

Strategic Performance Agreement 2018 – 2020

Dublin and Dún Laoghaire
Education and Training Board

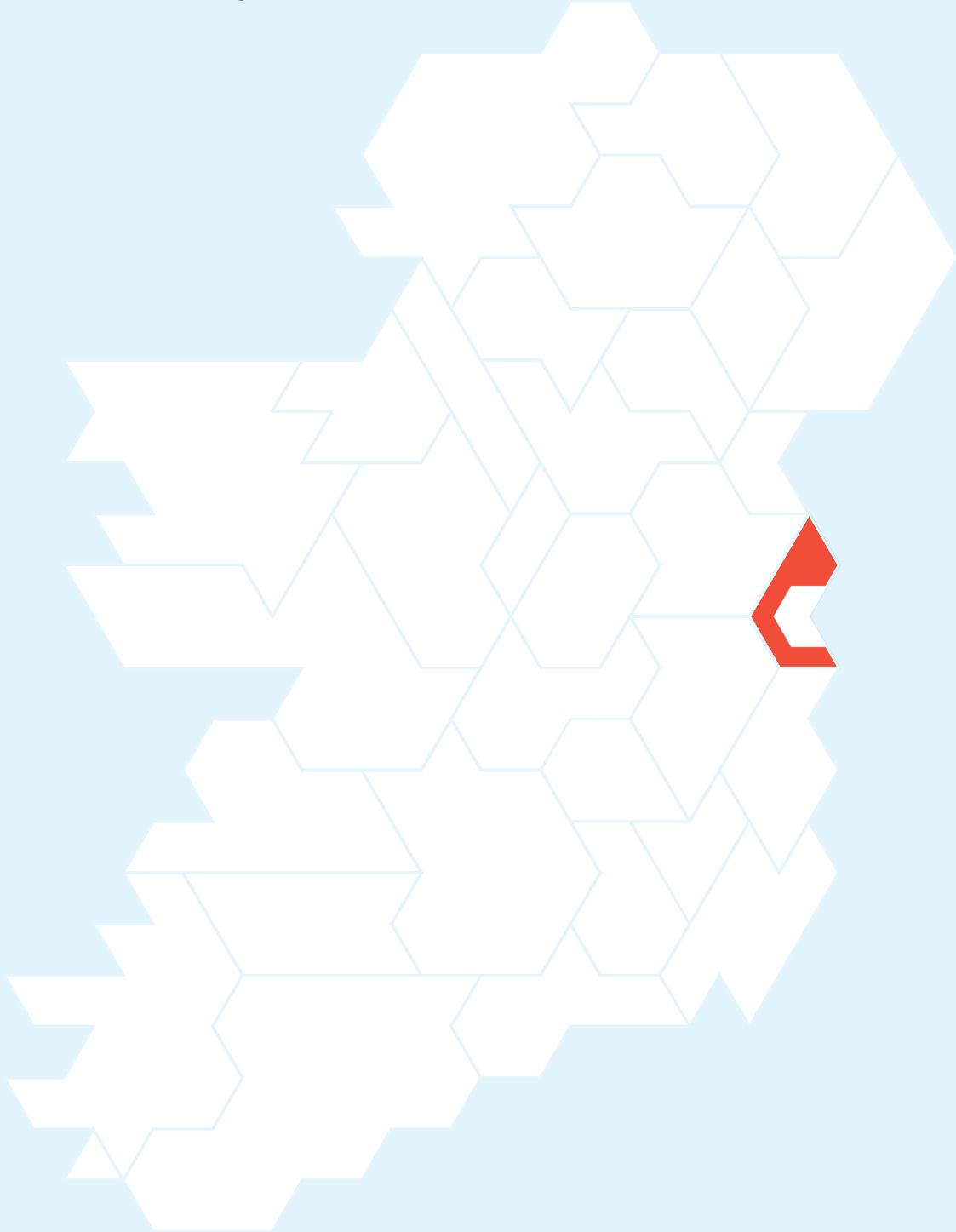


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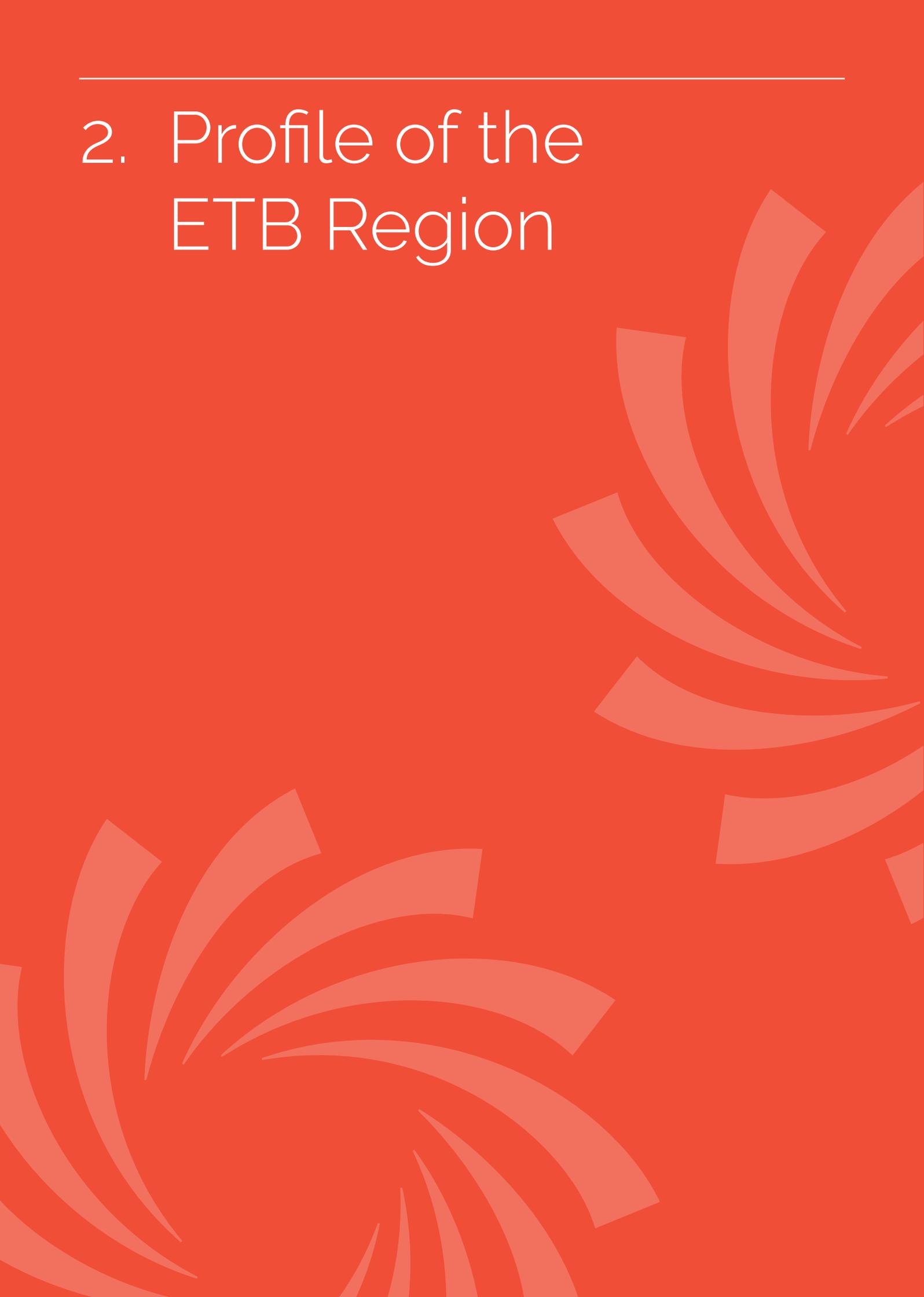
1. Introduction



Introduction

This agreement between SOLAS and Dublin and Dún Laoghaire Education and Training Board (DDLETB) 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 DDLETB, 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.

2. Profile of the ETB Region



Section 2

Profile of the ETB Region

DDLETB serves the three local authority areas of Fingal, South Dublin and Dún Laoghaire-Rathdown. The administrative area extends from Balbriggan in the north to Lucan in the west and Bray in the south. DDLETB's catchment area has an overall population of almost 800,000 people, 17% of the national population and 60% of the population in Dublin.

While unemployment has been decreasing in recent years in line with national trends, there are five unemployment blackspots identified by the CSO in the DDLETB administrative area: Killinarden and Fettercairn (Tallaght), Rowlagh and Cappaghmore (Clondalkin) and Tyrellstown (Fingal), and we plan to provide specialised integrated FET interventions in these and other high priority areas and will be developing high support pilot initiatives commencing in 2018.

Most of the FET provision in the ETB is run in locations where it owns buildings, which has resulted in a concentration of provision in the Dún Laoghaire/Rathdown area and little provision in Fingal. This does not reflect the demographic profile of the area as the Fingal County has shown the highest growth of any county in Ireland over the past 20 years with an increase of over 79%, and growth of 8% between 2011 and 2016, more than twice that of the state overall. The Fingal County Council area has the third highest population in the country. The population of Dún Laoghaire-Rathdown and South Dublin has also grown by more than 5%. Skerries joined the category of large towns (i.e. 10,000 or more) and Balbriggan, Blanchardstown, Swords and Saggart are continuing to grow.

Defining the characteristics of the DDLETB area is complex given its context as an integral part of the greater Dublin area. A close working relationship has developed with City of Dublin ETB given our dual responsibility in serving the FET needs of this area. While there are 4 third-level institutions located in the DDLETB area - University College Dublin, Institute of Technology Blanchardstown, Institute of Technology Tallaght and Dún Laoghaire Institute of Art, Design and Technology - there are 11 additional third level providers and many other private providers in the wider Dublin area. In the last two years the entry points required to enter third level has reduced which appears to have adversely impacted on DDLETB FET numbers, in particular PLC registrations.

DDLETB Area 2016



POPULATION

800,000

UNEMPLOYMENT

6.4%

(Source: 2016 Census)

A diverse range of programmes is delivered to a wide base of learners, including early school leavers, recent school leavers, adults returning to education/training, learners with disabilities, the unemployed and the long-term unemployed. It should be noted that there has been a change in the learner profile as unemployment levels fall. Many of the long-term unemployed people remaining on the live register experience multiple barriers in terms of participation in education and training and progression to outcomes. There has been a marked increase in evidence of mental health issues, self-esteem issues, literacy and personal needs and family care scenarios in our learner population. It is also recognised that there needs to be a shift to serving the low-skilled in employment to ensure that their skills remain relevant in a rapidly evolving economy.

As an ETB serving a large capital city, there is a heavy concentration of professional and service sector employment both in the DDLETB and wider Dublin area. Within this, retail and healthcare are important areas of skills focus. The top enterprise areas in Dublin are professional, scientific and technical, wholesale and retail trade, transportation and storage, construction and information and communication technology sectors. It is also worth noting the base of farming and food production activity in North Fingal within ETB's area.

3. ETB FET Provision



Section 3

ETB FET Provision

3.1 Staffing

In total Dublin Dún Laoghaire ETB employs over 3,280 staff (full-time and part-time), more than 1,000 of whom work in FET. This includes:

- 291 staff within further education colleges and dual provision schools involved in the delivery of PLC and other further education programmes
- 238 staff employed across the three training centres in the DDLETB area, including over 100 staff employed for night training and temporary cover for day courses as required
- 106 staff employed in Youthreach centres
- 335 staff employed in the Adult Guidance Service, which oversees community education provision, literacy and numeracy support and learner guidance and counselling
- 30 staff employed at the DDLETB head office, including staff whose duties are mainly administrative and include supporting FET e.g. Finance and Administration, Human Resources etc
- 44 external authenticators deployed on a temporary contract basis as required.

3.2 FET Services and Provision

The services provided by DDLETB include Primary level education, Second level education, Further Education and Training (FET), Youthreach and Youth Services in addition to other community-based education programmes and services.

DDLETB's FET sector consists of four services located in 38 centres, each with its own distinct identity and learner target group/s:

- The Adult Education Service comprises 4 geographically-based services and a total of 13 centres, and Community Education in more than 200 locations across the administrative area
- The Further Education Service comprises 5 dedicated further education colleges and 7 further education centres (dual provision schools)
- 3 Training Centres (who also fund and support 3 Community Training Centres, 4 Specialist Training Providers, 3 Justice Workshops and 8 Local Training Initiatives)
- 11 Youthreach Centres.

DDLETB received a total of **€60.45m** in funding for FET in 2017.



A map of where FET provision is located is shown below. More provision is needed in areas such as Blanchardstown, Balbriggan and Swords, and capital funding is needed to support realignment of provision. DDLETB would like to work with SOLAS to develop a strategy to access funding.

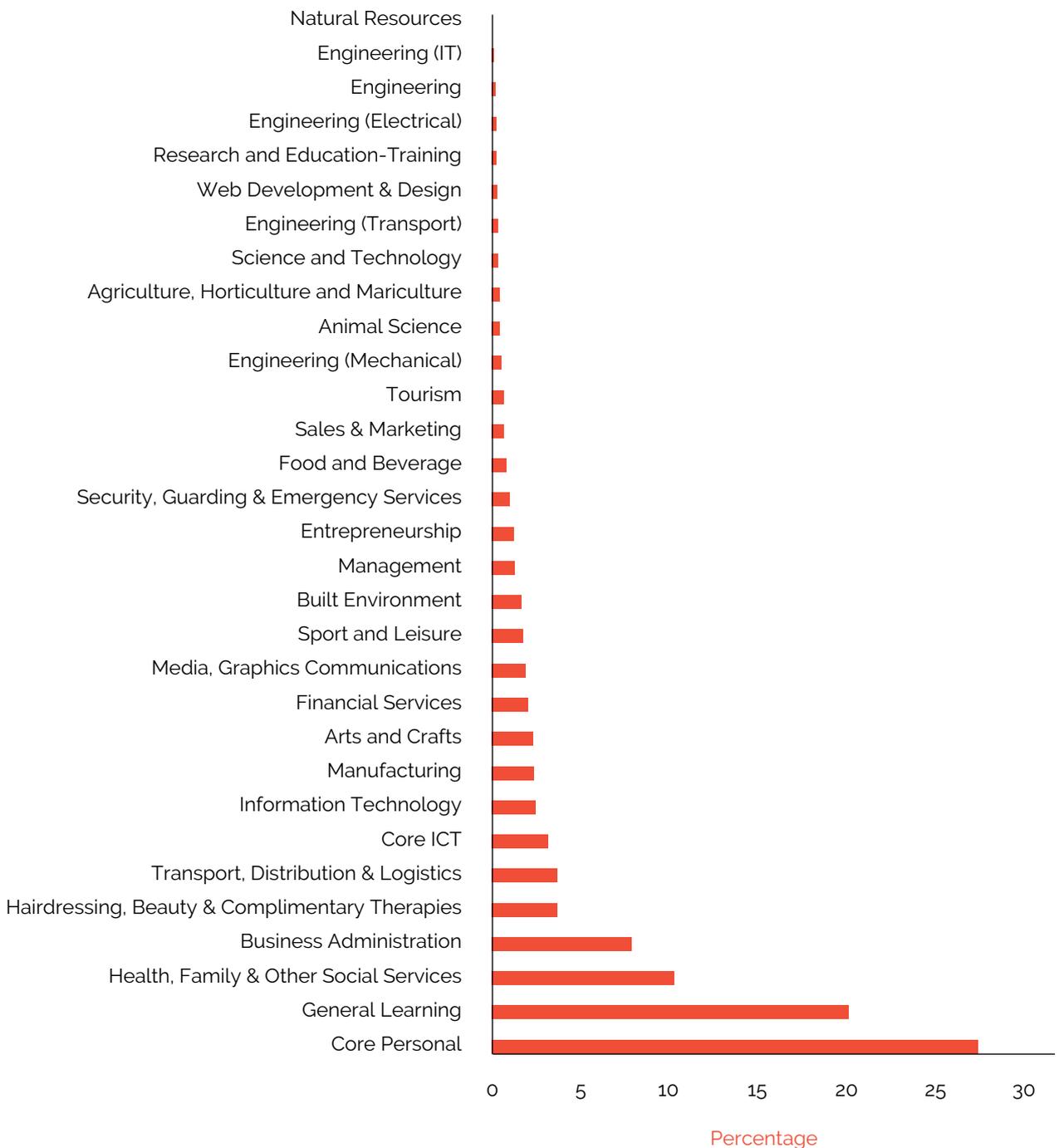
DDLETB supported almost 30,000 beneficiaries¹ in 2017. The chart below shows the profile (by percentage of beneficiaries) of FET provision by skills cluster delivered in 2017. The largest amount of provision was in Business Administration, Health, Family & Other Social Services, Core Personal and General Learning.



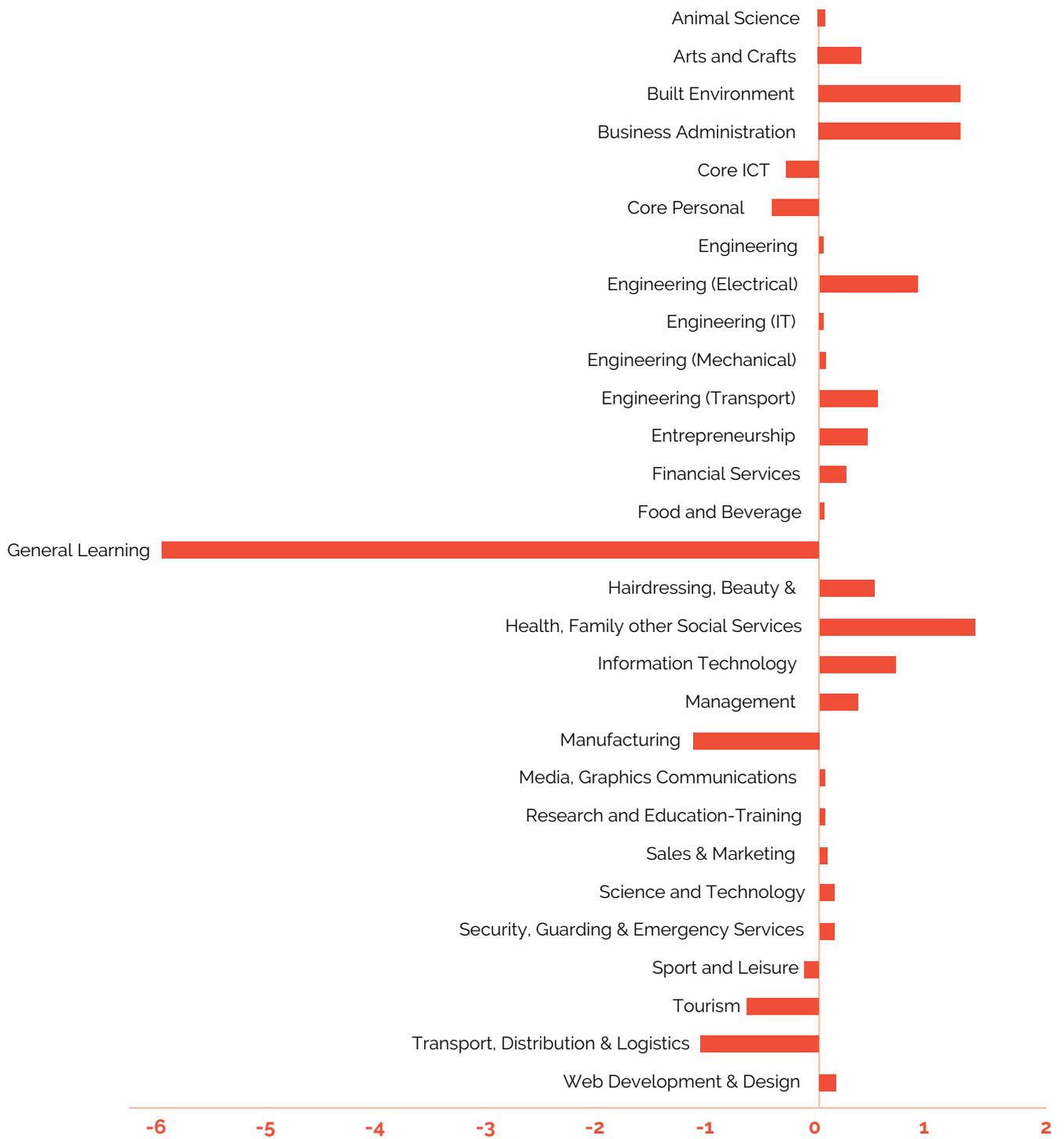
1 Beneficiary numbers include those already enrolled at 1st January 2017.

DDLETB is committed to re-balancing provision away from more generic skills development towards focusing on specific regional and national skills needs. This is illustrated in the chart below of planned changes (by percentage of beneficiaries) to levels of course provision per skills cluster in 2018. The largest increases will be in Built Environment, Business Administration, Health, and Family and Other Social Services, reflecting the employment and enterprise base referenced earlier in this document. There will be small decreases in Manufacturing, Transport, Distribution and Logistics and some other skills clusters. However, the largest decrease will be in General Learning in favour of more specific skills clusters, focused on progression to further education, training and employment.

PROFILE OF PROVISION IN 2017 BY SKILLS CLUSTER



CHANGES TO SKILLS CLUSTER PROVISION FROM 2017 TO 2018



4. ETB Strategic Priorities



Section 4

ETB Strategic Priorities

4.1 ETB FET Strategic Priorities

DDLETB's *Statement of Strategy 2017-2021*² includes 4 high-level strategic goals, strategic priorities and actions. The strategic goals and key priorities related to FET are shown in the table below. Achievement of these priority goals will be dependent on sufficient resources (capital, financial and human) being available.

| Strategic Goals | Strategic Priorities |
|--|--|
| High quality education and training programmes | <ul style="list-style-type: none"> — Excellent teaching and learning for all — Quality assured provision with high levels of achievement and accreditation by learners — Relevant, responsive, integrated and innovative programmes and initiatives |
| High Quality experience for Learners | <ul style="list-style-type: none"> — Positive learning experiences and environments with suitable resources and premises — Relevant knowledge and skills for lifelong learning, personal development, progression and employment — Commitment to technology-enhanced learning to support independent and collaborative learning — Equality and active social inclusion |
| Organisational and Staff Development | <ul style="list-style-type: none"> — Identify as a leading provider and culture of innovation and improvement — Staff support, continuing professional and career development |
| Effective Communication and Collaboration | <ul style="list-style-type: none"> — Strategic networking and partnerships with key stakeholders |

4.1.1 Teaching and Learning

DDLETB strives to improve the quality of teaching and learning through continuous professional development, developing and supporting communities of practice and using teach/meet sessions etc. The focus over the next three years will include upskilling and reskilling FET staff to enable quicker responses to changing needs and to providing new courses, developing staff to meet new quality assurance requirements including programme and assessment development and developing FET practitioners in TEL pedagogy. This will require sufficient resources to release and support practitioners to participate in CPD. This year we are commencing a programme to reskill tutors in the Adult Education Service to deliver ESOL courses so we can provide additional courses to respond to the rapidly increasing need in the Balbriggan, Blanchardstown and Tallaght areas.

4.1.2 Quality Assured Provision

DDLETB will implement a quality improvement plan agreed with QQI as part of the reengagement process for quality assurance. This includes enhancing governance (i.e. setting up a quality council and subgroups) and developing new quality assurance procedures. We also intend to develop new programmes for validation by QQI as needed. This will require resources and allocation for this will be included in DDLETB's budget proposals. In the medium term DDLETB plans to move towards achieving devolved responsibility by QQI for validation of programmes, and ultimately, as a long-term goal to achieve delegated authority.

2 <http://www.ddletb.ie/Util/Publications/Education-Plans.aspx?search=1&view=0>

4.1.3 Relevant Programmes and Initiatives

DDLETB will continue to review and realign FET provision over the next three years to ensure that the courses we offer are relevant. This will allow us both to develop innovative responses to meet the skills requirements of the economy, to provide even better progression options and support social inclusion, and in doing so will ensure that our FET provision is responsive to the needs of learners across the entire catchment area. We will work closely with both employees and employers to address their upskilling needs. We would like to ensure more FET provision is located in the most densely populated areas, in particular in areas in Fingal such as Balbriggan, Blanchardstown and Swords. Planned actions to ensure relevant programmes and initiatives include:

- Deliver new apprenticeship programmes including IT Associate Professional and Accounting Technician.
- Develop new traineeships. We are actively collaborating with business on the development of new Traineeships such as Animal Care, Glazing and Builders Merchants Retail. Traineeship development will continue to grow with a new emphasis on traineeships for the employed.
- Run 3 PLC courses in Blanchardstown commencing in 2019, targeting a key existing gap in provision in this geographical area.
- Implement high support provision in areas identified by the CSO as blackspot areas for unemployment. DDLETB is developing innovative programmes that utilise resources from across our services to help learners ultimately achieve Level 5 certification. We have commenced this by developing a seven-week Taster Course for unemployed adults in the Fettercairn area of West Tallaght. The course was developed by the Adult Education Service and Tallaght Training Centre in co-operation with DEASP, Fettercairn Youth & Community Centre and a large local construction and building materials supplier to engage unemployed people in education and training. One course has been completed and some participants have already progressed to employment or other courses. It is planned to develop and deliver similar initiatives in other blackspot areas.
- Respond to workforce development needs and provide FET for people in employment. We collaborate with companies to develop training programmes for their employees. These are bespoke training courses which meet identified business needs. DDLETB prioritises companies with a low skilled workforce for upskilling opportunities. Blended and flexible learning options are promoted across all provision targeted at the employed. Blended options allow for a mix of face-to-face interaction and online learning. This option is particularly attractive to those companies who find it difficult to release staff for upskilling. Further impetus will be provided by the launch of 'Supporting Working Lives and Enterprise Growth', a 2018-2021 FET policy framework for skills development of people in employment,

and DDLETB will work with SOLAS to support its effective implementation over this period.

- Offer workforce development opportunities to individual employees. We target direct employee access whereby individuals can access further education and training opportunities in DDLETB. Options for those in employment include evening training and online or blended learning programmes.
- Ensure staff are briefed on our strategic focus. The change in direction requires a cultural change both within the ETB and in businesses in order to develop a robust approach to lifelong learning and workforce upskilling.

4.1.4 Resources and Premises

As stated earlier, achievement of DDLETB's priority FET goals will be dependent on sufficient resources (capital, financial and human) being available. The ETB provides FET services in 38 buildings across the administrative area. Many of the buildings used for FET in DDLETB are old and need significant refurbishment to remain fit for purpose and maintain health and safety requirements. Obsolete equipment needs to be replaced and equipment for new and changing courses needs to be purchased. A minimum of 1% of the FET budget needs to be allocated for this purpose on an annual basis. In addition, significant capital funding is required to modify old buildings and to create new facilities in the Fingal area. In planning capital investment over the period of this agreement, DDLETB will look at scope for co-location and consolidation of service provision within particular locations, while maintaining its commitment to community-based outreach provision.

4.1.5 Lifelong Learning, Personal Development, Progression and Employment

DDLETB aims to support the development of entrepreneurial and digital skills for our FET learners. We have included additional entrepreneurial modules on some courses and, following training of some of our practitioners, we have begun to integrate new TEL pedagogies into the classroom in some of our Youthreach Centres and Community Training Centres. This has improved the engagement of many learners in the learning process.

We plan to improve information for learners around FET courses in DDLETB and make progression routes available, and we are updating our website to be more learner-friendly. DDLETB will initially map progression pathways from Youthreach and CTCs to other FET courses in DDLETB and establish stronger links between providers. We will develop strategies to improve retention and progression to encourage and motivate learners to progress to the labour market or further/higher education and training. DDLETB will also prioritise Language, Literacy and Numeracy provision, and will continue to implement relevant strategies in Youthreach and Adult Education.

Adult learners are provided with support to select the best course and progression options through the Adult Guidance Service as follows:

- Career/education guidance;
- Information on all local and national courses;
- Advice on CAO and other application procedure for colleges;
- Information and advice on education grants, rights and entitlements;
- Career planning, job seeking skills, CV preparation and interview skills;
- Talks and seminars with Access Officers from colleges, universities and employers;
- Short term counselling for learners who have barriers to participation in groups, completing assignments etc;
- Referrals to outside support agencies for those learners who require ongoing support.

FE Colleges in DDLETB have strong links and collaborate with third level institutions in Dublin and the surrounding area e.g. UCD, DCU, IT Tallaght, DIT etc. MOUs are now in place with IADT, WIT and CIT. Approximately 27% of students on PLC courses progress to higher education, this increases to 40% when taken as a percentage of progression type courses only. Liaison officers confirm that students who have spent a year doing PLC courses generally do better in third level because they are more focused and have developed study skills in a college environment. DDLETB plans to increase the number of students progressing to higher education to 30% by 2020.

The DDLETB Adult Education Service, through the Skills for Work programme, engages with almost 100 employers providing training and education at Level 3 and 4. The companies range from very small enterprises to large companies. Business sectors engaged include agriculture, construction, health and care, retail, transport and manufacture. For example, DDLETB tailored a Skills for Work response for workers in a fruit growers company in north Dublin. The company employs a large number of eastern Europeans in production and general operations. Many of their employees, who although they may have lived in Ireland for more than 10 years, needed support to develop their English skills to gain certification at Level 3. The employees were assessed by the SFW Coordinator and a Literacy tutor and groups were formed to support the workers. To date 41 of the workers have engaged successfully with the SFW programme. A follow on course in IT Literacy is now being considered.

4.1.6 Technology-Enhanced Learning

DDLETB aims to enhance the learning experience for learners and engage them as fully as possible through the use of Technology Enhanced Learning (TEL). DDLETB has developed a TEL Action Plan for 2017-2019 which was submitted to SOLAS. DDLETB has been actively implementing its action plan and the FET TEL strategy over the past two years, and we have been improving our infrastructure, including developing a TEL hub in Baldoyle Training Centre and satellite centres in College of Further Education Dundrum and Head Office. To date we have organised two annual TEL conferences for our FET staff to enhance their skills, and a third conference is taking place in September 2018. DDLETB has delivered a Digital Classroom course for practitioners in Youthreach, Community Training Centres and the Adult Education Service. A second course commenced earlier in 2018 and a further course is scheduled for the autumn. We have also commenced courses for TEL practitioners in the Digital Hub.

4.1.7 Equality and Active Social Inclusion

The Adult Education Service tackles some of the many challenges to active inclusion such as social exclusion, gender inequalities, long term unemployment as well as poverty by providing community-based access to various educational programmes including Adult Literacy and Community Education. We are actively striving to reduce barriers to participation. One barrier is language, and a need for additional ESOL provision in Blanchardstown, Balbriggan and Tallaght was identified and provision was increased in these areas. We will be increasing this provision further and are considering how best to optimise opportunities for progression into other courses or employment.

4.1.8 Leading Provider

DDLETB aims to be identified as a leading provider and to have a culture of improvement. Our core values are Equality, Professionalism, Integrity, Collaboration and Innovation. We are redeveloping our website to reflect this and to be more user-friendly for our key stakeholders. We see having a robust quality assurance system as one of the ways to drive improvement, together with feedback and engagement from our learners and other stakeholders.

4.1.9 Professional Development

DDLETB has developed a Professional Development (PD) Plan for FET staff members for the period 2018-2021. This is in line with the priorities identified within the national FET professional development strategy 2017-19: technology enhanced learning;

quality assurance; vocational upskilling; management training; enterprise engagement; ICT; and working with and Supporting Adult Learners. The plan for 2018/2019 will focus initially on training needs to meet organisational requirements (including leadership development and TEL courses) and lay a foundation to include occupational and personal CPD needs over the period of the DDLETB Strategic Plan. A survey of FET managers took place in late 2017 to establish a baseline for CPD and a number of outcomes from this survey went to inform the PD plan. Areas for development in relation to PD over the period of the plan include:

- Develop a communication structure to keep staff members informed of developments and opportunities in the area of national and local professional development;
- Establish a PD working group in DDLETB to advance the development of PD provision;
- Explore the development of a standardised process for the identification and engagement of external training providers;
- Establish a structure for the provision of Professional Learning Networks (PLNs) to support FET staff members to work in a reflective and collaborative manner;
- Develop a standard induction training process for new FET staff members in DDLETB;
- Review obstacles to participation;
- Ensure the DDLETB Professional Development Plan 2018 includes opportunities provided through the National FET PD Plan;
- Map CPD provision planned across DDLETB FET services on an annual basis;
- Develop a PD monitoring and recording system.

Six DDLETB FET managers will undertake the pilot Diploma in Business (Change Management in FET) programme being provided by NUIG.

DDLETB will focus on upskilling and reskilling staff to deliver on provision resulting from increased employer engagement including workforce development, lifelong learning and traineeship. We will participate on the SOLAS Employee Development Technical Group to ensure DDLETB staff are prepared for the challenge of reorganising services towards an employed cohort.

4.1.10 Strategic Networking

DDLETB interacts with a wide range of external organisations including SOLAS, QQI, DEASP, Local Authorities, Local Area Partnerships and Institutes of Technology in the administrative area. DDLETB also links with all major representative bodies including Chambers of Commerce, LEOs, IBEC, Skillnets and the Regional Skills Forum. Knowledge and opportunities are shared across these platforms.

DDLETB aims to interact with business as much as possible to ensure course relevance and plan for the future provision of training to the employed. In 2017

we allocated a manager to focus on building strategic business relationships with employers. Interaction with the business community has taken place in a multitude of ways including direct contact, referral, Jobs Expos, conferences and networking events. To date this has yielded successful results including bespoke training courses being developed and delivered for employers in Baldoyle Training Centre, and establishment of closer relationships with the DEASP Employer Engagement Unit leading to regular meetings taking place and shared events such as Business Breakfasts/Careers Fairs being co-hosted.

Both large and small companies have engaged in upskilling opportunities through the Training Centres. An example is the collaborative between a large fuel and food retailer and Baldoyle Training Centre. Upskilling opportunities including Customer Service and Barista Skills were offered to entry level staff. More experienced staff had the opportunity to participate in Supervisory Management training. Large numbers have completed the programmes and the development of traineeships is now being explored.

4.2 Risks and Challenges

4.2.1 Risks

DDLETB has identified the following risks which may constrain its ability to fully deliver on the commitments and contributions to national sector targets set out in this performance agreement:

- Insufficient financial and human resources to change and realign provision to achieve targets;
- Insufficient capital funding to move provision to areas of growing populations, and to maintain buildings and equipment to an acceptable standard;
- Learners/businesses may not be attracted to the new provision;
- Duplication/overprovision by HE and FET providers;
- Increased opportunities in non-sustainable low-skilled employment is a threat to participation in and progression from FET.

4.2.2 Challenges

There are also three core challenges that will have to be addressed over the period to ensure success and maximise the impact of DDLETB provision.

- Building capacity to be flexible and change quickly to needs emerging from businesses and learners;
- Ensuring sufficient resources are allocated to speedily develop, update and validate programmes and assessments;
- Promoting FET and DDLETB as an attractive option for learners and businesses.

4.3 Delivering on FET Relevant Policies and Strategies

DDLETB is committed to contributing to the delivery of the wide range of national policies and strategies of relevance to the further education and training sector. We have linked these core strategic documents to the relevant DDLETB strategic priority in the table below.

| DDLETB priority commitments | Policies/Strategies |
|--|---|
| Reviewing and realigning FET provision to ensure relevance | <ul style="list-style-type: none"> – National Skills Strategy – Pathways to Work (DES and DSP Actions) – Action Plan for Jobs (APJ) – Action Plan for Education (APE) – Comprehensive Employment Strategy (CES) – Action Plan for Housing – Rebuilding Ireland – Supporting Working Lives and Enterprise Growth in Ireland – National Action Plan to Expand Traineeships and Apprenticeships in Ireland 2016-2020 |
| Support social inclusion | <ul style="list-style-type: none"> – National Action Plan for Social Inclusion – National Traveller & Roma Strategy – The Migrant and Integration Strategy – National Strategy for Women & Girls – National Carers Strategy – National Disability Strategy |
| Language, literacy and numeracy provision | <ul style="list-style-type: none"> – National Strategy for Adult Literacy & Numeracy – Integrating Literacy and Numeracy Report |
| Quality improvement, programme development and validation | <ul style="list-style-type: none"> – Quality Assurance Policies |
| Teaching and learning | <ul style="list-style-type: none"> – FET Professional Development Strategy 2017-2019 |
| Technology enhanced learning (TEL) | <ul style="list-style-type: none"> – The TEL Strategy (Technology Enhanced Learning) National Digital Strategy |

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).

DDLETB works closely with local and regional stakeholders to ensure an effective response to meeting the needs of learners, enterprise and communities within our area. Relevant strategies which underpin this approach include the Regional Action Plan for Jobs and Local Economic and Community Plans.

5. ETB Contribution to National FET Strategy and Targets



Section 5

ETB Contribution to National FET Strategy and Targets

DDLETB 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 detailed in Appendix B.

| Target | National Sectoral Target | DDLETB Contribution |
|---|---------------------------|---|
| 1. More learners securing employment from provision which primarily serves the labour market | 10% over 3 years | 19% over 3 years, which equates to 1,550 learners securing employment in 2020 |
| 2. More learners progressing to other further or higher education courses from provision which is primarily focused on this purpose | 10% over 3 years | 11% over 3 years, which equates to 1,774 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 | 12% over 3 years, equating to 490 completers certified 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 22,899 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 1,320 over 3 years and a 49% increase in learners in 2020 compared with 2017 |
| 6. New trainee registrations in the period 2018 to 2020 | 13,900 over 3 years | 2,979 or a 132% increase over 3 years |

5.1 Skills for the Economy

DDLETB will contribute to enhancing Skills for the Economy primarily through contributions to targets 1, 5 and 6. Under target 1 DDLETB aims to achieve an additional 19% of learners securing employment from provision which primarily services the labour market. This will be achieved through realignment of some of the courses in PLC colleges and Training Centres to areas more focused on the labour market, and offering new and modified courses (e.g. Airport Business and Operations, Yoga Teaching, Professional cookery, Engineering Technology, Business Studies with International Trade, Cloud Support Professional, Fashion Entrepreneurship and Hospitality and Tourism). We will develop strategies to motivate and support learners to progress to the labour market e.g. learner engagement with employers, guidance etc. As outlined earlier we have focused on building stronger links with employers and hope to expand this work to increase our involvement in workforce development, including traineeships for employed people.

For target 5, DDLETB will increase the number of learners securing qualifications in sectors where employment growth/skills needs have been identified by an average of 1320 learners per year. This will be achieved by realignment of courses, new courses and some modular certification (in particular in PLCs for early leavers).

To achieve target 6, DDLETB is actively working with employers to develop new traineeships and we plan to significantly increase our provision of traineeship programmes by more than doubling existing provision over 3 years. This will be through developing additional traineeships which will be delivered by Training Centres and FE Colleges for both employed and unemployed people. A number of new traineeships, which meet the criteria laid out by SOLAS, are already in the planning stage including Builders Merchants Retail, Make-Up Artistry, Glazing, Animal Care, Landscape Design, Retail and Hospitality, QA Test Automation Engineer.

5.2 Active Inclusion

DDLETB will contribute to promoting Active Inclusion primarily through contributions to targets 2, 3 and 4. Under target 2 we plan to support an additional 11% of learners progressing to other options from provision primarily focused on this purpose and we will develop strategies to achieve this. We will start by mapping pathways from progression-focused courses to help learners make clearer choices commencing with courses in Youthreach and CTCs. We will also review and modify courses, if required, so that component parts offer initial skills to support progression to a higher level, e.g. catering, sports and leisure, business administration, information technology etc. DDLETB 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.

An increase of 12% in the rate of certification on courses primarily focused on transversal (social mobility) skills development is planned under target 3. This will be achieved through the introduction of certification at Level 1 to encourage learners to engage with accreditation at an earlier stage in their learning, and an increase in the rate of certification at Level 2 and above. An increase in accreditation in Core Personal courses is also planned in line with recommendations of DES Implementation Plan for Adult Literacy and Numeracy 2013. DDLETB will be implementing the recommendations of the recently published Initial and Ongoing Assessment of Adult Literacy and Numeracy at NFQ Levels 1-3. DDLETB will also implement best practice identified in national reports on ESOL e.g. more intensive provision. We are planning to increase accreditation in maths and language provision up to Level 4 to increase progression options. In line with the findings of the Integrating Literacy and Numeracy report, produced by ICF for SOLAS in February 2018, DDLETB will continue its work to integrate literacy and numeracy support across all FET provision.

5.3 Quality Provision

The planned developments with regard to quality assurance and quality improvement were set out in section 4.1.2. This commitment to quality provision will be reflected in the delivery of more flexible offerings with a particular focus on lifelong learning.

We plan to increase adults seeking FET level provision engaging in lifelong learning interventions by 10% for target 4. This will primarily be achieved by realignment of courses to more labour-market focused courses and provision on new courses in Training Centres and the Adult Education Service. Examples include new entrepreneurship courses, IT courses including QA Test Automation Engineer, a new animal care traineeship and new tourism courses. DDLETB also plans to make provision for people in employment to access lifelong learning and upskilling opportunities such as Management Development and Financial Services Compliance. Blended learning courses will also be developed and piloted.

There will be a particular focus on FET provision targeted at employees in the workforce whose skills level is below Level 5 on the National Framework of Qualifications. In addition, we will work with small and medium size enterprises to identify the upskilling needs of their workforce. A combination of new courses and realigned provision will enable DDLETB to increase enrolments in lifelong learning interventions.

5.4 Outcomes-based Planning and Funding

DDLETB has been implementing PLSS and FARR since its introduction in 2015. Responsibility for inputting data rests at local level and the system has 255 DDLETB users across a large number of locations supported by a small support team based at Head Office. The team has been involved in ongoing briefings of staff on PLSS and FARR, and works to maintain good channels of communication with staff at local level, and to provide feedback and support at key stages throughout the planning and reporting cycle. Nevertheless, it has been challenging to embed the system and challenging for staff at all levels who have undertaken the additional workload despite ongoing resource constraints. However, DDLETB 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. In 2018, our priority will be to deliver workshops on the PLSS MIS, to assist managers and coordinators to monitor/track progress towards programme targets and establish good practice in relation to ongoing review. We also recognise the opportunity presented by 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.

5.5 Standing of FET

As mention earlier, DDLETB aims to be identified as a leading provider and having a culture of improvement. DDLETB colleges and centres participate in jobs fairs, education and training fairs, higher options and other events as appropriate and use these as an opportunity to showcase FET. Many of our colleges and centres hold graduation ceremonies which also provide opportunities to promote FET. We are currently redeveloping our website to provide more information about our services and related information for learners (e.g. quality assurance, FET policies etc). We have also updated our logo and have developed a FET brand. We will next review our use of social media to promote FET and consider how to enhance it. In addition DDLETB will work with SOLAS to maximise the value and impact of a national campaign to promote further education and training in 2018 and 2019.

6. Performance Agreement



Section 6

Performance Agreement

In entering this agreement, Dublin and Dún Laoghaire Education and Training Board commits to pursuing the priorities and actions set out in the previous sections and making 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. DDLETB 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



Paddy Lavelle

Chief Executive, Dublin and Dún Laoghaire
Education and Training Board

Date: 20/09/2018

Date: 20/09/2018

Appendix A



Appendix A

DDLETB 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 | 3 | 21% | 4 | 27% | | |
| Animal Science | 25 | 0% | 0 | 0% | | |
| Arts and Crafts | 20 | 28% | 1 | 2% | | |
| Built Environment | 39 | 260% | -8 | | | |
| Business Administration | 39 | 24% | 5 | 9% | | |
| Engineering | 2 | 50% | 0 | 0% | | |
| Engineering (Electrical) | 2 | 100% | 0 | 0% | | |
| Engineering (IT) | 1 | 33% | 0 | 0% | | |
| Engineering (Mechanical) | 0 | 0% | 0 | 0% | | |
| Engineering (Transport) | 0 | 0% | 0 | 0% | | |
| Entrepreneurship | 6 | 600% | 0 | 0% | | |
| Financial Services | 3 | 10% | -3 | | | |
| Food and Beverage | 2 | 17% | 8 | 0% | | |
| Hairdressing, Beauty and Complementary Therapies | -5 | -2% | 0 | 0% | | |
| Health, Family other Social Services | 51 | 16% | 34 | 12% | | |
| Information Technology | 9 | 10% | 0 | 0% | | |
| Management | 4 | 29% | 0 | 0% | | |
| Manufacturing | 3 | 21% | 0 | 0% | | |
| Media, Graphics Communications | 9 | 0% | 0 | 0% | | |
| Natural Resources | 0 | 0% | 0 | 0% | | |
| Research and Education-Training | 2 | 0% | 0 | 0% | | |
| Sales & Marketing | 2 | 8% | 1 | 8% | | |
| Science and Technology | 11 | 138% | 0 | 0% | | |
| Security, Guarding & Emergency Services | 4 | 24% | 0 | 0% | | |
| Sport and Leisure | 4 | 4% | 2 | 100% | | |
| Tourism | 12 | 34% | 0 | 0% | | |
| Transport, Distribution & Logistics | 2 | 1% | 0 | 0% | | |
| Web Development & Design | -5 | -71% | 0 | 0% | | |
| Core ICT | | | 4 | 9% | 33 | 0% |
| Core Personal | | | 79 | 8% | 1243 | 13% |
| General Learning | | | 44 | 66% | 149 | 2% |
| Language | | | 0 | 0% | 0 | 0% |
| Skills Sampling, | | | 0 | 0% | 0 | 0% |
| Key Skills | | | 0 | 0% | 0 | 0% |
| TOTAL | 245 | 19% | 171 | 11% | 1425 | 12% |

| 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 contribution to the National Target for increase in Starters and ETB capacity % | | Expected overall annual average contribution to National Target for Completers Certified & ETB Capacity % | | Expected overall contribution to National Target and ETB capacity % | |
| Number | % | Number | % | Number | % |
| 24 | 23% | | | 48 | 0% |
| 20 | 0% | | | 60 | 0% |
| 3 | 3% | | | 0 | 0% |
| 87 | 128% | 208 | 311% | 168 | 0% |
| 173 | 11% | | | 659 | 28% |
| 0 | 0% | 12 | 187% | 0 | 0% |
| 15 | 48% | 0 | 50% | 24 | 0% |
| 0 | 0% | -11 | -71% | 0 | 0% |
| 46 | 30% | 40 | 57% | 80 | 0% |
| 21 | 21% | 17 | 41% | 36 | 0% |
| 60 | 16% | 101 | 136% | 0 | 0% |
| 55 | 11% | | | 0 | 0% |
| 97 | 40% | 161 | 134% | 140 | 0% |
| 20 | 4% | | | 90 | 0% |
| 187 | 11% | 287 | 25% | 673 | 52% |
| 116 | 25% | 118 | 30% | 282 | 179% |
| 40 | 12% | | | 24 | 0% |
| 16 | 24% | 15 | 38% | 0 | 0% |
| 28 | 0% | 151 | 40% | 24 | 0% |
| 0 | 0% | | | 0 | 0% |
| -38 | -46% | | | 0 | 0% |
| 84 | 41% | 115 | 74% | 240 | 53% |
| 12 | 0% | 28 | 90% | 24 | 0% |
| 14 | 5% | | | 80 | 0% |
| -3 | -1% | -7 | 14% | 133 | 267% |
| 62 | 182% | 91 | 129% | 110 | 0% |
| 110 | 10% | | | 60 | 0% |
| 27 | 108% | -6 | 2% | 24 | 0% |
| 86 | 9% | | | | |
| 395 | 7% | | | | |
| 289 | 5% | | | | |
| 40 | 0% | | | | |
| 0 | 0% | | | | |
| 0 | 0% | | | | |
| 2086 | 10% | 1320 | 49% | 2979 | 132% |

Appendix B



Appendix B

Explaining the Targets

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

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

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

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

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

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

Target 1: Employment Outcomes

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

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

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

SOLAS and the ETBs intend to move to a more robust method of setting the baseline by using access to revenue and jobseekers databases held by the CSO to establish independently the employment outcomes

of learners on these programmes in 2017. This should not change the ambition for number of completers securing employment outcomes in 2018, 2019 and 2020 but could revise the baseline which will mean the overall ETB contribution to meeting the target (i.e. the percentage change in completers securing employment outcomes) over the three year period could be updated.

Target 2: Progression

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

| | | |
|------------------|--------------------------------|----------------------------|
| Full Time | Justice Workshops | Youthreach |
| | Bridging & Foundation Training | Community Training Centres |
| | Specialist Training Programmes | |
| Part-time | 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 categorisation approach to ensure consistency with the spending review within the targets, where a programme can only be either predominantly labour market focused OR predominantly progression focused, meant that it was only included in the former when setting proposed ETB contributions in the formal target template. However, each ETB has been asked to articulate the current level of progression from PLC provision, and state any ambition for change in the progression rate over the lifetime of the agreement. Given the focus on this area and wider national work of FET to HE transitions, it is expected that the current rate of progression to HE from PLC across all ETBS will be at least maintained between 2018 and 2020.

Target 3: Transversal Skills Development

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

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

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

Target 4: Lifelong Learning

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

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

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

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

Target 5: Relevant Qualifications

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

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

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

Target 6: Apprenticeships and Traineeships

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

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