

# Strategic Performance Agreement 2018 – 2020

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Cavan and Monaghan  
Education and Training Board





# Table of Contents

<b>1. Introduction</b>	iv
<b>2. Profile of the CMETB Region</b>	2
<b>3. CMETB FET Provision</b>	6
3.1 Staffing and Infrastructure	7
3.2 FET Provision	7
<b>4. CMETB Strategic Priorities</b>	10
4.1 CMETB FET Strategic Priorities	11
4.2 Risks and Challenges	14
4.3 Delivering on FET Relevant Policies and Strategies	16
<b>5. CMETB Contribution to National FET Strategy and Targets</b>	18
5.1 Skills for the Economy	18
5.2 Active Inclusion	18
5.3 Quality Provision	19
5.4 Outcomes-based Planning and Funding	20
5.5 Standing of FET	20
5.6 CMETB Contribution to National FET Targets	21
<b>6. Performance Agreement</b>	23
<b>Appendix A: CMETB Contribution to National FET Sector Targets by Skills Cluster</b>	25
<b>Appendix B: National FET Sector Target Definitions</b>	28

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# 1. Introduction

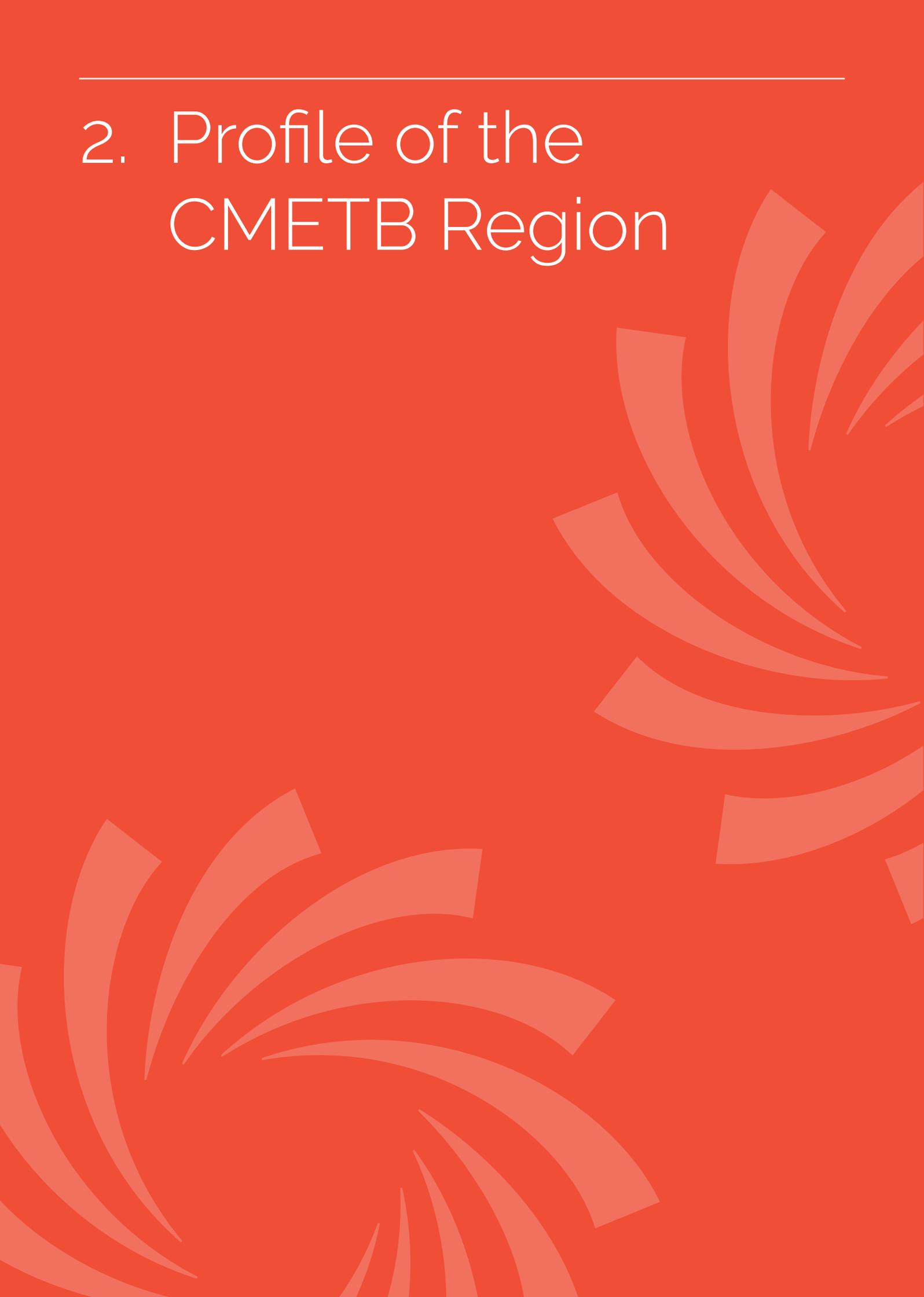


# Introduction

This agreement between SOLAS and Cavan and Monaghan Education and Training Board (CMETB) sets out the context, strategic priorities and ETB contribution to the achievement of key national Further Education and Training (FET) sector targets over the period 2018-2020. It also articulates CMETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision. Furthermore, it 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 Cavan and Monaghan ETB, with independent input and validation from a panel of experts who have an understanding of Irish and international good practice in Further Education and Training systems.

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## 2. Profile of the CMETB Region



## Section 2

# Profile of the CMETB Region

Counties Cavan and Monaghan have a combined population of 137,562 - 76,176 in Cavan and 61,386 in Monaghan. The population of those aged 15 and over is 56,500 in Cavan and 47,400 in Monaghan. As set out in the graph below, in terms of educational attainment, the percentage of those in Cavan and Monaghan with lower secondary education or less is significantly higher than the national average, while the level of attainment at third level is considerably lower.

This relatively low educational attainment detracts from economic activity and wellbeing, as evidenced in regional deprivation analysis. The deprivation scores, as developed by Haase & Pratschke, are based upon 10 measurements from the census and intend to provide a guide as to the relative level of deprivation in each county. This data ranks Co. Cavan as the 8th and Co. Monaghan as the 11th most deprived county in Ireland. (Source: Haase and Pratschke, 2016)

### CMETB Area 2016



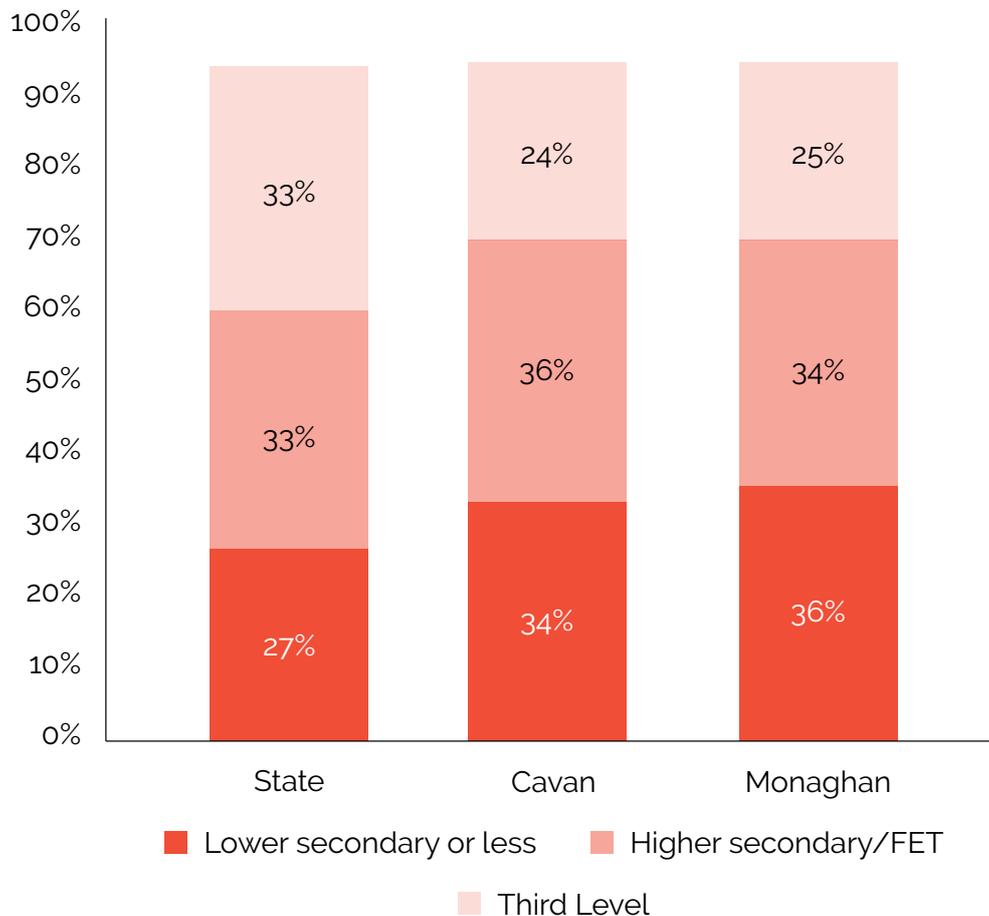
#### POPULATION

137,562

#### UNEMPLOYMENT

6.79%

(Source: 2016 Census)



Source: CSO Census 2016; \*persons ages 15+ whose full-time education has ceased

From projections, it is expected that learner numbers in the region will increase, particularly among school leavers. DES post primary enrolment projections indicate a 17% increase in second level enrolment over the period 2017 – 2025. As the majority of PLC enrolment comes from secondary schools, it is expected that this increase will impact positively on PLC enrolment. This is also reinforced by the census 2016 statistics which highlight projected growth in young people in Cavan (15-21 years) from 6,613 in 2016 to 8,393 in 2026 and in Monaghan from 5,196 to 6,755. School leavers are also key target participants for apprenticeships and traineeships and CMETB will engage them in these programmes.

The relatively high percentage of those in Cavan and Monaghan with lower secondary education or less is indicative of the need for literacy and basic skills provision and active inclusion programmes. CMETB has a diverse range of lower level provision, which it continually seeks to develop and enhance. This also highlights the need for additional supports for those who access FET later in life, e.g. additional literacy or numeracy support may be required for those on PLC/ Apprenticeship/Traineeship programmes.

As rural border counties, both Cavan and Monaghan have traditionally been manufacturing and agriculture focused. However, in Co. Cavan in particular, professional services, commerce and trade are now the largest sectors, with over 11,000 people employed across these activities. Co. Cavan has approximately 80 Enterprise Ireland supported companies employing in the region of 4,000 people. Foreign Direct Investment is also vitally important to the local economy thanks to the presence of companies such as CG Power Systems, Abbott and Saint Gobain.

Co. Monaghan industry remains manufacturing and agriculture based served predominately by low-skilled manual workers. Like Co. Cavan, however, service based industries including commerce, trade and professional services have become increasingly more important to the local economy. Primary employers in the county include Combilift and Monaghan Mushrooms, and while Foreign Direct Investment has suffered with the loss of Bose in the south of the county, the announcement that a prominent Chinese baby food company is to take over the former Bose site highlights the potential for further economic development and investment.

Deprivation Criteria	Cavan	Monaghan	State
Relative deprivation score	-3.9	-3.2	+0.6
Deprivation Rank by county	8th most deprived	11th most deprived	
1. Population change	+0.1	0.0	+0.1
2. Age dependency ratio	36.9	36.7	34.5
3. Lone parent ratio (with children under 15 years)	15.6	17.1	19.9
4. Primary education only	17.4	17.8	13.0
5. Third level education	26.1	26.5	35.9
6. Proportion of higher and lower professionals	29.4	29.3	36.2
7. Proportion of skilled and unskilled manual workers	20.9	22.1	17.9
8. Unemployment for males	15.2	7.4	14.1
9. Unemployment for females	15.0	14.3	12.2
10. Average number of persons per room	0.5	0.5	0.5

11,000

employed in

- Professional Services
- Commerce
- Trade

80

Enterprise Ireland supported companies  
employing in the region of 4,000

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COMMERCE, TRADE  
AND PROFESSIONAL  
SERVICES

increasingly more important

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Primary employers include

COMBILIFT AND  
MONAGHAN  
MUSHROOMS

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# 3. CMETB FET Provision



# Section 3

## CMETB FET Provision

### 3.1 Staffing and Infrastructure

The CMETB Further Education and Training function employs approximately 230 staff and spans a number of distinct services, including:

- Two major PLC colleges, Cavan Institute and Monaghan Institute, accommodating approximately 1,800 learners supported by 180 full-time and part-time staff
- Adult Education Service, managed by an Adult Education Officer with a team of Community Education Facilitators, Adult Literacy Organisers, resource and administrative support
- Training Service, managed by a Training Services Manager with a team including an Assistant Manager, Contracted Training Officers, Authorised Officers, Instructors and recruitment, finance and administrative resources
- Youthreach services are delivered across six centres, each with a coordinator supported by teachers and resource workers
- Adult Education Guidance and Information Service (AEGIS), including a Guidance Co-ordinator, Counsellors and Information Officers, providing professional guidance and counselling service free of charge throughout both counties.
- Quality Assurance Department, ensuring quality provision and compliance across all FET services, with a Director of QA and a small dedicated team of three staff members.

The quality of the infrastructure available to CMETB to deliver FET varies considerably. Monaghan Institute is a large new purpose-built and well-equipped facility. Electrical apprenticeships, ATI Accounting Technician apprenticeship and traineeships in OEM and Laboratory Assistance are located here. It is also planned to locate the new OEM apprenticeship programme in Monaghan Institute in 2018, but this will require capital works and equipment. Cavan Institute, on the other hand, has long since outgrown its original purpose-built well-equipped facility and has extended into a number of rental properties both adjacent to the college between 1 - 3km away. A new facility is therefore urgently required for Cavan Institute. It is planned to run the Commis Chef Apprenticeship programme in Cavan Institute starting in 2018, but as with OEM, this will require capital works and equipment.

CMETB is one of the five ETBs which did not have a Training Centre following transfer of the training function from SOLAS in 2015. It has since renovated the former army barracks in Cavan to create a FET campus which provides nine classrooms for training services programmes. The Electrical Apprenticeship Phase 2 programme is also located here. However, none of these rooms are equipped with heavy machinery or equipment as would be required to run welding or engineering programmes. This constrains CMETB in its efforts to deliver such programmes, particularly welding which is in high demand from potential learners and employers.

There is a large sports hall on the campus and it is planned to upgrade this to provide a third electrical apprenticeship facility and re-house the current electrical programme, subject to funding for capital works and equipment.

Youthreach – six premises of which three are owned by CMETB and three are rented.

There is a dedicated Adult Education Centre in Ballyjamesduff, but the remainder of adult education provision is located in rented premises throughout the two counties. It is planned to rent premises to develop a dedicated adult education centre in Monaghan town.

### 3.2 FET Provision

In 2017, CMETB FET Services received funding of **€16.3m** from SOLAS and supported over 11,000 beneficiaries<sup>1</sup> across a wide range of full and part time programmes throughout Cavan and Monaghan. The programmes are largely vocational in nature, e.g. childcare, healthcare, ICT, engineering, thus providing clear routes into employment. Likewise, there are a number of progression opportunities from FET programmes into Higher Education (e.g. university and Institutes of Technology programmes).

Provision across the FET services discussed above comprises:

- PLC Colleges: Full-time vocational skills programmes at Levels 5 & 6 and evening classes and years 1 & 2 of HE programmes
- Adult Education Service: Part time basic and vocational skills and hobby programmes at levels 1-6

1 Beneficiary numbers include those already enrolled at 1st January 2017

NO. COMMENCING COURSES:

11,288

NO. COMPLETING COURSES

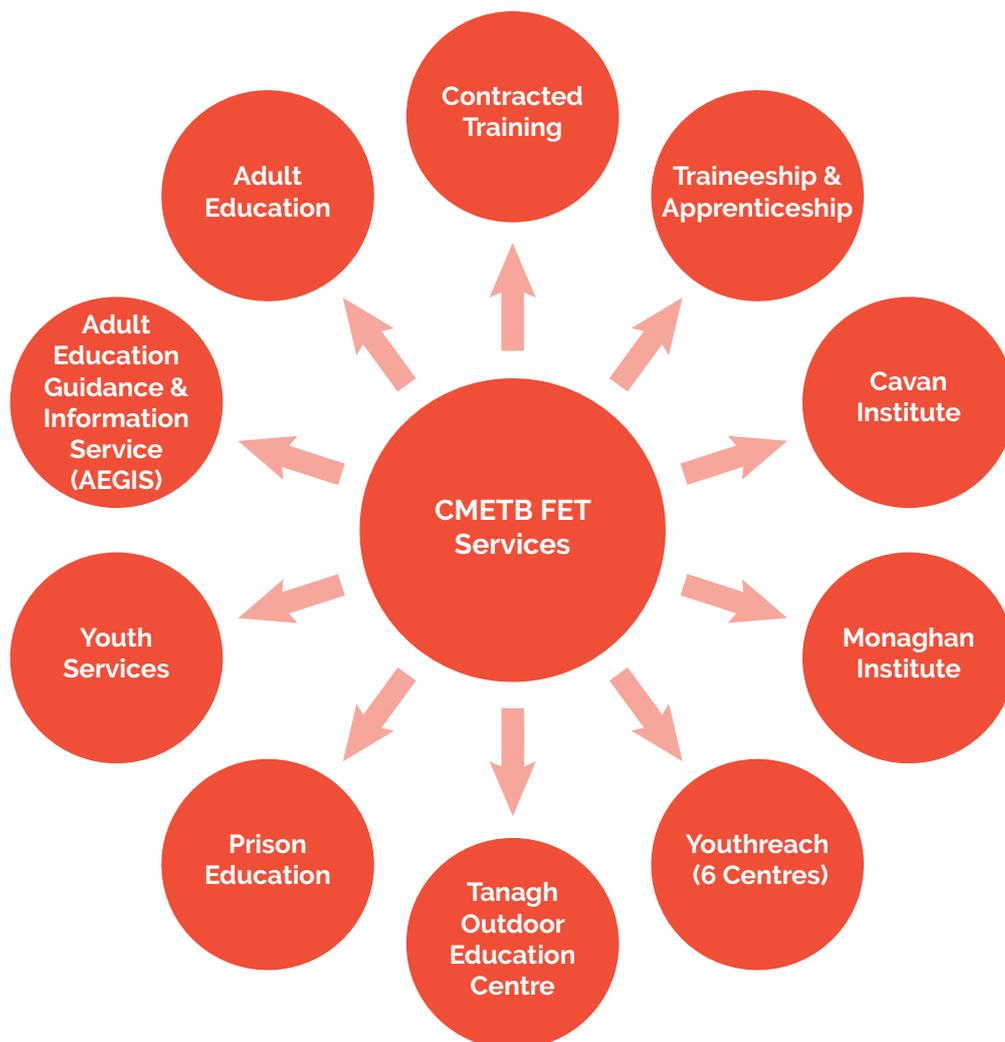
9,590

NO. OF OVERALL BENEFICIARIES

13,460

- Training Service: Apprenticeships, Contracted Training programmes, traineeships, Local Training Initiatives & Specialist Training Provider courses
- Youthreach: Broad ranging certified programme for early school leavers
- Tanagh Outdoor Education Centre – providing a range of full and part time specialised programmes consisting of modules ranging from the Outdoor Activity Instructor programme, for example, Kayaking, Mountaineering, Single Pitch Rock Climbing, Powerboating, Canoeing etc.
- Prison Education – delivering programmes at Level 1 - 4 in Loughan House Open Prison

CMETB provision can also be analysed in terms of the skills cluster to which it relates. As shown in the table over the page, there is a strong focus on transversal skills development within CMETB with the largest proportion of learners in the general learning and core personal development. However, it also highlights strengths in provision in key specific skills areas, like business administration, health, social services and hairdressing and beauty therapy.



## 2017 Provision by Skills Cluster

	Total Actual Beneficiaries	% of Total Beneficiaries
Agriculture, Horticulture and Mariculture	21	0.16%
Animal Science	190	1.41%
Art, Craft and Media		0.00%
Arts & Crafts	177	1.32%
Built Environment	156	1.16%
Business Admin & Management		0.00%
Business Administration	1,016	7.55%
Core ICT	517	3.84%
Core Personal	4,314	32.05%
Engineering	41	0.30%
Engineering (Electrical)	28	0.21%
Engineering (IT)		0.00%
Engineering (Mechanical)	39	0.29%
Engineering (Transport)	86	0.64%
Financial Services	70	0.52%
Food and Beverage	203	1.51%
General Learning	2,997	22.27%
Hairdressing, Beauty and Complementary Therapies	518	3.85%
Health, Family other Social Services	1,709	12.70%
Information Technology	194	1.44%
Management		0.00%
Manufacturing	93	0.69%
Media Graphics Communications	111	0.82%
Natural Resources		0.00%
Research and Education Training	17	0.13%
Sales & Marketing	19	0.14%
Science and Technology	156	1.16%
Security, Guarding & Emergency Services	48	0.36%
Skills Sampling, General Learning & Core Personal	21	0.16%
Sport and Leisure	368	2.73%
Tourism	82	0.61%
Tourism and Sport		0.00%
Transport, Distribution & Logistics	159	1.18%
Web Development & Design	110	0.82%
<b>Total</b>	<b>13,460</b>	

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# 4. CMETB Strategic Priorities



# Section 4

## CMETB Strategic Priorities

### 4.1 CMETB FET Strategic Priorities

CMETBs FET Strategy mirrors and supports the national Further Education and Training Strategy 2014-2020. As such, it has five goals and aims and associated objectives and actions:

- Strategic Goal 1 - **Raise the Standing of FET**, with the aim to ensure recognition of FET as a valued learning path
- Strategic Goal 2 - **Skills for the Economy**, with the aim to address current and future needs of learners, jobseekers, employers and employees and contribute to national economic development
- Strategic Goal 3 - **Integrated Planning and Funding**, with the aim to ensure that CMETB FET provision is planned and implemented on the basis of objective analysis of need and delivers positive outcomes
- Strategic Goal 4 - **Active Inclusion**, with the aim that FET provision will support the inclusion of people of all abilities, with special reference to literacy and numeracy
- Strategic Goal 5 - **Quality Provision**, with the aim to ensure that CMETB FET Services provide high quality education and training programmes that meet national and international quality standards

The strategic actions are designed to support the realisation of the high-level goals. Four Working Groups have been established to work towards the implementation of the actions.

- Teaching, Learning and Assessment
- Workforce Development
- FET Planning Integration and Co-ordination
- Quality Assurance, Active Inclusion and Reporting

Each group comprises representation from the individual FET services and meets quarterly. Through these groups, strategic actions are being implemented and greater integration and co-ordination of FET services and activities is being realised. These actions will contribute towards the realisation of this Strategic Performance Agreement and they include priorities to improve FET provision and further enhance the learner experience.

### 4.1.1 Building on PLC Strength to meet

#### Regional Needs

As we have noted, PLC provision is central to the CMETB approach to further education and training provision and we are committed to continuing to build the role of our two strong institutes in meeting the skills requirements of the region. Both Cavan and Monaghan Institute are long established FE Colleges delivering quality programmes to a diverse range of learners. The Institutes are not only FE providers in their own right, but also an integral element of overall FET provision in CMETB and key drivers in industry engagement. There are strong linkages and shared programmes with both Adult Education and the Training Service and supporting long-standing relationships with local industry. This integration enables CMETB to provide a continuum of training provision to meet the needs of learners and industry. Likewise, the relationships with industry provide a sound platform on which to develop future workforce development programmes. CMETB plans to continue to build on this strength and integration

We recognise the importance of continuing to evolve PLC provision to adapt to the rapidly changing social and economic context and we are committed to implementing the recommendations of the national PLC evaluation which were published in January 2018. This may include adapting provision where required to ensure a greater labour market focus, seeking to develop more flexible delivery models and offering more opportunity for entrepreneurship education.

### 4.1.2 Access, Transfer and Progression

Progression to higher education remains a key goal of CMETB PLC provision, and it is estimated that approximately 50% of PLC learners, who successfully achieve a full award, currently progress to further or higher education. CMETB has ambitions to grow this progression rate over the course of this agreement. However, it must be noted that numbers progressing to Level 6 programmes have declined significantly in recent years, as learners are securing employment following completion of Level 5 award. As a result, the Institutes are unable to run a number of Level 6 programmes. However, both Institutes continue to develop higher education linkages and provision, which should contribute to increased progression. It is regrettable that this progression is not captured in the targets underpinning this strategic performance agreement.

CMETB will continue to provide access to a number of awards which involve students completing the first year of their award locally and progressing to the second year of their award in partner institutions including Athlone IT, Letterkenny IT and Dundalk IT. In 2018, Monaghan Institute will have two cohorts of students undertaking the Dundalk IT degree programme (previously enrolment was bi-annual). In addition, a new partnership arrangement with St Angela's College Sligo will support learners to progress to teacher training.

#### **4.1.2 Recognition of Prior Learning (RPL)**

Recognition of Prior Certified Learning (RPCL) is facilitated where a learner presents with QQI certification or other awarding body certification. In the case of students looking to assess prior informal experiential learning the system is less developed within CMETB. While some progress has been made in this area, CMETB is committed to developing and integrating these frameworks. However, this is a complex area which will require centralised direction and coordination involving the Quality Assurance department. Additional staffing is required to offer full range of RPL options envisaged under the QA Assessment Reference Guidelines.

#### **4.1.3 Learner Information and Guidance**

Guidance and Counselling referral services are available in both FE colleges. There is a significant strain on these resources given the increased pressures felt by students and associated mental health issues. The Adult Education Guidance and Information Service (AEGIS) provides an invaluable resource to other FET learners or individuals seeking support and advice. CMETB awaits the outcome of the national review of guidance and the further development of work by ETBI, SOLAS and NCGE are working on a national strategy for guidance to inform how it may continue to best support these learners' needs.

#### **4.1.4 Learner Engagement and Feedback**

There is a Student Council and a class representative system in place in Cavan Institute and Monaghan Institute for all groups. Students are also represented on the Board of Management for each FE College. It is intended that this level of learner engagement will develop in other services, including apprenticeships, over time. Learner feedback is encouraged both informally through interactions with the teaching staff and formally, through the evaluations undertaken on learner experience of programmes. CMETB have recognised an opportunity to consolidate this information, across shared curriculum to further enhance its endeavours regarding consistent conformance to learner expectations.

#### **4.1.5 Technology Enhanced Learning**

CMETB is committed to the full implementation of the SOLAS developed Technology Enhanced Learning (TEL) Strategy 2017 – 2019. TEL has long been identified as a priority area for staff development within CMETB Further Education and Training Services. As a direct response to these gaps, CMETB has designated a staff member to act as a TEL Co-ordinator with responsibility for the development of a strategy and training action plan to cover all aspects of the wider CMETB FET services. At local ETB level, CMETB is working on a number of initiatives aimed at furthering the use of technology across all levels of teaching, learning and assessment.

#### **4.1.6 Continuing Professional Development**

CMETB has undertaken a Continuing Professional Development survey among FET staff to further refine the findings of the national survey (commissioned by SOLAS in 2015). Arising from these findings, a CPD Plan has been developed and is being implemented. This is aligned with the key areas of focus identified in the National Professional Development Strategy. CMETB is engaging at both a national and local level on the development of relevant initiatives to ensure that staff are equipped to deliver relevant and responsive further education and training programmes in a consistent and on-going manner. Raising and broadening staff skill levels should in turn enhance the learner experience.

#### 4.1.7 Improving Learner Outcomes

It is planned to increase certification rates across existing provision by 10%. This will be achieved via a number of actions overseen by the Teaching, Learning and Assessment Working Group and the Quality Assurance, Active Inclusion and Reporting Working Group. Key actions include::

- Developing and enhancing support systems at all points along the learner journey
- Identifying critical points at which learner drop-off is likely, e.g. post-Christmas, and adopting a pre-emptive approach to retention
- Working to develop support structures and alternative options for learners who secure employment during work placement (and do not complete programmes or attain certification)
- Further development refinement and roll out of screening systems to ensure learners are placed on programmes that best meets their needs and abilities, thereby increasing likelihood of successful completion
- Considering the optimum approach to provision of supports in adult education where learners are not centralised and there are no fixed allocations of staff or additional resources for support ( e.g. tutor mentor system)
- Working with contractors under the new contracted training system to establish certification targets and ensure their attainment
- Working with Specialist Training Providers (NLNs) to establish certification targets and ensure their attainment
- Developing a structured support programme for Youthreach trainees who progress to PLC
- Ongoing delivery of apprenticeship supports and further expansion in this area
- Ensuring timely delivery of the Learning to Learn programme in Cavan Institute and Monaghan Institute to maximise opportunities for learner progression to PLC

#### 4.1.8 Workforce Upskilling

An active Workforce Development Group has now been established. This group comprises representatives from each of the FET services, including an Authorised Officer and a Skills for Work Co-ordinator. The role of the working group involves: supporting the implementation of the relevant FET actions outlined in the 2016-2020 CMETB Strategy Statement and the newly launched 2018 -2021 Further Education and Training Policy Framework for Skills Development of People in Employment. Through this body, policies and procedures regarding workforce development have been devised, a centralised recording of employer engagement is maintained, and key contact points defined. Employer engagement training was delivered to FET staff and research was undertaken with employers to ascertain their awareness of CMETB and its services. Promotional material for employers has been developed and printed. This will be a major focus for CMETB moving forward, building on our track record of developing provision to meet industry needs. We recognise that more flexible learning offerings will be important in this regard, and the self-financing evening provision is an important element of CMETB's current portfolio. Indeed it is estimated that there are currently 800 learners availing of these opportunities in Cavan Institute. It is hoped that the new Workforce Development Framework will not adversely affect this.

## 4.2 Risks and Challenges

There are challenges to delivering on the FET vision as set out in national strategies. CMETB's strategy statement and this Strategic Performance Agreement. CMETB has highlighted these below and proposed recommendations or solutions in each case.

Challenge	Recommendation/Solution
<p><b>Capital Resources:</b> Absence of adequate and timely capital budget to develop the facilities essential for roll out of new apprenticeship programmes</p>	<ul style="list-style-type: none"> <li>— Timely allocation of required capital budget to ensure facilities are developed and equipped for rollout of new apprenticeship programmes</li> </ul>
<p><b>Employer Engagement and Workforce Development:</b></p> <ul style="list-style-type: none"> <li>— A fundamental change in focus is required as CMETB moves further into the employer engagement arena, which calls for different approaches and skills sets currently used in existing FET provision, e.g. literacy service. As live register figures continue to decline, CMETB must focus increasing attention towards upskilling the workforce. While CMETB has always had strong links with employers, much of this centred on work experience, i.e. facilitating learners to undertake work experience. CMETB now needs to focus on how it can assist employers and provide a range of general and bespoke training programmes.</li> <li>— Lack of designated staff member(s) to act as a central point for employer engagement. CMETB will align skills needs to relevant CMETB FET services. Currently, this is an element of many FET staff roles, which is not optimum. An overall co-ordinated approach and key point of contact is required to ensure employers' skills needs are met and duplication is avoided.</li> <li>— The absence of national direction regarding workforce development, particularly concerning how it should be financed, is restricting progress in this area. Clarity is required regarding what programmes can be provided free of charge, how this should be resourced and the associated implications for heretofore self-financing programmes. This will enable CMETB to widen its employer engagement.</li> </ul>	<ul style="list-style-type: none"> <li>— Sanction and resources for designated Workforce Development post</li> <li>— National framework with respect to Workforce Development and clear direction regarding how this should be implemented and financed</li> </ul>
<p><b>Administration and Governance Requirements &amp; Restrictions:</b></p> <ul style="list-style-type: none"> <li>— Restricted ability to respond quickly to emerging need and trends due to corporate governance requirements, in particular procurement and recruitment/employment practices</li> <li>— Loss of flexibility in provision arising from the BTEI conversion process</li> <li>— Difficulty in attracting and retaining quality staff to key areas due to inability to offer permanent contracts and /or requirement to start at point 1 of the relevant salary scale</li> <li>— Logistical challenges associated with planning and delivering targeted provision and ensuring all CID entitlements and panel rankings are adhered to - this takes up an increasingly large portion of Adult Literacy Organisers' and Community Education Facilitators' time</li> <li>— Increasing reporting requirements and corresponding implications for staff time and workload. Many staff, particularly Adult Literacy Organisers and Community Education Facilitators, are spending significant amount of time inputting data - work that has no meaningful impact on programme provision and meeting learners' needs. As a result, they have less time to interact with learners and tutors and ensure effective targeted programme delivery. Additional staff are urgently required to support the reporting function.</li> </ul>	<ul style="list-style-type: none"> <li>— Additional administration support to assist with increased reporting requirements</li> <li>— Additional staff in capital and procurement to facilitate capital works and goods/services procurement in a shorter time frame, as required to meet changing needs of learners and industry</li> <li>— Some flexibility regarding recruitment and salary - e.g. devolved sanction to align salaries to relevant point on scale rather than absolute requirement to start at point 1.</li> </ul>

Challenge	Recommendation/Solution
<p><b>PLC and Reduced Allocation:</b></p> <ul style="list-style-type: none"> <li>– Reduced PLC allocation and associated downward spiral this is likely to have on future enrolments</li> <li>– Given CMETB's border location and Brexit, it is expected that there will be increasing demand for places in both Institutes from learners who wish to pursue qualifications in the Republic of Ireland. Both Cavan Institute and Monaghan Institute need to be able to respond to this demand. The reduction in PLC allocation for 2018, and likely downward spiral effect this will have on enrolments / subsequent allocation, is problematic in this regard.</li> </ul>	<ul style="list-style-type: none"> <li>– Reinstatement of 2017 PLC allocation</li> <li>– Changes to the system to allow traineeship programmes delivered in and managed by PLC Colleges to count towards PLC enrolments</li> </ul>
<p><b>Recruitment of Learners:</b></p> <ul style="list-style-type: none"> <li>– Difficulty in recruiting learners to all FET programmes as unemployment rates fall, IoTs points drop and school drop-out rates are negligible</li> <li>– Lack of skills and expertise among FET staff in marketing and communications. This is an element of everyone's role, however, with increasing difficulty in recruiting learners, this work is more important than ever. Central support in developing and implementing a communications and marketing plan would be very beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>– Central support in developing and implementing FET communications and promotion plan – e.g. SOLAS communications staff to work with communication committee in each ETB or on a regional basis and assist them to develop a plan and clear actions. This would ensure greater consistency of message across all ETBs and thereby enhance impact.</li> </ul>
<p><b>QA &amp; QQI:</b></p> <ul style="list-style-type: none"> <li>– Meeting QA &amp; QQI requirements, in particular the new programme development process will present a very significant challenge to all ETBs. Programmes required may not be readily available for delivery</li> <li>– Challenges associated with providing the range of RPL options envisaged under the Quality Assurance Assessment Reference Guidelines. This will require a centralised approach and designated staffing (additional resource).</li> </ul>	<ul style="list-style-type: none"> <li>– Additional /designated staff to manage the RPL process</li> <li>– Programme Development Staff</li> </ul>
<p><b>New Strategic Priorities – TEL &amp; CPD:</b></p> <ul style="list-style-type: none"> <li>– Absence of a dedicated Technology Enhanced Learning post is not conducive to the full roll out of actions contained within CMETB TEL Plan and national TEL Strategy. Currently one staff member is undertaking this role in addition to a wide range of other duties. A full-time post is required to support this important piece of work and ensure a whole service approach across FET, schools and administration</li> <li>– As the FET arena continues to widen and staff roles become more diverse, CPD is required. CMETB has developed a CPD Plan. Additional resources to implement this are needed.</li> </ul>	<ul style="list-style-type: none"> <li>– Designated resources for CPD Plan implementation</li> <li>– Sanction and recruitment of resources for designated TEL post</li> <li>– Designated resources for TEL Strategy implementation</li> </ul>

### 4.3 Delivering on FET Relevant Policies and Strategies

CMETB is committed to the development of a diverse and relevant FET service that is "responsive to the changing and diverse needs of our people, society and the economy" (National Skills Strategy 2025). CMETB has noted the alignment of its own objectives with the FET Strategy 2014-2019. In addition through CMETB's planning and actions, the FET services will work to implement recommendations of a range of reports and strategies, including:

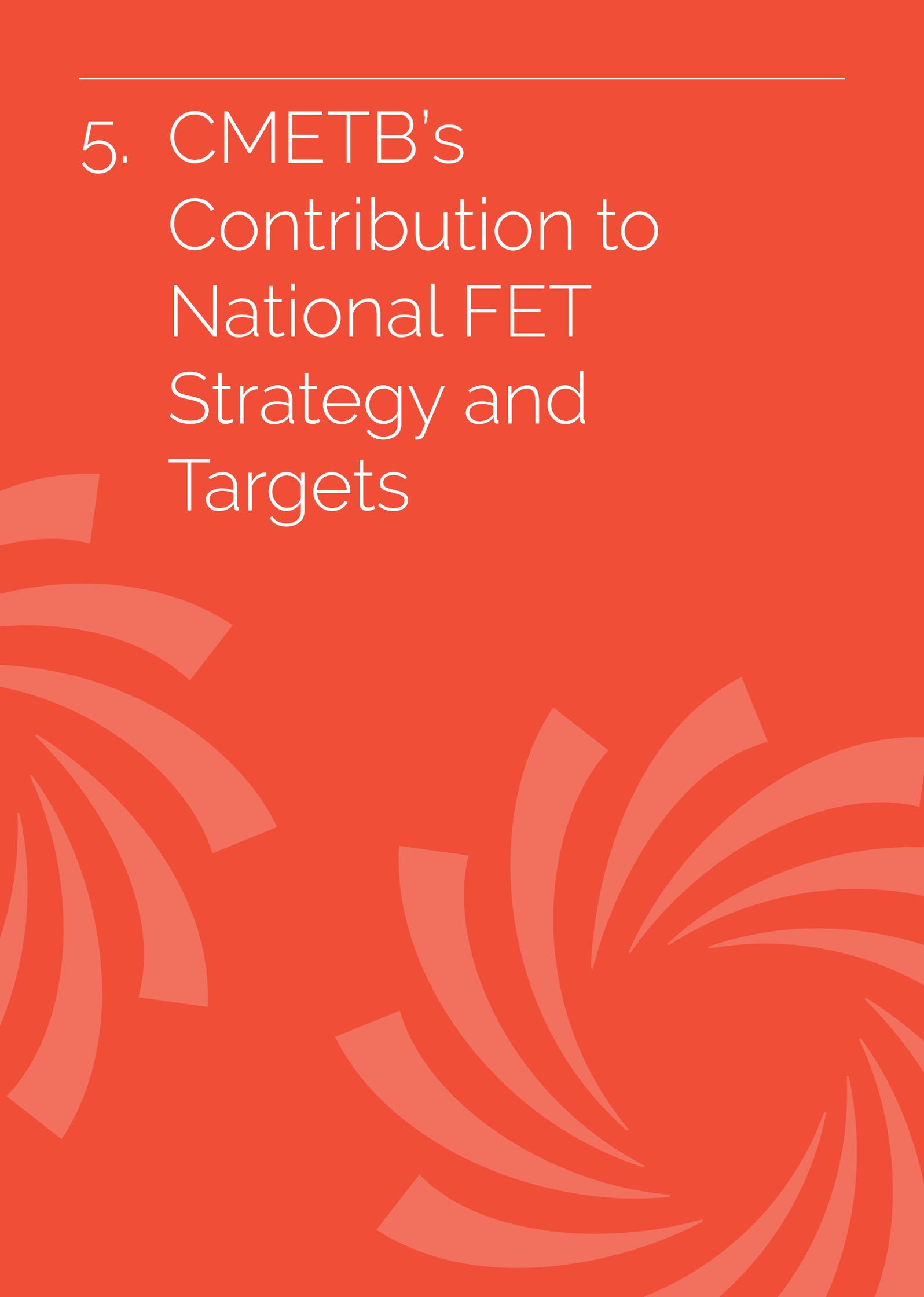
- SOLAS Corporate Plan 2019 - 2019
- Action Plan for Jobs (APJ)
- Action Plan for Education (APE)
- National Strategy for Literacy & Numeracy
- Supporting Working Lives and Enterprise Growth in Ireland
- National Action Plan to Expand Traineeships and Apprenticeships in Ireland 2016-2020
- National Disability Inclusion Strategy 2017-2021 and Comprehensive Employment Strategy
- National Positive Aging Strategy 2013
- Literacy and Numeracy Strategy
- National Traveller and Roma Inclusion Strategy
- Action Plan for Rural Development
- Migrant Integration Strategy 2017 - 2020
- NALA guidelines on Inclusion of Adults with Intellectual Disabilities into Literacy Services

CMETB 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
- Evaluation of Youthreach/CTC provision (to be published in 2018)
- 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)

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# 5. CMETB's Contribution to National FET Strategy and Targets



## Section 5

# CMETB's Contribution to National FET Strategy and Targets

### 5.1 Skills for the Economy

CMETB has aligned its own FET strategy with the national FET strategy and will progress the following actions in support of this particular goal:

- **Apprenticeship Expansion:** CMETB will expand apprenticeship provision via the roll-out: delivery of the Original Equipment Manufacturing Apprenticeship programme in CMETB and LCETB (CMETB is the co-ordinating partner in this national apprenticeship programme);  
Delivery of Commis Chef Apprenticeship programme (CMETB is a collaborating partner in this);  
Delivery of FIT ICT Association Professional Apprenticeship (CMETB is a collaborating partner in this);  
Delivery of Retail Skills and Hairdressing Apprenticeship programmes as a collaborating partner as and when they are validated (likely to be 2019). Further development of apprenticeship support programmes and resources within FET provision are needed.
- **Traineeship Expansion:** CMETB will continue to deliver OEM, Hospitality, Outdoor Activity Instructor and Laboratory Assistance Traineeship programmes. In addition, it will roll out Catering Support and Digital Marketing traineeship programmes in 2019. CMETB will engage with the Youth services sector to explore potential for a Youthwork traineeship and address the staff shortages in this area. CMETB is also committed to engaging with industry to develop new traineeship programmes as needs are identified
- **Evolving Provision to Meet Industry Needs:** CMETB is committed to provision of programmes that meet needs and priorities, as (i) outlined in relevant strategies and reports, and (ii) identified by industry. This will include development of night class training provision, including specific skills training such as Electrical Testing and Verification and NEBOSH. Employment/progression focussed LTI provision will also be developed and rolled out including QQI Level 3 Engineering & Science, Retail and also Catering Skills programmes. CMETB will continue to engage with the Regional Skills Forum and respond to needs identified through this mechanism to further ensure an industry focus in planning provision.
- **Progression Planning:** Further development and promotion of progression pathways planning through which learners and potential learners can clearly identify which programme of study can lead to their preferred area of employment. Teaching staff will be trained in use of mygovoid (Jobs Ireland) and subsequent requirement for

all learners to register with this job seeking / matching resource. CMETB is rolling out the Explore Initiative, which directly targets low skilled over 35s in manufacturing employment. It is also currently exploring opportunities for alternative access routes and accreditation in conjunction with City and Guilds and ICS Skills.

### 5.2 Active Inclusion

CMETB 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 other under-represented groups. In addition, CMETB will progress the following actions in support of this national FET strategic objective:

- **Apprentice Support:** The innovative Support to Apprenticeship Programme is continuing to grow. Maths support and Study Skills are delivered to all electrical apprentices in both counties as part of their core tuition and supporting resources have been developed. In addition, those considering apprenticeships are encouraged to partake in the Learning to Learn programme prior to commencement.
- **ESOL Provision and Migrant Support:** CMETB offers a vast amount of ESOL training throughout both counties including a new bridging programme to enable learners progress from ESOL Level 3 to appropriate QQI Level 3 modules. CMETB is committed to progressing the implementation of recommendations from the review of ESOL provision produced by ETBI and SOLAS in March 2018. The CMETB ESOL Service is currently in the process of securing validation for the delivery of the City & Guilds certified Level 1 and Level 2 Certificates in English for Business Communication (EBC). Positioned at A2 and B2 respectively on the Common European Framework of Reference for Languages, these qualifications will offer an alternative, more employability focussed option for low-skilled migrant workers looking to either return to the workforce or break the cycle of consistently occupying low-skilled roles. Specifically focused on reading and writing skills, these awards will substitute the various non-certified options internally devised and operated by the CMETB ESOL Service (outside of QQI certified minor awards up to QQI Level 3) so as to meet the specific employability needs of the migrant worker profile within CMETB's catchment area. In so doing, attainment of both of these awards will not only bolster existing awards currently on offer up to QQI Level 3, but will also assist the wider CMETB FET Service in its commitment to increase its

certification levels on an annual basis over the next three years. There will be ongoing collaboration between ESOL and Skills for Work services to meet the literacy and language needs of those in low skilled employment. CMETB in conjunction with Monaghan Integrated Development (MID) and Third Age (Fáilte Isteach Conversational initiative parent company) is developing an intensive, integrated, uncertified World of Work Programme for low-skilled migrants to prepare those most far removed from the labour market to not only access the labour market, but also to break the cycle of migrants occupying low-skilled roles in the manufacturing and mushroom industries. This is of particular relevance given CMETB's location in the Border region and the potential devastating effects of BREXIT on these industries

- **Literacy and Numeracy Assessment:** CMETB FET Services have set up an assessment subcommittee to standardise entry/pre- assessments across all services. All literacy and numeracy learners are assessed before commencing on programmes and directed to most appropriate course to address individual needs. Persons applying to do a Level 5 / 6 programme are assessed and if they are not deemed ready for these programmes they are redirected to lower level programmes. From there, they can progress onwards to higher levels. Literacy and BTEI assessments and programmes are scheduled to allow learners to engage on the programme best suited to their needs and ability. CMETB will deploy the best practice toolkit and guidelines in the recently published *Initial and Ongoing Assessment of Adult Literacy and Numeracy* at NFQ Levels 1-3 to assist in this regard.
- **Literacy and Numeracy Support:** Literacy Awareness Training has been provided to all FET services within CMETB. This was provided by the Adult Literacy Organisers and was well received. Several staff subsequently enrolled on the Integrating Literacy Training programme. CMETB is committed to the integration of literacy across all provision. Accredited Integrating literacy Training is offered and availed of by FET staff (Literacy Methodologies one module accredited by Waterford Institute of Technology). The Adult Guidance Service visits all groups engaging in Literacy and numeracy training. One-to-one appointments are scheduled for any learners wishing to engage in further education and training or to avail of any other supports. The Adult Education Guidance and Information Service provides advice and direction outlining all FE/ HE opportunities, recognising that not all learners' needs can be met through CMETB programmes.

### 5.3 Quality Provision

Quality Provision is one of the five strategic goals in the CMETB FET Strategy. A Quality Assurance, Active Inclusion and Reporting Working Group and a QA Department have been formed and are working to implement the strategic actions. A robust infrastructure is in place to support the development of relevant, effective and responsive FET programmes at all levels. A rigorous programme approval process ensures that new programmes are based on the specific needs of the local economy, while also ensuring that CMETB has the requisite skills, resources and facilities for quality and effective training delivery.

Equally robust processes are in place for ensuring a fully transparent, quality assured assessment process, and results approval process is in place at all levels of the FET service. On-going training of staff and other relevant personnel ensures that QA capacity building is consistently embedded at all times.

CMETB has developed a Quality Improvement Plan, which has been agreed with QQI. Five priority areas are identified through this plan:

- Review and enhancement of the FET QA governance structures
- Improved use of management information tools
- Development of integrated policies and procedures with a view to integrating all policies and procedures under a CMETB framework.
- Integrated planning and management of CMETB programme related activities
- Staff and Stakeholder consultation and communication to deliver quality, relevant curriculum.

These priority areas and corresponding actions are aligned to CMETB's FET Strategic Goals and Key Performance Indicators. In addition, as noted in section 4.1.5 and 4.1.6, CMETB is committed to the full realisation of the TEL Strategy and CPD strategy.

## 5.4 Outcomes-based Planning and Funding

CMETB 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. The accessing of employment and progression data via the SOLAS/CSO data partnership will be used to assess the impact of provision and will further enhance an outcomes-based approach to the planning of CMETB provision. In addition:

- A new in-house PLSS Committee has been established to share communication, process and procedure amongst CMETB FET Services. This is to ensure all centres are up to date with information/guidelines relevant to their service and also that the interpretation of the information is the same across the centres
- FET lunch/breakfast briefings held quarterly to brief staff on relevant national and regional reports/strategies/evaluations, including skills needs, socio economic data, etc. These fora provide an opportunity for staff to be informed on relevant developments and discuss how CMETB can respond to these
- FET briefings are held quarterly in order for all staff to be updated in relation to compliance and governance issues, for example GDPR, ESF, Children First, Financial & procurement systems etc.
- Four working groups are in operation to implement the actions set out in FET Strategy
- The FET Management committee provides an overarching strategic focus and collaborates on FARR and strategic planning actions

## 5.5 Standing of FET

CMETB is committed to improving the overall standing of FET. It will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019. Other initiatives to promote the standing of FET include:

- New FET Twitter account and Twitter training provided to staff
- Dedicated email address for all FET queries
- FET policies and procedures published on CMETB website (June 2018)
- Promotional FET campaign – “There's Something for Everyone” carried out in April / May 2018. This campaign was aimed at briefing parents, teachers and senior cycle students on the wide range of FET opportunities. This will be an annual event.
- PLC Promotions committee established and operational
- In-House FET Newsletter produced three times per annum and circulated to all staff. This is aimed at raising awareness among CMETB staff of FET and opportunities arising
- AEGIS continue to attend Group Engagement held with DEASP to inform attendees of all services available through FET.
- Adult Education Services staff have met with asylum seekers locally to advise them on entitlements based on new legislation.
- High-support meeting attended by Adult Education staff to advise HSE Occupational therapists, Probation Services, DEASP, NLN, LES, on options available within FET.

## 5.6 CMETB Contribution to National FET Targets

Cavan and Monaghan ETB commits to making the specific contribution to each of the six core national FET targets over the period 2018-2020 as 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 per Appendix A. The definition underpinning each target is detailed in Appendix B.

In establishing these targets, CMETB has taken due cognisance of internal factors, i.e.:

- Profile of the region – demographics, industry base
- Profile of learners
- Staff skills and expertise
- Physical resources available to CMETB
- Validated programmes available to CMETB
- External Factors, for example National Strategies and priorities alongside National Targets

CMETB has worked to develop this Strategic Performance Agreement and associated targets that will enable it to play a significant and proportionate role in contributing to the attainment of national targets. In some areas, e.g. employment and transversal skills development, CMETB aims to deliver above the target. This projection is based on: (i) CMETB's performance to date in traineeships, (ii) strong and developing relationships with industry, (iii) involvement in new apprenticeship programmes both as a collaborating and co-ordinating provider, (iv) planned new traineeships, (v) development of additional certification options in ESOL, and (vi) expansion of night class provision.

CMETB plan to develop a support and link programme to assist Youthreach trainees progress to PLC and to work closely with adult education learners to encourage their progression. However, it must be noted that attainment of the target progression rate will be challenging as PLC progression is not considered towards this target. While outside of the progression outcomes measured under this target, the strong role of CMETB in facilitating progression to higher education needs to be recognised, building on the strength of its PLC provision in the region and strong links with HEIs. Indeed CMETB's view is that the omission of this cohort from target 2 means that the full efficacy of the PLC model is not captured across the agreement targets.

The increase in lifelong learning and certification will be attained largely through night class provision and workforce development. However, CMETB is concerned about expectations in this regard. The time required to develop and roll out workforce development programmes, the lack of dedicated personnel for this area and the difficulty in continually seeking to increase learner numbers from a small population base in a rural area are genuine issues. In addition, there is concern regarding the implications of a new workforce development framework for self-financing provision. Should night class provision (heretofore operated on a self-financing basis) become free of charge (in the absence of additional resources), this will render the self-financing programmes unsustainable.

Notwithstanding the above, CMETB welcomes the agreement and the opportunity to quantify its FET Strategy through explicit targets. The FET Management Committee, services, centres and staff look forward to working together in the pursuance of these targets.

Target	National Sectoral Target	Cavan and Monaghan ETB Contribution
1. More learners securing employment from provision which primarily serves the labour market	10% over three years	13% over three years, which equates to 690 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 three years	11% over three years, which equates to 1,692 learners progressing to other courses in 2020
3. Increase in the rate of certification on courses primarily focused on transversal (social mobility) skills development	10% over three years	15% over three years, equating to 899 completers certified in 2020
4. Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over three years	10% over three years, equating to 9,387 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 annual increase of 301 over three years and a 37% increase in learners in 2020 compared with 2017
6. New apprenticeship and trainee registrations in the period 2018 to 2020	13,900 over three years	288 over three years or a 40% increase over three years

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# 6. Performance Agreement



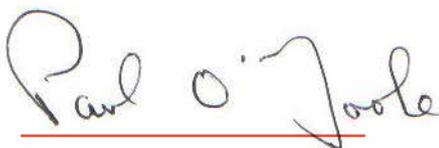
## Section 6

# Performance Agreement

In entering this agreement, Cavan and Monaghan 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. CMETB also commits to adherence to legislative requirements, the Overarching Planning and Funding Requirements for FET and SOLAS funding Terms and Conditions.

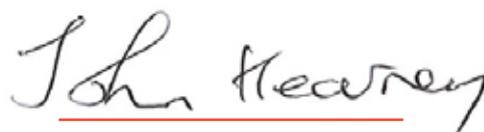
SOLAS commits to supporting the delivery of these priorities, actions and targets wherever practical subject to and within its existing resource constraints and competing commitments. The realisation of the targets will be monitored on an ongoing basis via the PLSS and FARR systems, and it is proposed 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



**John Kearney**

Chief Executive, Cavan and Monaghan  
Education and Training Board

Date: 05/10/2018

Date: 05/10/2018

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# Appendix A



# Appendix A

## CMETB 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	0	0%	0	0%		
Animal Science	0	0%	0	0%		
Arts and Crafts	0	0%	30	0%		
Built Environment	0	0%	0	0%		
Business Administration	0	0%	10	3%		
Engineering	0	0%	0	0%		
Engineering (Electrical)	0	0%	0	0%		
Engineering (IT)	0	0%	16	0%		
Engineering (Mechanical)	11	52%	19	0%		
Engineering (Transport)	0	0%	0	0%		
Entrepreneurship	0	0%	0	0%		
Financial Services	0	0%	0	0%		
Food and Beverage	33	24%	0	0%		
Hairdressing, Beauty and Complementary Therapies	0	0%	0	0%		
Health, Family other Social Services	11	41%	40	11%		
Information Technology	0	0%	10	0%		
Management	0	0%	0	0%		
Manufacturing	0	0%	0	0%		
Media, Graphics Communications	0	0%	0	0%		
Natural Resources	0	0%	0	0%		
Research and Education-Training	0	0%	0	0%		
Sales & Marketing	0	0%	0	0%		
Science and Technology	11	58%	19	0%		
Security, Guarding & Emergency Services	0	0%	0	0%		
Sport and Leisure	11	550%	19	190%		
Tourism	0	0%	0	0%		
Transport, Distribution & Logistics	0	0%	0	0%		
Web Development & Design	0	0%	0	0%		
Core ICT			0	0%	90	75%
Core Personal			0	0%	2286	8%
General Learning			10	5%	111	0%
Language			0	0%	30	0%
Skills Sampling,			0	0%	0	0%
Key Skills			0	0%	60	0%
<b>TOTAL</b>	<b>77</b>	<b>13%</b>	<b>173</b>	<b>11%</b>	<b>2577</b>	<b>15%</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	
Sector Provision 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions[1]		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.		Traineeship Programmes. Traineeship National Target of 19,000 (2016-2020) - 13,900 - (2018-2020) Commencements on Traineeship (Skill Clusters By Starters)  Labour Market Skills	
Expected overall annual average contribution to National Target for Completers Certified & ETB Capacity %		Expected overall contribution to National Target for Completers Certified & ETB Capacity %		Expected overall contribution to National Target and ETB capacity %	
Number	%	Number	%	Number	%
0	0%			0	0%
0	0%			0	0%
0	0%			0	0%
0	0%	14	73%	0	0%
70	9%			0	0%
0	0%	8	77%	0	0%
24	0%	22	0%	0	0%
16	0%	10.667	0%	0	0%
16	41%	1	10%	48	
0	0%	1	10%	0	0%
0	0%	16.667	0%	0	0%
0	0%			0	0%
68	47%	16	58%	48	52%
20	27%			0	0%
266	34%	81.333	21%	32	0%
50	313%	57	68%	48	0%
50	0%			0	0%
0	0%	0	0%	0	0%
0	0%	7	80%	0	0%
0	0%			0	0%
0	0%			0	0%
0	0%	45	0%	16	0%
16	100%	1	10%	48	14%
0	0%			0	0%
16	16%	5	10%	48	23%
0	0%	26	97%	0	0%
0	0%			0	0%
0	0%	1	10%	0	0%
80	15%				
50	2%				
30	1%				
20	0%				
15	0%				
10	0%				
<b>817</b>	<b>10%</b>	<b>313</b>	<b>37%</b>	<b>288</b>	<b>40%</b>

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# Appendix B



# Appendix B

## National FET Sector Target Definitions

In agreeing the SOLAS Corporate Plan 2017-2019, the Department of 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 (DPER) 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 DPER 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 recorded 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 and establish 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 CMETB 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 DPER 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 VSCCS BTEI	Skills for Work

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 CMETB 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 DPER 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 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 to project their numbers that are starting on traineeships in 2018, 2019 and 2020. The Action Plan defines a target over the period 2018-2020 of 13,900 new registrations.

**Cavan and Monaghan Education and  
Training Board Head Office**

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**SOLAS**

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