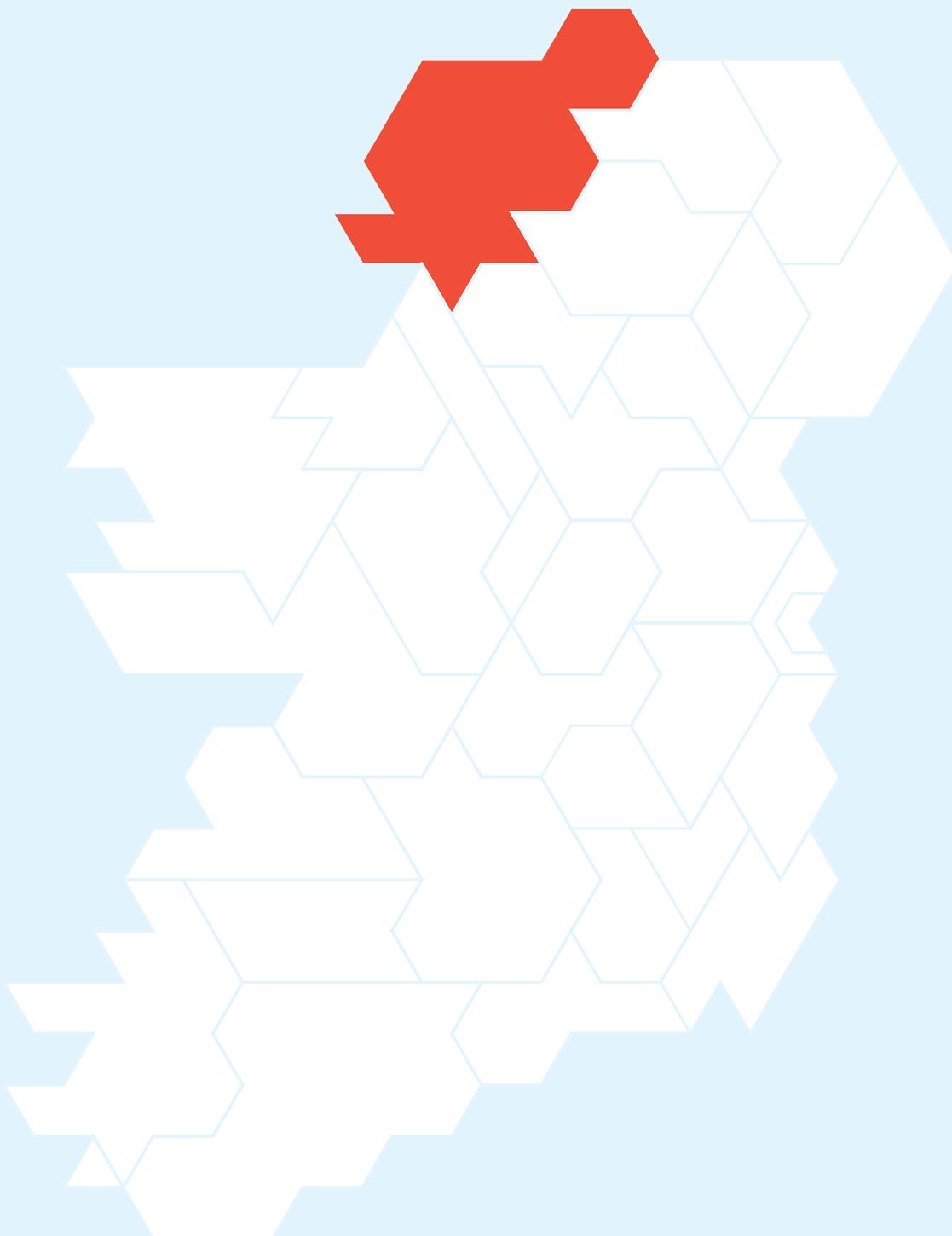


# Strategic Performance Agreement 2018 – 2020

Donegal Education and Training Board



**etb**

Bord Oideachais agus  
Oiliúna Dhúinn na nGall  
Donegal Education and  
Training Board

**SOLAS**  
learning works



Ireland's European Structural and  
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2014-2020

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# 1. Introduction



# Introduction

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

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## 2. Profile of the ETB Region



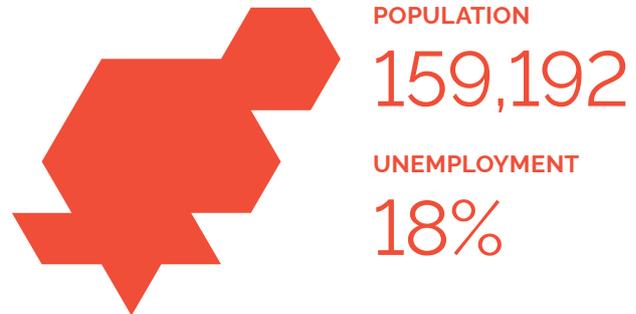
## Section 2

# Profile of the ETB Region

Key features of the county are its peripherality, size, rugged landscape, dispersed settlement structure, island life and an extensive Gaeltacht area. The population of County Donegal in the April 2016 Census was 159,192 (Male: 79,022; F: 80,170), a decline of 1.2% since Census 2011, a significant contrast with the overall expansion of population at national level. The population is spatially scattered: there are 61 settlements of 100+ people but only two towns with a population over 5000 - Letterkenny (19,274) and Buncrana (6785) and only 9 settlement areas with a population of over 1500 people. This presents a significant challenge for public service delivery and relatively poor transport infrastructure exacerbates this challenge. The average age of people in the county is 38.5 years, up slightly on the national average 37.4. The 2016 Census revealed that 56,738 people stated they could speak Irish in Donegal, down slightly on 2011. Of those, 7,931 spoke Irish daily outside the education system.

84% of Donegal's border adjoins Derry City and Strabane District Council and Fermanagh and Omagh District Council and 16% adjoins County Leitrim. Hasse and Pratschke (2016 Pobal HP Deprivation Index for Small Areas), using demographic composition, social class and labour market situation, found that Donegal is the most deprived county in Ireland. Relative deprivation scores in 141 of 149 EDs fell below the national average scores. Donegal had the second highest age dependency ratio in the State, 56.9% v 49.3%.

### Donegal ETB Area 2016



(Source: 2016 Census)

### 2.1 Learner Profile

21.9% of people aged 15 years and over in Donegal have not been educated beyond primary level, the highest for any county (Census 2016). (Dun Laoghaire-Rathdown figure is 6.6%). Donegal, with Laois, has the lowest admission rate in the state to 3rd level education (41% compared to national average of 51%) (Census 2016). There is little or no mobility of learners from Northern Ireland, in spite of the geographical proximity. FET learners registered with DETB are 48% male and 52% female (2017).

In line with the dispersed population and the key objectives of Donegal ETB's FET service, there is a strong focus on community-based outreach provision, and the ETB partners with 140+ community, voluntary, statutory and private providers to facilitate learner access across the county. It has a Memorandum of Understanding (MOU) with Letterkenny Institute of Technology (LyIT), the only higher education institution in the county. The ETB is also a partner in the recently established MOU between University of Ulster, North West Regional College, and LyIT under the North West Strategic Growth Partnership (NWSGP) which aims to further develop and consolidate existing collaboration between the four institutions and facilitate learner access and progression at all levels.

## **2.2 Enterprise and Employment Base**

According to the most recent census figures (2016), the most important sectors for private sector employment in Donegal are Accommodation and Food Services (20.4%), Wholesale and Retail (26.3%), Construction (11.4%), Manufacturing (17.1%) and Agriculture, Forestry & Fishing (6.8%). There is an emerging industry cluster around ICT and Fintech sectors. Employment in ICT activities in Donegal grew by 80% over the eight years to 2015 and at a steady rate. By 2015, the role of ICT activities in providing employment in the county was much more prominent than in the other counties of the North West; it had doubled in importance since 2008 to account for 5.4% of all those engaged in Donegal businesses (1645 private sector jobs in 2015 from 915 in 2008). Public sector employment is also significant in terms of its potential for contributing to growth in ICT jobs in the future.

There is however a relatively lower concentration of private service activities associated with specialised knowledge and qualifications and related to Professional, Scientific & Technical, Administrative & Support, Financial & Insurance, and Information & Communication occupations, with employment in these areas account for 16.8% of Donegal employment (the equivalent national proportion is 31%)

Micro-enterprises also dominate the landscape, with the Western Development Commission (2015) reporting that there were 7454 enterprises in Donegal with almost 92% of these employing 10 or fewer employees. Over one-half (56%) of those at work in Donegal are in companies with fewer than 20 on the payroll. At the other extreme, only 6% of private sector employment in Donegal is accounted for by large companies (more than 250 employees).

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# 3. ETB FET Provision

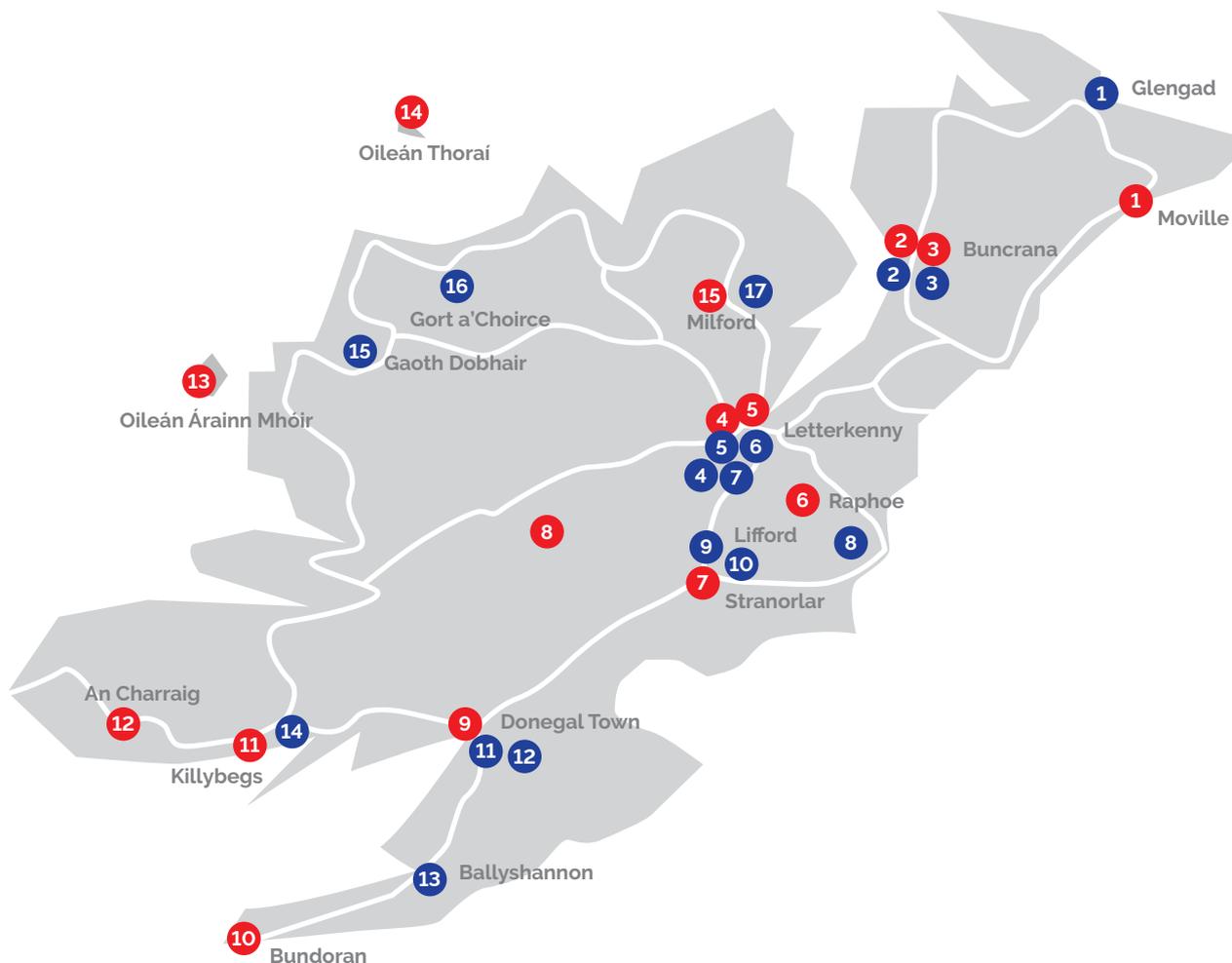


# Section 3

## ETB FET Provision

### 3.1 Staffing and Infrastructure

There are 271 staff employed in FET by Donegal ETB, including 186 tutors/teachers/ instructors and 36 programme staff. As illustrated in the map below, Donegal ETB's FET service has 14 dedicated centres (9 ETB-owned former schools, 2 training centres and 3 rented premises) located in Gort a' Choirce, Gaoth Dobhair, Bunrana, Glengad, Donegal Town (Ardscoil and Drumcliff), Letterkenny (Ballyraine, Kilmacrennan Road and Ard O'Donnell), Ballyshannon, Milford, Lifford Youthreach, Bunrana Youthreach and Finn Valley. Post Leaving Cert (PLC) programmes are delivered in three ETB schools: Errigal College, St Catherine's Killybegs and Finn Valley College (see map below). The Adult Information & Guidance Service offers impartial information, advice and guidance to adults on education and training options that are available through the FET service and elsewhere.



● **School Map – Clockwise from Merville**

- |                                       |                     |
|---------------------------------------|---------------------|
| 1. Merville Community College         | Merville            |
| 2. Crana College                      | Buncrana            |
| 3. Coláiste Chineál Eoghain           | Buncrana            |
| 4. Coláiste Ailigh                    | Letterkenny         |
| 5. Errigal College                    | Letterkenny         |
| 6. Deelee College                     | Raphoe              |
| 7. Finn Valley College                | Stranorlar          |
| 8. Gairmscoil Chú Uladh               | Béal an Átha Móir   |
| 9. Abbey Vocational School            | Donegal Town        |
| 10. Magh Éne College                  | Bundoran            |
| 11. St. Catherine's Vocational School | Killybegs           |
| 12. Coláiste na Carraige              | An Charraig         |
| 13. Gairmscoil Mhic Diarmada          | Oileán Árainn Mhóir |
| 14. Coláiste Phobail Cholmcille       | Oileán Thorai       |
| 15. Mulroy College                    | Milford             |

● **FET Centres – Clockwise from Glengad**

- |   |                |
|---|----------------|
| 1. Youthreach Centre                        | Glengad        |
| 2. AETC Buncrana                            | Buncrana       |
| 3. Youthreach Centre                        | Buncrana       |
| 4. AETC Letterkenny                         | Letterkenny    |
| 5. Errigal College (PLCs)                   | Letterkenny    |
| 6. Training Centre Letterkenny              | Letterkenny    |
| 7. Youthreach Centre                        | Letterkenny    |
| 8. Youthreach Centre                        | Lifford        |
| 9. Finn Valley Centre for Education         | Stranorlar     |
| 10. Finn Valley College (PLCs)              | Stranorlar     |
| 11. AETC Donegal Town                       | Donegal Town   |
| 12. Ard Scoil na gCeithre Máistir           | Donegal Town   |
| 13. AETC Ballyshannon                       | Ballyshannon   |
| 14. Training Centre Gweedore                | Gaoth Dobhair  |
| 15. St Catherine's Vocational School (PLCs) | Killybegs      |
| 16. AETC Gortahork                          | Gort a'Choirce |
| 17. AETC Milford                            | Milford        |

### 3.2 FET Provision

Donegal ETB's FET service delivers a full range of non-accredited and accredited (part-time and full-time) provision across the county. In 2017 it received SOLAS funding of **€21.4m** and supported over 10,000<sup>1</sup> beneficiaries. Almost half of this provision was in community education, underlining its importance within the county, with distribution across the programmes and services as follows:

- Back to Education Initiative (615 beneficiaries)
- Basic Education (2,133)
- Training Services (1,800) Vocational Training Opportunities Scheme (180)
- Youthreach (160)
- Community Education (4,964)
- Workplace/Evening Programmes (341)
- Adult Learner Guidance (688)
- PLCs (334)

Provision can also be analysed by skills cluster, and this is set out in the table below. This highlights the strong focus on transversal skills development within the general learning and core personal categories. However it also highlights strengths in provision in key specific skills areas including business, ICT and health.

### Donegal ETB 2017

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#### NO. COMMENCING COURSES

9,397

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#### NO. COMPLETING COURSES

7,768

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#### NO. OF OVERALL BENEFICIARIES

10,520

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

## 2017 Provision by Skills Cluster

	Total Actual Beneficiaries	% of Total Beneficiaries
Agriculture, Horticulture and Mariculture	81	0.77%
Art, Craft and Media		
Arts & Crafts	15	0.14%
Built Environment	192	1.83%
Business, Admin & Management		
Business, Administration	382	3.63%
Core ICT	196	1.86%
Core Personal	1,987	18.89%
Engineering (Electrical)		
Engineering (Mechanical)	106	1.01%
Engineering (Transport)		
Financial Services	49	0.47%
Food and Beverage	32	0.30%
General Learning	5,687	54.06%
Hairdressing, Beauty and Complementary Therapies	218	2.07%
Health, Family other Social Services	893	8.49%
Information Technology	190	1.81%
Management	22	0.21%
Manufacturing		
Media Graphics Communications	21	0.20%
Natural Resources		
Research and Education-Training	59	0.56%
Sales & Marketing	14	0.13%
Sampling Skills		
Science and Technology		
Security, Guarding & Emergency Services	53	0.50%
Sport and Leisure	83	0.79%
Tourism	83	0.79%
Tourism and Sport		
Transport, Distribution & Logistics	36	0.34%
Web Development & Design	121	1.15%
<b>Total</b>	<b>10,520</b>	

*Full-time provision:* course offerings have been significantly adapted for 2018 based on intensive engagement with Regional Skills Forum (RSF) and industry partners and on the findings of a comprehensive audit of skills' needs of the ICT & FinTech sectors in the NW. A large proportion of full-time provision will focus on preparing learners for work in ICT and related fields: courses include Traineeships (NFQ L4-L6 and vendor-certified) in Digital Sales & Marketing, Software Development, Automated Software Testing and MCSA/ MCSE; NFQ L5/City & Guilds/ Microsoft and other vendor certified awards in ICT and Business Administration and Business with Tourism & Marketing (NFQ L5).

Other key areas are Traineeships in Hospitality Operations, Engineering Operations and Construction Groundwork Skills; NFQ L5 courses in Healthcare Skills and Early Childhood Care & Education; Beauty Therapy and Hairdressing ; Sport & Leisure; and Leaving Certificate.

Phase 2 Apprenticeships are delivered in Electrical, Plumbing, Electronic Security Systems; Motor Mechanics and Carpentry & Joinery (new in 2018).

*Part-time provision:* As previously stated, Donegal has traditionally had low levels of educational attainment and there continues to be a significant need to provide upskilling opportunities at lower NFQ levels. Courses in literacy, numeracy, basic ICT and transversal skills are available through the literacy service at NFQ L1-L3 with progression to L4 in other programmes. Key features of lower level provision are Family Learning courses (unaccredited); introductory courses at NFQ L2 (Exploring Options) and themed courses integrating transversal skills e.g. in Horticulture, Cultural Heritage, leading to NFQ L3 Major Awards in Employability Skills.

A gap in provision at NFQ L4 has been identified and this will be addressed in 2018 with an increase in shorter themed course offerings (Digital Skills, Science & Technology, Health Service Skills, Tourism-related courses) at this level with a particular emphasis on the transversal skills identified as essential by employers and offering direct opportunities for employment and progression.

Current provision for people in employment is available through *Skills for Work* (mainly ICT) and evening training programme but the recently published *2018-2021 Further Education & Training Policy Framework for Skills Development for People in Employment* will facilitate further engagement.

*Community Education:* Donegal ETB values highly its work with partners and in particular its engagement with community and voluntary groups. Its Community Education Support Programme offers low-cost, locally-based education opportunities to people who have access and engagement difficulties and is underpinned by community development principles such as community capacity building and inclusion. In 2017, this Programme supported 122 community groups to deliver 488 number of courses (43 accredited and 445 non-accredited); there were 4964 participants, of whom 434 achieved certification. The Donegal Community Education Forum, led by Donegal ETB, recently commissioned research into community education in Co Donegal (*Purpose, People, Process : Community Education in Donegal 2007-2017*) which will be published in 2018.

Much of the FET service's accredited literacy and other part-time provision (BTEI) are delivered in the community in co-operation with these same partners.

*Adult Guidance:* Access to information and guidance is an essential service for adults wishing to avail of FET opportunities and a limited county-wide service is available; a key objective is to provide an extensive, integrated information, recruitment and guidance service across FET.

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# 4. ETB Strategic Priorities



# Section 4

## ETB FET Strategic Priorities

### 4.1 ETB FET Strategic Priorities

Donegal ETB's organisational Strategy Statement (2017-2021) *Lean ar Aghaidh* focuses on three overlapping pillars: Teaching & Learning; A Progressive, Accountable Organisation; and Working with Partners. The key FET objectives within each pillar are summarised below.

#### Teaching & Learning: key FET objectives:

DET B aims to respond effectively to the needs of our enterprise, public service and community sectors at local and national levels:

- Provision of responsive and relevant education and training programmes within a high-quality teaching and learning environment
- Integration of new initiatives leading to improved standards
- Integration of transversal skills' development into all FET programmes
- Quality Assurance frameworks in place for all FET programmes.

#### A Progressive and Accountable Organisation: key FET objectives:

DET B is committed to developing the highest quality of governance, leadership and operational excellence at all levels within the organisation:

- Implementation of a FET organisational structure which enables the service to carry out its new and enhanced functions
- Full compliance with all legislative and governance requirements
- Provision of staff professional development opportunities and supports to build organisational capacity and enhance the quality of FET provision
- Increased use of new and emerging technologies
- A clear and effective communications' strategy for FET.

#### Working in Partnership: key FET objectives:

DET B will work closely with its external partners to maximise its positive impact for society and for the economy:

- Build on established relationships and develop new ones with community, voluntary and statutory organisations/agencies and with businesses and employers to improve education, training, employment and civic/social/cultural engagement opportunities for FET learners

### 4.2 Teaching and Learning

The key FET priorities relating to teaching and learning are summarised in the sections below.

#### 4.2.1 New Apprenticeships/ Traineeships

Donegal ETB will substantially expand the traineeship model over the three year period and will consider the scope to become involved in new apprenticeship provision.

- Continued development and delivery of new Traineeships and other courses in consultation with Regional Skills Forum and other industry partners. A minimum of 6 new Traineeships will be developed and delivered between 2018-2020.
- A key initiative of the NW Regional Skills Forum (RSF) in 2017, in collaboration with education/training and industry partners, was a comprehensive *Audit of Skills' and Recruitment Needs of the ICT & FinTech sectors in the NW* which demonstrated the significant growth of the sector in the county in recent years and provided up-to-date, accurate data on further requirements. Consequently, ICT & FinTech will be a key focus for new provision and new related Traineeships will include Digital Sales & Marketing, Software Development, Automated Software Testing and MCSA/ MCSE. Delivery of FIT ICT Associate Professional (Software Development) is also proposed (2019). The ETB will also consider a potential role in delivering the new ICT apprenticeships.
- Engineering Operations Traineeship to be launched late 2018. Further course development/ customisation in this field will be directed by outcomes of the forthcoming RSF-led audit of Manufacturing & Engineering industries in NW (2019).
- A new Traineeship in Hospitality Operations has been developed for roll-out in 2018 and subsequent years.
- Further Traineeships under consideration include joint Deck Traineeship with BIM and Cork ETB and Bus Driver with Tourism Traineeship jointly with 3 other ETBs.

#### 4.2.2 Approach to Enterprise Engagement

Donegal ETB will build on its approach to enterprise engagement by targeting employers on a sectoral basis.

- NW Regional Skills Forum has agreed on a sectoral approach to working with employers and the work of DETB's Enterprise Engagement WG reflects this strategy. DETB Enterprise Engagement Officer works closely with relevant industry bodies and individual employers in specific sectors to establish relationships as a precursor to engaging in course development, whether this be upskilling for current employees or courses to fill potential vacancies.
- Enterprise Engagement Officer (with the Communications' Officer) assists with promotion of specific sectors as attractive employment options through social media campaigns, launches, promotional videos, testimonials etc.
- Many FET staff engage with employers in their day-to-day work. The Enterprise Engagement strategy will be further developed in 2019-2020 to establish clear protocols for relevant staff to ensure a co-ordinated and differentiated service-wide approach to engaging with employers.
- ICT/FinTech WG established in 2018 by RSF consisting of 6 key local employers, DETB and LyIT with the aim of promoting studying, training and working in ICT in Donegal. 3 planned events hosted by employers will target Post-primary school Principals, parents, guidance counsellors and students (2018). The WG will also be involved in relevant course review and development (2019).

#### 4.2.3 Workforce Development

Donegal ETB will focus on upskilling of the existing workforce, working with SOLAS to support the effective implementation of the recently launched '*Supporting Working Lives and Enterprise Growth*', a 2018-2021 FET policy framework for skills development of people in employment.

- A major challenge to workforce upskilling in Donegal is the number of enterprises which employ fewer than 10 workers (92% of 7454 businesses) and needs' identification requires extensive engagement with employers. Size and rural nature of the county are an added challenge. An extensive skills' audit of employers conducted by RSF NW has provided valuable information in terms of what employers want from workforce development programmes e.g. types and content of training courses, delivery modes, duration, costs' considerations and marketing of initiatives. Common needs identified include Digital Marketing, Sales, Computer Applications, Customer Care and Communications. Short, blended learning courses are considered preferable, with work-based learning assessments as opposed to examinations. This data (and that from other forthcoming local skills' audits) will be critical in informing workforce development planning in the coming years.

- Planned upskilling courses include Training & Development, Customer Care, Engineering Skills, Digital Skills.
- Increased use of Technology Enhanced Learning (TEL), including blended learning programmes; pilot course in Early Childhood Care & Education (NFQ L6) in blended learning format.
- Expansion of Skills for Work programme (NFQ L1-L4) - minimum 25 courses in 2018. Provision will be by sectoral or geographical cluster.
- Employee-based conversion course in Automated Software Testing based on ICT skills' audit findings is planned for 2019.
- Current bespoke Employer Portal on DETB website to be further developed to enhance engagement with employers.
- Evening training programme to be expanded based on employer-identified needs.
- Delivery of EXPLORE, a pilot initiative developed by the Regional Skills Fora in direct collaboration with regional enterprise and delivered by selected Education and Training Boards to engage with persons over 35 years of age in industry who are not engaged with lifelong learning and whose skills are at risk of obsolescence.

#### 4.2.4 TEL and Blended Learning

Donegal ETB will continue to build technology into the learning it provides, upskilling staff and improving infrastructure to facilitate progress.

- FET TEL Working Group will oversee the further development and implementation of FET TEL Action Plan.
- Delivery of a series of seminars and workshops which will allow staff to share best practice across the sector, complemented by a follow-up mentoring approach.
- Delivery of pilot Microsoft Certified Educator programme, supported by DETB membership of the Microsoft Educator Imagine Academy, will ensure staff have current skills
- Introduction of a federated Moodle platform to FET centres which will facilitate the allocation of technical and soft skills modules to be completed by learners to complement their primary course qualification.
- Increased use of vendor based awards and resources through national agreement with Prodigy Learning, facilitating use of employment-focused industry awards and learning resources in course provision

#### **4.2.5 Transversal Skills Development**

Donegal ETB will continue to integrate transversal skills development into all FET programmes.

- Feedback from IBEC, RSF, national and international reports have provided a strong rationale for focussing on facilitating learners to develop strong generic and broader transversal skills through FET programmes and courses. These include communications and ICT, teamworking, decision making, customer care and foreign language skills as well as awareness of environmental, diversity and cultural issues.
- Expansion of training services' and Youthreach programmes literacy initiative; provision of opportunities for learners to develop and improve transversal skills such as leadership, teamwork, decision making, problem solving and communication skills through organised vocational, social, cultural and civic activities. Themed courses integrating transversal skills will lead to NFQ L3 Major Awards in Employability Skills.
- DETB's Community Education Support Programme offers low-cost, locally-based education opportunities to people who have access and engagement difficulties and is underpinned by community development principles such as community capacity building and inclusion. The programme will continue to support vulnerable groups, pilot provision of courses directly aimed at acquisition of transversal skills and use the findings of commissioned research (2018) to adapt its supports accordingly.

#### **4.2.6 Progression Pathways**

DET B recognises the need to develop improved progression pathways for learners to, within and from FET to HE and employment.

- *Skills Checker*, a screening tool developed by DETB, will be introduced at interview stage for all learners to ensure placement at appropriate course level and on the correct course for them.
- Gap in provision between NFQ L3 and L5 will be addressed through delivery of a number of themed NFQ L4 courses, *Pathways to Employment & FET*, which will facilitate the development of transversal as well as vocation specific skills and will encourage recruitment, retention and progression.
- Retention and progression of learners will be facilitated through Communications' bridging course to be piloted (2018) with a group of learners prior to their embarking on NFQ L5 & L6 courses to promote teamwork and to introduce report writing, presentation and study skills. Course will be reviewed and rolled out more widely if successful (2019).
- Articulation agreements which will facilitate easier progression for FET learners into LyIT courses will be developed through a joint LyIT and DETB project *Maps and Gaps*.
- Progression options for Youthreach learners will be enhanced (see 5.2).

#### **4.2.7 Recognition of Prior Learning**

Donegal will further progress initiatives around the recognition of prior learning.

- DETB piloted an RPL project with Defence Forces in 2016 and 2017 (NFQ L3 and L5) and is involved in TOBAR, a national RPL project with Defence Forces which arose from the pilot; and with VISKA, a QQI-led KA3 Erasmus+ policy experimentation project which addresses the Recognition of Prior Learning for adults with low levels of qualifications and ultimately aims to inform RPL policy for such adults at national and European level.
- RPL initiatives will be expanded from 2018. Current planned actions include
  - RPL of existing skills at NFQ L5 with 5 groups - employees from Defence Forces, ICT and Engineering sector companies, and two voluntary community groups.
  - A further blended learning programme (incorporating direct tuition and RPL) will be delivered to the Defence Forces, accrediting transversal skills (leadership, motivating and mentoring) at NFQ L5 & L6.

#### **4.3 A Progressive and Accountable Organisation**

The key FET priorities relating to ensuring a progressive and accountable organisation are summarised in the sections below.

##### **4.3.1 Organisational Structure**

DET B will develop a fit-for-purpose FET organisational structure which will allow for the achievement of its objectives. Staffing of key roles is to be prioritised, including:

- Quality Assurance - management, programme development and review
- Management of systems including FARR, PLSS and eCohesion
- Enterprise Engagement
- Technology Enhanced Learning (TEL)
- Professional Development co-ordination
- Communications - marketing and promotion of FET

### **4.3.2 Quality Assurance**

Quality assurance is a critical focus for Donegal ETB and it has recently completed the re-engagement process with QQI on Quality Assurance Procedures in accordance with Section 30 of the Qualifications and Quality Assurance (Education and Training) Act 2012.

- Implementation of Quality Improvement Plan (QIP) as part of Executive Self-Evaluation QA Report submitted to QQI in December 2017 (see 5.3). Governance structure to be established 2018.
- Review of specific courses at NFQ L5 in the light of learner, employer and staff feedback, with a view to gauging and improving their effectiveness in terms of course objectives.
- Interrogation of available data and introduction of new measures to establish causes of learner attrition with a view to improving retention.
- Review and monitoring of certification data with a view to improving opportunities for learners.
- Continued planned improvements to DETB's 14 FET facilities.
- Provision of appropriate and adequate learner supports including guidance and learning supports. Additional targeted guidance supports to be made available to vulnerable learners 2018-2020 through additional unemployment blackspots funding stream (see 5.2).

### **4.3.3 Professional Development**

In order to meet objectives around Teaching & Learning, DETB will build on its current professional development programme by organising or facilitating staff (individually and in groups) to engage in specific training/upskilling in:

- new programme development
- the integration of literacy/numeracy/transversal skills;
- new teaching methodologies and flexible delivery (TEL; engaging diverse learners)
- formative assessment and designing and marking assessment briefs
- management and implementation of Quality Assurance systems, MIS, policies, governance issues etc.
- working with learners with mental health issues, learning difficulties and other disabilities
- social media training for promotional/marketing purposes
- participation in Erasmus+ programme

### **4.3.4 Management Information**

Donegal ETB 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 the data input around PLSS.

- Overarching plan to be developed and implemented for the inputting, maintenance, monitoring and analysis of PLSS (learner database and course calendar) and FARR data, including establishment of oversight WG to be chaired by an AEO.
- Establishment of relevant policies and procedures e.g. policy for course scheduling in programme database and course calendar
- Development of associated PD plan for relevant staff.
- Use the generation of further evidence of progression and employment outcomes as a result of the linking of PLSS to other national databases via SOLAS and the CSO to facilitate more effective planning.

### **4.4 Working with Partners**

Stakeholder engagement will be critical in ensuring:

- Increased awareness of FET as a viable and attractive option among school leavers and those in employment through further roll-out of DETB Communications' Strategy.
- Continued engagement with DEASP, other agencies and community partners in the recruitment of learners on appropriate courses.
- Enterprise Engagement WG (see above).
- Publication of research into community education in Donegal (2018) and implementation of the report's recommendations.

## 4.5 Risks and Challenges

Donegal ETB has identified a series of risks and challenges to be addressed over the period 2018-2020 and these can be summarised as:

- **Recruitment of learners.** This is particularly challenging in the context of:
  - competition from other providers also in receipt of exchequer funding e.g. Partnerships companies, Springboard, Skillnets
  - falling unemployment rates
  - the fact that other providers are also under pressure to achieve demanding targets means that traditional lines have become blurred between FE and HE e.g. provision at NFQ L5/ L6.
  - impact of emigration during the last recession, particularly among the younger population and in rural areas
  - an older population (15.7% over 65 v 13.4% nationally) with caring responsibilities who are unavailable for training/full-time employment
  - rural dispersal of population and poor transport infrastructure (latter also pose challenges in terms of the course offerings and progression options which can be made available) may impact on ability to achieve targets.
- **Absence of Agreed FET Organisational Structures and Supports/Posts.** While the moratorium on staff recruitment has eased somewhat, the absence of an agreed national organisational structure for delivery of ETB-led FET services had meant that new essential key positions have not been filled; these include posts in Quality Assurance (management, programme development and review), management of systems including FARR, PLSS and eCohesion, Enterprise Engagement, TEL, Communications and PD, and continued lack of them will impact adversely on the quality of the delivery of the Strategic Performance agreements.
- **Collation, accuracy and interpretation of data** continue to pose challenges, over and above the staffing issues concerned, including the amounts of staff time spent on administration. Of particular significance is the collation of certification data.
- **New QQI course validation requirements** are extremely challenging in terms of both resources required and the time involved in the process which will impinge on flexibility in responding to labour-market demands.
- **County characteristics** (rural dispersed population, poor transport infrastructure, lower levels of educational attainment) mean that provision must be provided locally at different levels, much of which requires relatively high levels of support.
- **Staff conditions of service** impact on flexible delivery - teaching staff on many programmes now have school-based conditions of service i.e. 167 days annually / 22 hours per week with school holidays which means that providing flexible models of delivery is increasingly difficult.
- **Lack of a capital budget** to support programme development and a suitable learning environment is challenging, given that DETB has 17 FET centres, only 3 of which are rented.
- **Absence of local data** to inform course development is an issue - data tends to be available on a whole border-region basis which is not sufficiently detailed to inform local needs.
- **Potential implications of Brexit** are largely unknown as yet but issues that may arise (with consequent implications for FET provision) include adverse impacts on the commuting labour force; decrease in employment in lower skilled jobs such as retail; and reduction in learners travelling to FE colleges in NI.

#### 4.6 Delivering on FET Relevant National Policies and Strategies

Donegal ETB has taken cognisance of a wide range of policy documents and papers in preparing its annual submission and draft Strategic Performance agreement, including at national level:

- National *FET Strategy 2014-2019* (SOLAS).
- SOLAS Corporate Plan ( 2017-2019)
- FET Professional Development Strategy ( 2017-2019)
- Code of Practice for the Governance of ETBs
- Strategy for Technology- Enhanced Learning in FET ( 2016-2019)
- Action Plan for Jobs (2017)
- Hasse and Pratschke (2016 Pobal HP Deprivation Index for Small Areas)
- National Skills Strategy
- Best Practice in Entrepreneurship Education and Training in the FET Sector
- 2018-2021 Further Education & Training Policy Framework for Skills Development for People in Employment (SOLAS)
- Action Plan for Education (2018)
- National Strategy : Literacy & Numeracy for Learning & Life ( 2011-2020)
- Updated National Plan for Social Inclusion (2018-2021)
- Barriers to Participation in FET Programmes ( SOLAS, June 2017)
- Integrating Literacy and Numeracy Report
- Supporting Enterprise Growth and Working Lives
- National Disability Inclusion Strategy (2017-2021)
- Initial and ongoing assessment of Adult Literacy and Numeracy at NFQ Levels 1-3 guidelines, toolkit and research report
- English language provision and language assessment for low-skilled and unemployed migrants – recommendations for good practice
- Guidelines on the Inclusion of people with intellectual disabilities in adult literacy services (NALA / SOLAS / ETBI report)
- Recognition of Prior Learning in Irish FET (2017)
- A Guide to Government Social Inclusion Strategies relevant to the FET Sector (v. 2018)
- Government Social Inclusion Strategies Summary document ( SOLAS, 2018)
- Addressing the Skills Needs arising from the Potential Trade Implications of Brexit (National Skills Council/ EGFSN 2018)

At a regional, county and local level, the following strategic documents are also relevant:

- Donegal ETB Strategy Statement (2017-2021) *Lean ar Aghaidh*
- *Donegal Local Economic & Community Plan (2016-2022)* ( LCDC)
- Initial Analysis of the Challenges & Opportunities of Brexit for the Derry City & Strabane and Donegal County Council Areas (2017)
- Audit of Skills' Needs of the ICT & FinTech sectors in the North West (2018)

We are 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. ETB Contribution to National FET Strategy and Targets



# Section 5

## ETB Contribution to National FET Strategy and Targets

### 5.1 Skills for the Economy

Key actions include:

- Continued engagement with Regional Skills Forum education & training and industry partners/ employer representative groups, including LEO, IBEC, Údaras na Gaeltachta, LyIT, Skillnets and DEASP to develop, customise and re-align course provision and to ensure more effective work placements, leading to better employment outcomes for learners participating in labour-market focussed programmes. In consultation with industry partners, development and delivery of a minimum of 6 new Traineeships.
- Participation in RSF-led ICT Cluster Group (Pramerica, SITA, Optum, Radox, Switch Technology and Gartan Technologies, LyIT and DETB) to implement findings of a comprehensive audit of *The skills' needs of the ICT & FinTech sectors in the NW (2018)*, including development of new courses, review of existing provision and increased awareness of FET qualifications as a viable career option.
- RSF-led skills audit of manufacturing industry in NW (2018) will offer further opportunities to develop relevant course provision.
- Delivery of skills' development training for people in employment at NFQ L5 & L6 (subject to demand from employers).
- Review work placements on QQI L4-L6 programmes with a view to ensuring learners have maximum opportunity for gaining relevant experience /employment (2019)
- In consultation with industry partners, development and delivery of series of employment- focused modular courses *Pathways to Employment and FET* at NFQ L4.
- Delivery of new Carpentry & Joinery Apprenticeship, in addition to existing Apprenticeships in Electrical, Electronic Security, Plumbing, Motor Mechanics
- Expansion of current work-based learning opportunities at all levels for those currently in employment, with a focus on development of Literacy, Numeracy, ICT and Transversal Skills development.
- Expansion of pilot RPL project to incorporate provision at QQI L4 & L5.

### 5.2 Active Inclusion

Key actions include:

- With the exception of its Family Learning programmes, DETB's literacy service offers accredited options to all learners at NFQ L1-3, including courses leading to minor and major awards (NFQ L1 Core Skills; NFQ L2 Essential Skills; NFQ L3 Employability Skills, General Learning and ICT awards).
- Skills' Checker (a screening tool developed by DETB) used to ensure that learners across FET programmes are placed on the correct course and at the right level for them are used to assess learners at point of entry and are generally placed in small groups working towards certification; a small number of learners work at one-to-one level, generally for short periods, and curriculum is directed by validated courses. Skills' Checker will be rolled out at recruitment stage for all FET courses (2018-2019).
- Delivery of courses at NFQ L1-L3 is supported by materials and resources developed to ensure tuition is contextualised in a meaningful way e.g. Computer Operator Wizard (COW) manual, to support on-line form-filling for farmers. Themed courses are a feature of provision and a new Horticulture-themed course leading to a QQI L3 Major Award in Employability Skills will be rolled out in 2018.
- The "Quick Placement Diagnostic Tool", linked to CERF levels, is used to assess level at entry. Accredited courses at NFQ L1-L3 support ESOL learners to have their learning validated. At NFQ L1, Listening and Speaking are core elements and acquisition of practical skills is emphasised. NFQ L2 Communications for the Workplace offers accreditation for foreign nationals who are already in or preparing to join the workforce. CSPE (Junior Certificate) and Cultural Awareness modules are available at NFQ L3. Refugee Resettlement programme will be expanded in 2018 and language, literacy and culture will be integrated through intensive tuition. Communications' workbook for ESOL learners at NFQ L3 and L4 will be available in 2019.
- 20 ITABE courses will be offered in 2018, with similar offerings in 2019 and 2020.

- Literacy support worker available in both training centres to support literacy development of apprentices and other trainees and to assist instructors/trainers with integrating literacy & numeracy into their own delivery. Study Skills Handbook developed by the literacy service supports learners and apprentices and the process is overseen by the Literacy support worker. Integrated Literacy training is provided for all staff and relevant materials and resources are available across all FET programmes.
- Progression options for YR learners will be enhanced. A two-way process between training services and Youthreach centres will involve visits by FET Recruitment Officer to all Youthreach centres; organisation of dedicated Training Centre Open Days for YR learners; and provision of Taster courses e.g. welding. Pilot progression course for YR learners into LyIT Access course will be reviewed and mainstreamed if appropriate. Use of new handbook *Tick the Box* developed by FET Guidance service will be piloted by YR Advocacy workers to assist preparing YR learners for work experience and in exploring suitable progression options.
- A minimum of 25 *Skills for Work* (employee-development) courses in NFQ L1-4 in ICT, Customer Care and Communications will be delivered annually 2018-2020 to employees in the main employment sectors in the county- farming, retail, tourism and hospitality.
- TEG (Teastas Eorpach na Gaeilge) courses offered in conjunction with Údarás na Gaeltachta
- QQI L1 (Core Skills) pilot with people with intellectual disabilities to continue with some progression to L2 (ITABE-style provision and assessment)
- Introduction of pilot foreign language courses
- CPD for staff to support learners with disabilities and learning difficulties
- Reasonable accommodation, assistive technologies and services of educational psychologist available to support learners with disabilities
- Publication of research into Community Education in Donegal (2018)
- Provision of community development training for community group leaders (2018-2020, funding secured for Peace IV project)
- Delivery of appropriate provision for Traveller and Roma communities

### 5.3 Quality Provision

Implementation of actions of the 'Quality Improvement Plan' as part of the Executive Self-Evaluation Quality Assurance Report submitted to QQI in December 2018 will be a focus over the next three years. These actions will form the framework for the ETB's Quality Assurance Handbook as required by the QQI Core statutory Quality Assurance Guidelines. The six key areas of the 'QIP' include development / implementation:

1. Establishment of QA '*Governance*' structure, with publication of detailed terms of reference for each group within the structure, allowing for executive oversight of the development of QA resources, policies and procedures.
2. *Programme Development, Delivery and Review* policy and procedures in line with new QQI programme validation policy.
3. *Assessment Handbook* and policy and procedures allowing for consistency in the teaching and learning experience for all FET learners.
4. *TEL* policies and procedures in conjunction with SOLAS TEL Strategy and the TEL action plan submitted to SOLAS including ICT infrastructure, development of blended learning programmes, augmented reality learning, staff development workshops and sharing of good practice in enhancing learning by using technology within the ETB.
5. Themed quality assurance *CPD calendar* to build capacity in teaching and learning leading to an improved learner experience.
6. Strategies to involve learners in programme development/feedback, including Learner Forum, evaluations, surveys.

DETB's FET service will also engage in a range of other Quality Assurance initiatives over the next three years to build our staff and management capacity in creating a positive, quality-assured learning experience including:

- The review and monitoring of certification data and trends with a view to increasing opportunities for learners
- Development and implementation Staff Professional Development Plan (in conjunction with SOLAS PD Strategy), with particular focus on
  - new programme development
  - the integration of literacy/ numeracy/ transversal skills within all FET programmes.
  - new teaching methodologies and flexible delivery (TEL; engaging diverse learners)
  - assessment design and standardisation/peer learning.
  - building capacity in Management and implementation Management Information Systems and data including maintenance of PLSS and FARR,

- integrating Quality Assurance governance into FET Risk Register.
- working with learners with mental health issues, learning difficulties and other disabilities with a view to universal design and inclusive learning environments.
- social media training for staff for promotional/ marketing purposes and to increase our communications with key stakeholders
- participation in Erasmus+ programme

#### **5.4 Outcomes-based Planning and Funding**

The importance of management information in effective planning was noted in section 4.3, and other developments will include:

- Planning and monitoring of annual plan/ 3 year Strategic Framework will be the responsibility of the FET senior management team under the guidance of the Director of FET, with cascading responsibilities /inputs from FET Co-ordinators Team (middle management) and various programme and service teams.
- Planning & Funding and eCohesion WG established internally (2018) to oversee and monitor financial planning, expenditure and reporting; group members are Directors of FET and OSD; senior administrative finance personnel and senior FET managers.
- Overarching plan to be developed and implemented for the inputting, maintenance, monitoring and analysis of PLSS (learner database and course calendar) and FARR data, including establishment of oversight WG to be chaired by an AEO and associated PD plan for staff.

#### **5.5 Standing of FET**

Donegal ETB will progress a communications strategy to ensure that the role, standing and contribution of FET is promoted effectively:

- DETB Communications Working Group to develop organisational Communications' Strategy with a FET strand/ action plan
- Development of a series of FET promotional videos, including promotional video of DETB Employer services
- Increased use of social media (YouTube, Facebook, LinkedIn and Twitter) for promotional and course recruitment purposes
- Media coverage of FET activities and events including: Awards' ceremonies (minimum 3 per annum), launches, seminars, Open Days ( minimum 6 per annum), targeted recruitment events, annual FET Fair, civic and entrepreneurial activities and achievements of learners, ETB Annual Students Awards
- Planned internal communications' initiatives with staff include regular scheduled staff group meetings (teaching/ instruction, programme, administration, team) and bi-annual whole-staff seminars.
- Staff training e.g. using social media for marketing /promotional purposes

In addition DETB will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019.

## 5.6 ETB Contribution to National FET Targets

Donegal ETB commits to making the specific contribution to each of the six core national FET targets over the period 2018-2020 set out below. A summary showing how the contribution to each target is driven by activity within different skills clusters is provided as Appendix A. The definition underpinning each target is explained in Appendix B.

Target	National Sectoral Target	Donegal ETB Contribution
1) More learners securing employment from provision which primarily serves the labour market	10% over 3 years	38% over 3 years, equating to 212 learners achieving employment in 2020
2) More learners progressing to other further or higher education courses from provision which is primarily focused on this purpose	10% over 3 years	10% over 3 years, equating to 422 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 3 years	14% over 3 years, equating to 704 completers certified in in 2020
4) Increase in adults seeking FET level provision engaging in lifelong learning interventions	10% over 3 years	10% over 3 years, equating to 8,174 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 213 or a 40% increase in learners in 2020 compared with 2017
6) New apprenticeship and trainee registrations in the period 2018 to 2020	13,900 over 3 years	800 over 3 years or a 78% increase

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# 6. Performance Agreement



## Section 6

# Performance Agreement

In entering this agreement, Donegal 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 4.5 of the agreement and within its existing resource constraints and competing commitments. DETB also commits to adherence to legislative requirements, the Overarching Planning and Funding Requirements for FET and SOLAS funding Terms and Conditions.

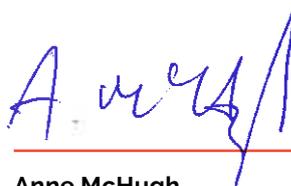
SOLAS commits to supporting the delivery of these priorities, actions and targets wherever practical subject to and within its existing resource constraints and competing commitments. The realisation of the targets will be monitored on an ongoing basis via the PLSS and FARR systems, and it is proposed that a formal mid-term review will be undertaken in September 2019, including further strategic dialogue sessions, the number of which will be determined by the requirements of either Donegal ETB and SOLAS.

Signed:



**Paul O'Toole**

Chief Executive, SOLAS



**Anne McHugh**

Chief Executive, Donegal Education and Training Board

Date: 21/09/2018

Date: 21/09/2018

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# Appendix A



# Appendix A

## DETB Contribution to National FET Targets by Skills Cluster

Further Education & Training Provision	Target 1		Target 2		Target 3			
	2018-2020		2018-2020		2018-2020			
	Sector Provision 10% More Learners will secure employment from provision which primarily serves the labour market.		Sector Provision 10% more learners will progress to other further or higher education courses from provision which is primarily focused on this purpose.		Sector Provision 10% increase in the rate of certification on courses primarily focused on transversal (social mobility) skills Development.			
	Expected overall Increase in Completers Securing Employment		Expected overall increase in Completers Progressing to FET or HET		Expected overall increase in Completers certified			
Skill Clusters	Number	%	Number	%	Number	%		
Agriculture, Horticulture and Mariculture	1	50%	4	0%				
Animal Science	0	0%	0	0%				
Arts and Crafts	0	0%	0	0%				
Built Environment	-3	-33%	0	0%				
Business Administration	2	9%	1	100%				
Engineering	8	100%	0	0%				
Engineering (Electrical)	0	0%	0	0%				
Engineering (IT)	0	0%	0	0%				
Engineering (Mechanical)	0	0%	0	0%				
Engineering (Transport)	0	0%	0	0%				
Entrepreneurship	0	0%	0	0%				
Financial Services	2	100%	0	0%				
Food and Beverage	4	100%	10	0%				
Hairdressing, Beauty and Complementary Therapies	5	71%	0	0%				
Health, Family other Social Services	0	0%	2	2%				
Information Technology	15	100%	9	100%				
Management	0	0%	0	0%				
Manufacturing	0	0%	0	0%				
Media, Graphics Communications	0	0%	-7					
Natural Resources	0	0%	0	0%				
Research and Education-Training	0	0%	0	0%				
Sales & Marketing	6	0%	0	0%				
Science and Technology	0	0%	0	0%				
Security, Guarding & Emergency Services	2	0%	0	0%				
Sport and Leisure	6	50%	0	0%				
Tourism	2	0%	0	0%				
Transport, Distribution & Logistics	6	0%	0	0%				
Web Development & Design	2	100%	0	0%				
Core ICT			0	0%			746	19%
Core Personal			0	0%			801	6%
General Learning			8	10%	540	18%		
Language			11	0%	0	0%		
Skills Sampling,			0	0%	0	0%		
Key Skills			0	0%	0	0%		
<b>TOTAL</b>	<b>58</b>	<b>38%</b>	<b>38</b>	<b>10%</b>	<b>2087</b>	<b>14%</b>		

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

Target 4		Target 5		Target 6	
2018-2020		2018-2020		2018-2020	
<b>Sector Provision 10% increase of adults, who are seeking FET level provision, engaging in lifelong learning interventions[1]</b>		<b>Sector Provision Increase in Relevant Qualifications across FET programmes. Increase of 10,000 learners per annum securing relevant qualifications in sectors where employment growth/skills needs have been identified.</b>		<b>Traineeship Programmes. Traineeship National Target of 19,000 (2016-2020) - 13,900 - (2018-2020) Commencements on Traineeship (Skill Clusters By Starters)  Labour Market Skills</b>	
<b>Expected overall contribution to the National Target for increase in Starters and ETB capacity %</b>		<b>Expected overall contribution to National Target for Completers Certified &amp; ETB Capacity %</b>		<b>Expected overall contribution to National Target and ETB capacity %</b>	
Number	%	Number	%	Number	%
0	0%			0	0%
0	0%			0	0%
0	0%			0	0%
11	38%	-3	-38%	110	0%
26	10%			55	18%
8	22%	15	8%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
0	0%	0	0%	84	0%
0	0%	0	0%	0	0%
0	0%	0	0%	0	0%
-3	-18%			42	0%
6	67%	-23	-51%	48	0%
-20	-17%			68	200%
-2	-1%	101	31%	122	-50%
44	96%	80	250%	132	178%
2	11%			0	0%
0	0%	0	0%	0	0%
0	0%	17	1400%	0	0%
0	0%			0	0%
4	7%			42	0%
	-9%	18	0%	42	0%
0	0%	0	0%	0	0%
-15	-36%			0	0%
0	0%	0	0%	55	11%
4	11%	8	60%	0	0%
7	0%			0	0%
3	11%	0	0%	0	0%
82	36%				
250	17%				
333	7%				
20	0%				
0	0%				
0	0%				
<b>759</b>	<b>10%</b>	<b>213</b>	<b>40%</b>	<b>800</b>	<b>78%</b>

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# Appendix B



# Appendix B

## National FET Sector Target Definitions

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

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

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

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

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

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

### Target 1: Employment Outcomes

The D-PER spending review identified programmes which had a predominantly labour market focus and to ensure consistency with this review, the measuring of employment outcomes under Target 1 was related only to programmes within this category:

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

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

SOLAS and the ETBs intend to move to a more robust method of setting the baseline by using access to revenue and jobseekers databases held by the CSO to establish independently the employment outcomes of learners on these programmes in 2017. This should not change the ambition for number of completers securing employment outcomes in 2018, 2019 and 2020 but could revise the baseline which will mean the overall ETB contribution to meeting the target (i.e. the percentage change in completers securing

employment outcomes) over the three year period could be updated.

### Target 2: Progression

The D-PER spending review identified programmes which had a predominantly progression focus and to ensure consistency with this review, the measuring of progression outcomes under Target 2 was related only to programmes within this category.

<b>Full-Time</b>	Justice Workshops	Youthreach
	Bridging & Foundation Training	Community Training Centres
	Specialist Training Programmes	
<b>Part-time</b>	BTEI Groups 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 ETB contribution to meeting the target (i.e. the percentage change in completers securing progression outcomes) over the three year period could be updated.

It is also acknowledged that PLC provision has an important role in facilitating progression, particularly to higher education, yet the rigid 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

The D-PER spending review identified programmes which had a primary focus on transversal skills development and to ensure consistency with this review, the measuring increases in the rate of certification under Target 3 was related only to programmes within this category.

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

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

#### Target 4: Lifelong Learning

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

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

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

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

#### Target 5: Relevant Qualifications

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

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

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

#### Target 6: Apprenticeships and Traineeships

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

**Donegal ETB  
Administrative Offices**

Ard O'Donnell, Letterkenny, Co. Donegal F92 DP98  
+ 353 (0) 74 916 1600 / [www.donegaletb.ie](http://www.donegaletb.ie) / [info@donegaletb.ie](mailto:info@donegaletb.ie)

**SOLAS**

**An tSeirbhís Oideachais Leanúnaigh agus Scileanna  
Further Education and Training Authority**

Castleforbes House, Castleforbes Road, Dublin D01 A8N0  
+ 353 (0) 1 533 2500 / [www.solas.ie](http://www.solas.ie) / [info@solas.ie](mailto:info@solas.ie)

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