assist with economic challenges.

### 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 LCETB will work together to ensure that the legacy of a single initiative to support skills for employment is preserved, with Skills to Compete becoming the mainstream offering for those who need upskilling to find sustainable work. This will include targeting of long-term unemployed in line with FET Pathways to Work commitments.

### FET Leader Case Study

The FET Division in LCETB provides a range of hospitality-related education and training programmes at its Hospitality Campus in Roxboro, Limerick. This Campus was the first in the country to receive the coveted European ‘Excellence Framework for Quality Management’ award in 2020 and has continued to receive the highest accolades in its field. In October 2019, an instructor and apprentice from the Hospitality Campus won the 2019 SME (European Alliance for Apprenticeships) Training and Apprenticeship Award in Helsinki. The VET Excellence Awards highlight best practice and recognise excellence in Vocational Education and Training (VET) all over Europe.



## Delivering on Apprenticeship

LCETB has a strong commitment to both craft and 2016+ apprenticeships. As a FET leader in new apprenticeship, both in delivery of the Commis Chef apprenticeship, as well as being the coordinating provider for the Hairdressing Apprenticeship (with Beauty Therapy and Barbering Apprenticeships in development), the ETB is working in partnership with other ETBs to deliver in this area. This apprenticeship is now in its third year with over 200 apprentices involved to date. Innovative components in the curriculum include the RPL provision to assist apprentices in progressing towards their certification. The inclusion of an online delivery component enabled a rapid and effective transition across the lockdown periods during the pandemic.

In craft, LCETB provide training to apprentices in electrical; carpentry and joinery; plumbing; motor mechanics; metal fabrication; brick and stone; MAMF; toolmaking; wood manufacturing; electrical Instrumentation and Aircraft Mechanics.

LCETB also offer training in the apprenticeship for air conditioning and refrigeration, including standalone elements as well as components for pathways, such as in F-Gas. The demand is very strong in these areas, with positive outcomes evidenced for learners and employers. LCETB has provided significant additional capacity in electrical to assist in dealing with backlogs in training by agreeing to deliver three class intakes a year for all electrical classes, thereby increasing provision by 50%. It is committed to continuing to support additional craft apprenticeship capacity over the lifetime of this agreement.

LCETB has an ambition to develop new apprenticeship programmes over the course of this agreement and in particular aim to widen female participation.

## A Leader in Construction and Green Skills

The new LCETB NZEB and Retrofitting Centre of Excellence in Roxboro will offer training to approximately 1,500 learners annually and will be part of the wider development of the Green Innovation Campus. The initiative was the third and will eventually be one of six centres of excellence in Ireland where retrofit training, including Near-Zero Energy Buildings (NZEB) skills is provided, in line with the government target of retrofitting 500,000 homes in Ireland by 2030. Training will consist of NZEB Electrical, Plastering, Plumbing, Bricklaying, and Carpentry, complemented by training in NZEB fundamentals, Air Tightness, Ventilation and Insulation. This will be further enhanced via upskilling courses in Solar and Heat Pump Technologies. The 14,000 square feet training facility will provide skills training for individuals who are unemployed and for individuals in employment wishing to upskill. The centre will contribute significantly to national policy priorities on *Housing for All* including housing construction, retrofitting of homes, and carbon reduction.

To its credit, LCETB was a lead ETB in the development of the new Level 4 micro-credential in Sustainability. It will now upskill staff via the train the trainer resources and roll this out as a blended programme across FET provision from September 2022. From autumn 2022, there will also be a national wholly online green skills module available via eCollege, and LCETB will encourage all learners to undertake this learning.

### Learner Voice

“

Tracey, a Healthcare Learner who secured her dream job as a HSE Lymphoedema Assistant said: “I would 100% recommend the FET experience. I loved it all, my tutors had so much knowledge on the Healthcare system, and it was great to listen to other learner’s stories and we definitely all inspired each other.”

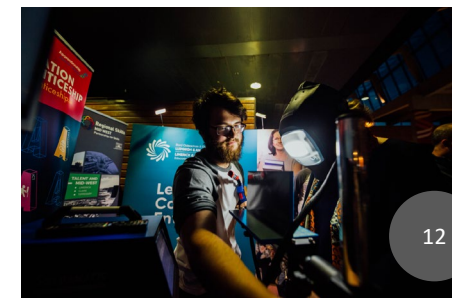
## Agile and Future Skills Responses

LCETB has an exciting and broad range of skills offerings available including in hospitality, film, multi-media, logistics etc., however, some challenges are recognised in terms of the relatively small number of potential learners currently on the live register and the potential pathways on offer with other providers in HE, with potentially similar offerings. Some evidence of Level 5 (or possibly lower) provision development at HE level is a concern.

The ETB offers a range of unique traineeships including training as an aircraft technician, building on its strong links with Shannon Airport within its region. There is the potential to develop new models in the next few years, reflecting the really strong focus LCETB has placed on key skills needs.

A number of key areas in terms of skills development are highlighted by LCETB for further progression over the next three years. This includes exploiting micro-credentials and building on the new modules in sustainability.

Innovative new skills offerings in development, in response to growing skills needs include in the areas of Hydro-Carbons, training on Composite Work, Solar Panel Installation and Maintenance, Industrial Automation provision as well as the development of the Work Boat Master Traineeship to meet demands of planned renewable energy projects on the Shannon Estuary. Enhancing female participation in FET, e.g. Coding for Women is also a key priority given the need for more females in STEM and coding roles in industry.



# 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. LCETB ‘lost’ a base of these learners, but there are positive signs of re-engagement to date in 2022. LCETB will build on this by working to target the hardest to reach groups, ensuring consistent learner support for all and embedding inclusive practice across provision.



### Embedding Inclusive Practice

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

These include:

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

### Driving Community-based Approaches

Properly targeting the needs of the most vulnerable target groups requires working intensively at community level and with community-based organisations. The Mitigating Against Educational Disadvantage Fund (MAEDF) was a notable asset in making these connections and enhancing access to FET. This is critical and LCETB is committed to maximizing the reach of the fund in future and increasing participation now that it has been mainstreamed (and rebranded as the Reach fund). It is noted that ETBs are increasingly being asked to take on a community development role and this must be carefully managed and planned with partner agencies at national and local level.

### Targeting Priority Cohorts

Participation by Roma and Traveller learners has declined during the pandemic and LCETB will focus on re-engaging with those learners. The ETB has a long legacy of delivering prison education but this work was restricted during COVID-19 and the emphasis will be on returning this to 2019 levels and looking at how this can link to wider FET pathways while in prison and for ex-offenders.



### Ensuring Consistent Learner Support

Building on the successful establishment of the LCETB FET Active Inclusion Support Service in 2018, the ETB will, over the course of this agreement, support learners by simplifying FET pathways and working collaboratively with stakeholders to address barriers to learner access and progression. Other activities planned include:

- The development of a new Access, Transfer and Progression Policy
- Establishment of a new ESOL and Migrant Learner Framework
- Improving learner participation and progression through integrated, consistent wrap-around assessments and supports

Universal Design for Learning will be adopted as a key approach. Projects are being devised in consultation with a range of agencies and groups with a focus on Outreach and Access and Transitions. A FET Division wide approach will be enabled to support learner transitions. Employability Skills courses (e.g., Built environment, Level 3) will target those in unemployment blackspots as well as the long-term unemployed with a view to preparing them for the workplace and/or for progression to further education and training. A learning mentoring initiative will be rolled out across Youthreach, and focus will continue on the Learning Hub Network.

### FET Leader Case Study

Successful partnerships at inter-agency level have supported innovation and good practice. An example of an initiative with successful outcomes includes a unique project on camper van conversion to support men from the Traveller community which led to further projects in family learning.

## Targeting Key Cohorts

One of the most concerning trends in the LCETB learner base due to the impact of the pandemic was the reduction in participation by key target groups most at risk of exclusion including Roma, Traveller, people seeking international protection, and people with disabilities. Addressing disadvantage has been a major focus of LCETB in recent years, with a range of initiatives in response to the region's unemployment blackspots, and returning participation levels of these key groups to pre-pandemic levels, and then growing further, is a critical ambition of this performance agreement.

The number of people with disabilities accessing FET with LCETB declined from 615 in 2019 to 324 in 2021, as COVID-19 related restrictions prevented delivery of the onsite learning and support required by some learners. LCETB is committed to ramping this back up to previous levels and then ramp up participation further.

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

Over the next three years, a major priority will be to improve pathways through FET for people with disabilities. A focus of development will be working with the National Learning Network to ensure that learners starting out with them as part of the Specialist Training Provision initiative have clear integrated pathways from the outset.

In addition to this, LCETB will develop a new **Learner Mental Health and Wellbeing Framework** and Action Plan which will take a UDL approach and also build on their unique local partnership models with community groups to engage new learners and promote a culture of lifelong learning.

## 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.

LCETB has a long track record in supporting literacy, numeracy and digital inclusion across its region, however, as a result of the impact of the pandemic this provision has dropped significantly. Over the course of this agreement, LCETB will initially commit to 'rebooting' to 2019 levels, with then a further aim to grow this by 10%, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. There will be a requirement to provide English language support for Ukrainian refugees as part of this expansion, although the length of time for which such support is required remains unclear at the time of agreeing this SPA.

### Learner Voice

“Mary Hallinan, first female learner in the country to receive City and Guilds accreditation in Blacksmithing: “I learnt so much at the Cappamore Campus and it's great to be able to bring those skills forward to further training with the All-Ireland Heritage Skills programme where I am part of maintaining historic monuments and sites throughout Ireland.”

Specifically, LCETB is committed to the following core areas of development in literacy:

- Common assessment approach for literacy in line with national guidance
- Expansion of provision to build digital capabilities
- Working with partners, roll-out literacy awareness training in health, local government, social welfare, community development and other key public interface settings across the region
- Integration of literacy support with provision at NFQ Levels 4-6
- Support the literacy needs of those in employment via Skills to Advance

## Certifying Outcomes at Levels 1-3

One of the trends of greatest concern in LCETB has been the decline in certification of learning at NFQ Levels 1 to 3. Despite this being the focus of a specific target under the previous strategic performance agreements, certification levels dropped by 32% from 2018 to 2021, with the position significantly worsening in 2021. Increasing certification levels back towards historic pre-pandemic levels must now be a critical focus. The reasons why such a stark decline has resulted should be identified and addressed. While not all learners at these levels desire certification, it should be an option across all courses for all learners, as a key enabler of learning pathways

# 05

## FET Strategy – Creating Pathways

Creating effective pathways into FET, within FET and from FET to higher education will be critical to realising the ambition and targets set out in this agreement. LCETB 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 and 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 from one FET programme to another, with Learner Guidance, Literacy (learning) Support and Quality Assurance playing an important role in ensuring potential pathways are transparent from the outset.

The LCETB FET Division, **Information, Recruitment and Guidance Support Service (IRGSS)** is committed to providing a professional and confidential Information, Recruitment and Guidance Support Service (IRGSS) to all learners. A new Access, Transfer and Progression Policy will be developed over the course of this agreement outlining the role of FET Provision and Support Services, in particular the IRGSS will play a key aspect in terms of inclusivity and equality of opportunity for LCETB prospective and current learners. The IRGSS provides clear, transparent and accessible person-centred, pre-entry and on-programme information and guidance supports, designed to facilitate access for learners. These include:

- **Pre-entry Flyers** - distributed in the region with clear information on who the service is for, what users can expect and how to access it. IRGSS staff also attend various local and regional fairs and other fora to promote FET opportunities.
- **Information Hubs** in Limerick and Clare provide a one-stop-shop for information on FET opportunities in the region.

### School to FET Pathways

LCETB are a FET leader in terms of engagement with schools to support school to FET pathways. A wide range of TY modules are available, as well as taster sessions across a number of skills areas, including in hospitality, apprenticeship, engineering, taster courses in CNC, hairdressing as well as future skills such as AI and an introduction to robotics.

LCETB is open to involvement of an initial project to integrate pilot modules at senior cycle, as part of the future reform initiative (not part of TY) given their excellence in performance in this area.

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



### FET-HE Pathways

There are some existing pathways in place currently for progression from FET to HE, including in Level 9 awards in areas such as nutrition as well as links with UK universities. Memorandums of Understanding are in place with institutions, but it is acknowledged that further work is needed to further progress tangible actions.

LCETB are committed to strengthening relationships with Higher Education over the course of this agreement, particularly given the newly established Technological University of the Shannon and other TUs. It will develop additional pathways over the period of this agreement, hoping to significantly increase the last recorded progression levels from 2020.

### FET Leader Case Study

Established Information Hubs across LCETB help to provide an inclusive, one stop shop approach to ensuring everyone can be provided with a professional and confidential information, recruitment and guidance support service

## Quality Assurance

LCETB has moved away in some areas from structuring its FET operations or promoting distinct programmes like PLC or traineeship. The focus will be to continue to drive forward a more integrated model across the ETB.

In 2016, the FET Division established a **Quality Assurance Support Service (QASS)** to develop, implement and monitor an effective, integrated Quality Assurance system for FET provision. Its role is to provide regional QA support to FET Campuses and Schools, and to provide development and management support for cross-centre FET Quality Assurance processes. The QASS team now comprises five staff including a Quality Assurance Officer, and four Quality Assurance Support Officers, who provide regional QA support to FET Campuses and Schools in the form of:

- A calendar of QA professional learning and development events (seminars, workshops, etc.) on topics such as consistency in grading, marking seminar, assessment procedures.
- QA related communication with all relevant staff (email, QA newsletter, etc.)
- Briefings to, and individual support, to provision coordinators by QA support officers.
- Annual Campus Quality Improvement Planning meetings between QASS and provision co-ordinators.
- Central management of Quality Assured Assessment and Certification processes of - External Authentication, Results Approval Panel and Appeals process.
- Lead development on Quality Assurance and Programme Curriculum development and review.

## Learner Voice

“That’s what I found so great about the campus in Ennis, they really support you while you’re doing your programme and they also keep past learners in mind when it comes to placing them with local employers they might suit.” - Nie Nie Gan, Business Administration learner

## Lifelong Learning Pathways

Work-based learning is a critical component of LCETB provision. Further engagement will take place on a collaborative model with industry to embed this further. Strong growth and positive outcomes for traineeships over this period are planned. This is part of LCETB’s efforts to create an agile and flexible offering which will meet the needs of people in the region throughout their lifetimes and careers. They will explore opportunities for developing and rolling out a micro-credential to facilitate a dip in, dip out system.

LCETB are committed to raising awareness of the availability of quality information and guidance supports for all FET learners and will continue to develop mechanisms to recognize prior learning as well as provide outreach Leaving Certificate maths provision.

As shown in the adjacent table, LCETB evidences strong progression rates within FET as well as positive outcomes for learners. Progression can be viewed at completion and certification level, advancing to higher levels in FET, to HE or employment, or in terms of more softer outcomes. It is accepted more qualitative models are needed at a national level.



## Progression to Employment

ISCED Description	2019	Cluster	2019
Agriculture, Forestry, Fisheries	3%	Agriculture, Horticulture and Mariculture	1%
Arts and Humanities	9%	Animal Science	2%
		Arts & Crafts	4%
Engineering, manufacturing and construction	28%	Media Graphics Communications	4%
		Web Development & Design	1%
		Built Environment	5%
		Engineering	1%
		Engineering (Electrical)	4%
		Engineering (IT)	2%
		Engineering (Mechanical)	10%
		Engineering (Transport)	4%
		Manufacturing	1%
		Business and administration and law	7%
Health and welfare	27%	Management	1%
		Sales & Marketing	2.6%
		Entrepreneurship	1%
		Health, Family, other Social Services	27%
		Information and Communication Technologies (ICTs)	3%
		Information Technology	3%
		Education	2%
		Research and Education – Training	2%
		Natural sciences, mathematics and statistics	1%
		Science and Technology	1%
Services	22%	Security, Guarding & Emergency Services	4%
		Sport and Leisure	4%
		Tourism	2%
		Transport, Distribution & Logistics	4%
		Food and Beverage	7%
		Hairdressing, Beauty & Complementary Therapies	0%



The passion and expertise of staff in LCETB and their commitment to putting learners at the heart of everything is evident throughout its services. Whilst some progress has been achieved by engaging with staff to expand their remit delivering integrated service provision, there remain numerous legacy design matters that need to be resolved nationally. As we enter the next phase of FET Strategy Implementation these matters need to be tackled along with a clear sense of how ETB staffing and structures should evolve to deliver future FET. LCETB will work with SOLAS around the creation of a pipeline of capital projects and continue to place a focus on service provision being learner and performance centred.

### Staffing, Structures and Capabilities

LCETB has a very strategic and mature approach to staffing of FET, offering a model from which the wider sector can learn. The focus of senior resources on strategic planning, quality assurance, TEL and data is demonstrated in a clear vision for future development and the alignment of plans with the Transforming Learning strategy. LCETB will continue to invest in these core capabilities. It will also work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy. This new structure will have to allow for flexibility around re-assignment of roles based on service need and LCETB will support the introduction of a FET practitioner role as required. LCETB will produce baseline data for existing FET staffing levels to inform the national baseline, identify gaps across the ETBs and to develop the future FET staffing structure.

A strong focus will be placed on the role of Professional Learning and Development in terms of upskilling and reskilling staff, through engagement with the Professional Learning and Development hub and related training for LCETB staff.

LCETB will support work to reform the FET funding model. It reflects LCETB's initial existing approach to move away from provision brands and silos, and it is willing to help pilot any new funding model approaches.

### Digital Transformation

LCETB responded well to the global pandemic in terms of innovation using digital technology. Engaging with hard to reach learners and supporting learners by 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. LCETB will continue to build on this progress by establishing a formal blended learning policy. LCETB has successfully developed a cloud-based timetabling application which has been deployed across all FET provision.

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

Enabled data infrastructure is required from SOLAS to provide more timely outcomes data, particularly from the CSO related system targets for progression to employment and progression to higher education.

A mechanism/dashboard will be developed by SOLAS for ETBs to track progress on national system targets 2022 - 2024.

### Quality FET

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

### 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.



### FET Leader Case Study

Since 2017, LCETB has been issuing digital badges for all Staff PL&D, which is organised at FET Division Level. The use of digital badges came about as a result of mainstreaming an output of an Erasmus Plus Strategic Partnership – **EDGE- Enhancing the delivery of Guidance and Employability**. Badges are awarded at Site Level in Moodle (the ETB's Virtual Learning Environment). They have embedded data and are exportable to users Backpack (previously Mozilla now Badgr). To date 109 individual badges have been created and approx. 4000 badges have been awarded to staff.

## Capital Development

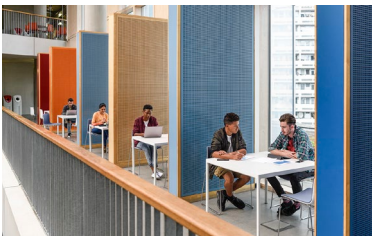
LCETB will continue its programme of investment in FET capital infrastructure to consolidate provision under a FET college of the future model in urban centres, while maintaining strong community outreach and access to FET across its region. The work to establish an integrated College of FET in Ennis should serve as a model for development across the sector, and SOLAS will work with LCETB to support further capital initiatives to support integration, consolidation and specialization in line with regional and national needs. ,

LCETB will further enhance FET learning and working environments, building a fit-for-purpose network of accessible, environmentally sound FET Campuses.

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

The launch of distinct FET Colleges of the Future will be central to this, building on the successful work to date.

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 LCETB in this regard.



## Learner and Performance Centered

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

Both the value of the Aontas independent learner voice - the FET Learner Forum is recognised, as well as the LCETB learner feedback mechanisms and activities. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS. LCETB will engage with any new initiatives introduced in relation to further enhancement of strengthening the learner voice across the ETB sector. LCETB will set up a Steering Group to develop and pilot a consistent approach and tools for learner consultations across the FET Division.

LCETB will enhance their learner-centered approach to communication and marketing with locally focused campaigns and improved learner interface with the [collegioffet.ie](https://collegioffet.ie) website.

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

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



## Learner Voice

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Artis Langmanis, Apprentice Commis Chef from College of FET, Hospitality Campus. Artis won a gold medal and was crowned Junior Chef of the Year at the prestigious Chef Ireland Culinary Competition hosted by the Panel of Chefs Ireland at CATEX at the RDS last year.

Speaking about his achievements, Artis attributed his success to: “the highly-skilled and enthusiastic mentors at the Hospitality Campus whose hours of hard work and dedication with the learners and apprentices mean they can compete at the highest level.”



# 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

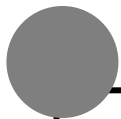


### Fostering Inclusion

**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

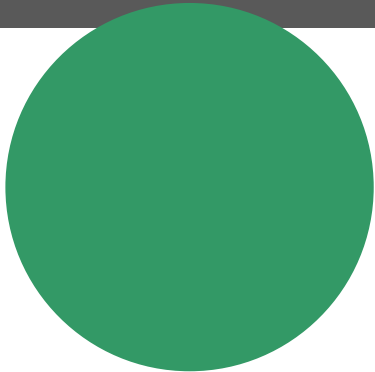


### Targeting Key Skills Needs

**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-credentials 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 for Measuring Performance

## Enabling Infrastructure & Design

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



# LCETB Ambition 2022-2024 at a glance

-  Further develop the new NZEB Retrofit Centre of Excellence for the construction industry, to support delivery of the targets in the national Housing for All Strategy.
-  Expand the LCETB apprenticeship footprint, including in craft provision, with particular specialisation in electrical, and ramping up its main new apprenticeships, particularly in hairdressing, beauty therapy and barbering.
-  Grow the reach to priority cohort learners, 'lost' as a result of the pandemic, via strategic, targeted initiatives.
-  Continue to expand FET as a resource for enterprise, expanding upskilling in key areas like management, LEAN, sustainability and digital skills with a significant ramp-up of Skills to Advance provision.
-  Continue to develop the lead role of LCETB in school-FET pathways, including building on its TY initiatives, in participating in senior cycle review projects and in ensuring a strong offering of a wide range of Level 5/6 options via the CAO linked site.
-  Improve and strengthen integration across the ETB, consolidating FET provision in single dedicated locations to better serve communities, building on the success of the new College of FET and associated multi campuses.
-  A renewed focus on certification of learning at NFQ Levels 1-3, addressing the significant decline during Covid-19.
-  Be one of the key leaders in the sector to drive the success of the ALL strategy and expand literacy provision.
-  Use the capacity built up in quality assurance to drive agile programme development in partnership with industry and other ETBs.
-  Lead the roll-out of the Green Skills for All initiative as the first ETB to deliver the blended Level 4 programme in Sustainability, and in its ramp-up across all provision along with a new wholly online eCollege resource.

# 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

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