



**gretb**

Bord Oideachais agus Oiliúna  
na Gaillimhe agus Ros Comáin  
*Galway and Roscommon  
Education and Training Board*

# Galway and Roscommon Education and Training Board

Strategic Performance Agreement 2022-2024



## Introduction from Galway and Roscommon ETB and SOLAS



*“I attended two java courses at GRETB. Both were very professionally taught and enabled me to get key industry-recognised qualifications. I enjoyed the whole experience greatly and the certifications acquired helped me secure a place in UL to continue further studies in Software Development. I can highly recommend GRETB to anyone considering taking a course in this area”.*

**GRETB Learner**

### Future FET

The vision for the National FET Strategy 2022 - 2024

### Outcomes

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

### Transformation

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

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

Despite this, GRETB remained resilient, and managed to sustain relatively strong outcomes over the period 2018-21 given the wider environment. Now in 2022, as we seem to be moving back into a more normal operating environment, and with a new FET strategy, Transforming Learning, in place from 2020, we have the perfect framework to plot out the development of FET in Galway and Roscommon over the next three years.



David Leahy  
Chief Executive, GRETB



Andrew Brownlee  
CEO, SOLAS



# Agreement Themes

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

01

## GRETB in Profile

Overview of the geographical and provision map of the ETB with a focus on learner profiles and infrastructure.

02

## Performance and Targets

Focus on the achievements of the ETB across 2018-2020, including reflections from the period of the pandemic and detail on strategic ambition to 2024.

03

## FET Strategy – Building Skills

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

04

## FET Strategy – Fostering Inclusion

GRETB strategic plans and proposed contribution to the Fostering Inclusion objective of the FET Strategy, FET Leader Case Studies and related system targets.

05

## FET Strategy – Creating Pathways

GRETB strategic plans and proposed contribution to the Creating Pathways objective of the FET Strategy, FET Leader Case Studies and related system targets.

06

## FET Strategy – Enabling Themes

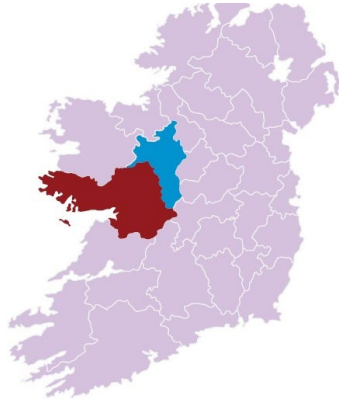
GRETB strategic plans and proposed contribution to the Enabling Themes objective of the FET Strategy, FET Leader Case Studies and related system targets.

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

# 01

## GRETB in profile

The total population for **Galway** (2016 census) was 258,058. The key centres of population in the county include Galway City (78,688), Tuam (8,767), Ballinasloe (6,662), Loughrea (5,556), Oranmore (4,990), Athenry (4,445), Gort (2,994), Bearna (1,998), Moycullen (1,704), Clifden (1,597) and Portumna (1,450).



The total population for **Roscommon** (2016 census) was 64,544. The key centres of population in Roscommon County include Roscommon Town (5,876), Monksland (4,350) Boyle (2,568), Castlerea (1,992), Ballaghaderreen (1,808) and Strokestown (825)

The preliminary census 2022 population data indicates Galway has a population increase of 7.1% with Roscommon showing an increase of 8.4% between 2016 and 2022. This represents an overall GRETB population increase of 7.4%, broadly in line with the national growth (7.6%) over the 6-year period. As the census for 2022 is completed an updated profile will be available with further detail.

### Population

322.6k

### Employment

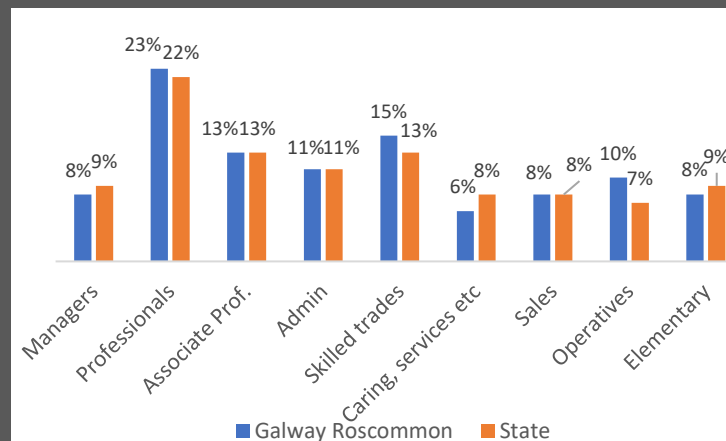
167k

## Sectoral Distribution of Employment Galway and Roscommon Q3 2021

Sector	Galway Roscommon (Estimate)	West	State
Accommodation/food	8%	9%	7%
Admin and support	2%	2%	4%
Agriculture	7%	7%	4%
Construction	6%	6%	6%
Education	9%	9%	8%
Finance etc	4%	3%	6%
Health	15%	15%	12%
ICT	5%	4%	6%
Industry	16%	16%	12%
Other NACE	3%	3%	5%
Professional Services	5%	5%	7%
Public admin and defence	5%	5%	5%
Transport	3%	3%	4%
Wholesale/retail	12%	13%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

It is estimated that the largest sectors of employment in the Galway Roscommon ETB area were industry, health and wholesale/retail. Combined, these three sectors accounted for approximately 44% of all employment in the three counties, a higher share compared to the State average (37%). Approximately 5% of employment in the Galway Roscommon area was in the ICT sector, slightly below the State average (which is driven by an above average share in the Dublin region), but nonetheless considerably larger than in many other regions.

## National Employment Analysis

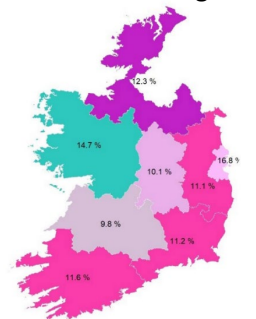


## Educational Attainment

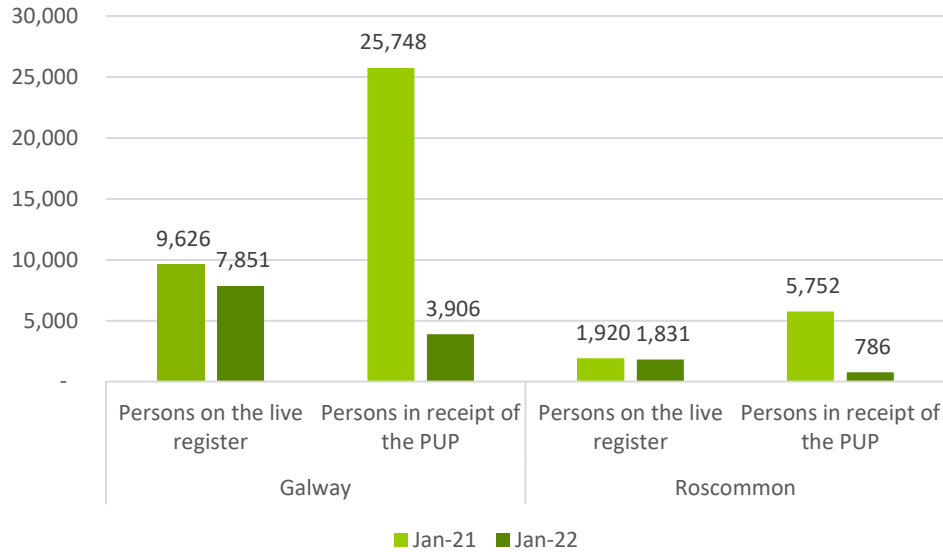
In Q2 2021, 14% of adults in the West region held a FET qualification as their highest level of educational attainment. This is in line with the national average (also 14%). Compared to the national average (47%), the share of adults in the West region who held higher educational qualifications was lower at 43%.

## Lifelong Learning

In Q4 2021 approximately 343,000 adults had engaged in lifelong learning activities, translating into a lifelong learning national participation rate of 13.1%. The West region had a rate of 14.7%. This was the highest rate after Dublin with 16.8% and is considerably higher than the national average.



## Live Register and Pandemic Supports



## Galway

At the end of January 2022, there were 7,851 persons in Galway on the **Live Register**, a fall of almost 1,800 persons on the same period in the previous year. The number of people in receipt of **Pandemic Unemployment Payments (PUP)** fell by over 21,800 persons over the 12-month period to approximately 3,900. At the end of November 2021, there were 12,858 persons in receipt of the **Employment Wage Subsidy Scheme (EWSS)**, a decline of almost 300 persons on the same period in the previous year.

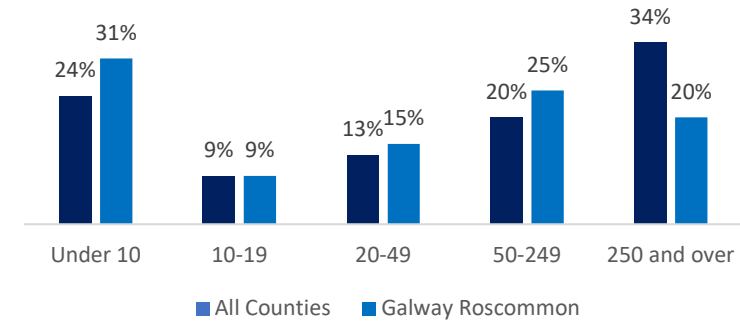
## Roscommon

At the end of January 2022, there were 1,831 persons in Roscommon on the **Live Register**, a fall of less than 100 persons on the same period in the previous year. The fall in the number of people in receipt of **Pandemic Unemployment Payments (PUP)** was far greater, declining by almost 5,000 over the 12-month period. At the end of November 2021, there were 2,365 persons in receipt of the **Employment Wage Subsidy Scheme (EWSS)** administered by Revenue, which was a decline of approximately 100 on the previous year.

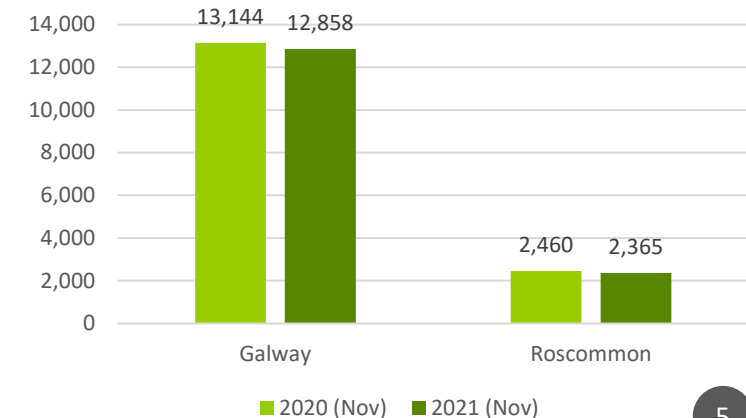
The analysis across both counties shows the volatility in the labour force over the course of the pandemic. Now, with restrictions gone and pandemic supports removed, we are perhaps surprisingly back to a position approaching full employment. While this will have an impact on demand for FET reskilling courses, the volatility of the economic and social environment must also be acknowledged, with the ETB needing to remain agile and responsive to national and international developments.

## Business Demography

The table below compares the distribution of persons engaged by company size in the Galway Roscommon ETB area with that of all counties in Ireland in 2019. Compared to the national distribution, persons in counties Galway and Roscommon had higher shares of persons engaged in micro-sized (firms with fewer than 10 persons). The share of persons working in large firms (250 persons or more) was considerably smaller than the average across all counties.



## Employment Wage Subsidy Scheme Estimates





## GRETB FET Infrastructure

The GRETB FET estate includes 41 sites as shown in the map opposite. Of these, 12 are owned by GRETB, while the others have lease agreements or other contracted arrangements in place. The dependence on leasing arrangements is far higher than the average across the sector, where 42% of sites are leased. The leases have a range of expiry dates, terms and conditions. Ten of the sites are part rented to other parties in addition to the ETB. There are 58 individual buildings across the 41 sites.

GRETB FET sites cover 173,408 square metres. Within these, there is an estimated 25,111 square metres of teaching space available. The overall GRETB FET estate includes 391 teaching spaces/rooms as well as 141 administrative spaces/offices. Nine of the sites include prefab/modular buildings (ranging from classroom use to storage).

A small number of buildings within GRETB are of architectural or heritage significance. This presents potential accessibility issues to be addressed in terms of lifts as well as wider access. Twenty-four of the sites have good quality Wi-Fi, and there is a need to develop this infrastructure further in the remainder. About half of the buildings in GRETB are reliant on fossil fuels for heating with almost all the buildings having potential for solar panels, in addition to the one building which already has solar energy sources in place.

In the recent FET estates survey, 36 buildings were rated as being of good quality, either as they are, or with minor remedial works. Five sites were identified as requiring development which will be a focus for GRETB over the course of this agreement.



## Relative Regional FET Supply

In terms of the Level 5 and Level 6 provision which the GRETB FET estate supports, analysis of 2019 full-time provision showed 4,288 people undertaking Phase 2 apprenticeship training, PLC or other FET provision at this level. When we consider this base of provision relative to the population and employment of the region and in comparison to the concentration of FET provision across all ETB regions nationally, it produces the indices shown below.

GRETB is in line with the national average in terms of relative Level 5 and Level 6 FET supply. The ETB will work to consolidate and integrate FET provision within its settings in order to build a FET College of the Future offering which can sustain and grow its strong learner base.

Level 5/6 Provision Relative to Employment Index	Level 5/6 Provision Relative to Population Index
1.00	1.01

## Funding Profile

2021  
€48.8m

## Learner Activity

2021  
14,230

## Staffing

Approx.  
800+ FET  
Staff

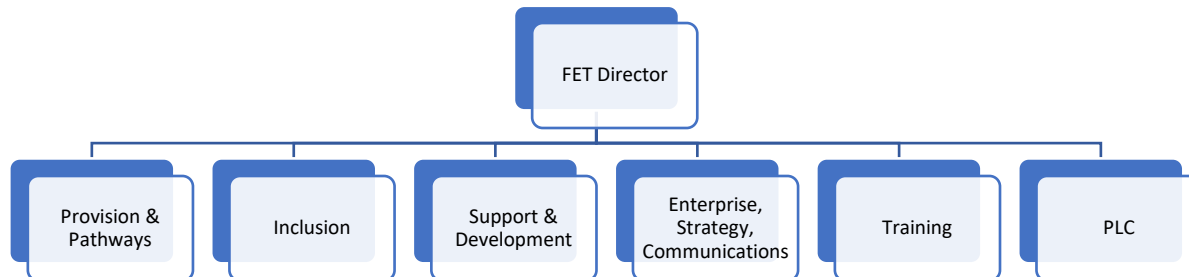
## Staffing and Strategic Structure

The executive governance and oversight structure of GRETB is illustrated below.



The FET Pillar is responsible for the management and operation of the FET Service, to ensure continued delivery and expansion of high quality, flexible, and progressive programmes of education and training in 40 Further Education and Training Centres.

The Director of FET has responsibility for over 350 programmes and several associated services across Galway and Roscommon. The FET Senior Management Team (SMT) comprises of four AEOs, an Area Training Manager and a PLC principal with responsibilities for specific areas and programmes as outlined in the table below.



## Focus of Provision

Key areas of industry activity in which GRETB specialise include the following:





# 02

## Performance and Targets

This section presents an overview of the performance against national system targets by Galway and Roscommon ETB across 2018-2021. This provides critical context in setting new targets for the period 2022-24. While the focus of some of the targets remains the same as for the previous agreement (jobs; pathways; transversal certification; lifelong learning; key skills needs) definitions have changed to break the link between targets and programme silos and think in terms of overall outcomes from an integrated FET service by the ETB. The trend information shown reflects the new definitions to better inform target setting and to facilitate longer-term analysis.

Given the nature of the pandemic, the 2019 figures will form the key baselines for performance ambition across 2022-2024, with the first aim for most ETBs to 'reboot' to these pre-pandemic levels. It is important to note that the system targets analysis relate only to certain areas of the FET system (e.g., employment outcomes refer to Level 5 and 6 provision).

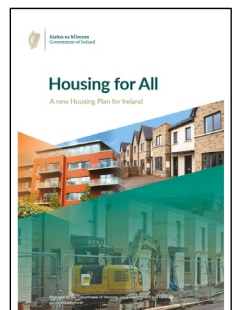
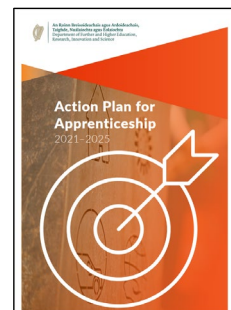
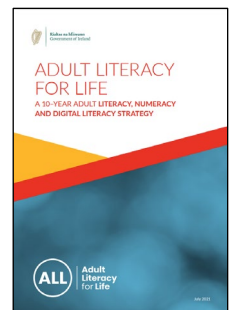
The national system targets for 2022-2024 are then presented with the indicative contribution that GRETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

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

### National System Targets 2022-2024



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





# Performance and Targets

## 2022-2024 National FET System Targets

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

TARGET	2022	2023	2024
<b>Supporting Jobs</b>			
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	27,410	28,830	30,172
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	20,065	21,637	22,956
<b>Creating Pathways</b>			
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	30,219	33,419	35,958
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	5,859	6,238	6,672
<b>Fostering Inclusion</b>			
<b>Transversal Skills:</b> Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	25,378	29,639	32,398
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	16,788	18,266	19,474
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	59,316	64,987	70,095
<b>Upskilling Through Lifetimes &amp; Careers</b>			
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	97,325	106,176	113,605
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	14,854	18,501	22,290
<b>Targeting Key Skills Needs</b>			
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	29,667	32,502	35,008
<b>Retrofitting Skills:</b> Expansion of reskilling provision to meet retrofitting needs	3,006	5,270	7,150
<b>Green Skills for All:</b> Embedding of core green skills module across FET courses	18,428	41,000	64,000

## External Dependencies

It is acknowledged that reaching some of the targets will be dependent on factors outside the ETB's control. Realising the Skills to Compete ambition will be related to the base of unemployed people available for reskilling; retrofitting skills will depend on available demand from industry; green skills will be dependent on SOLAS making an online module available via eCollege. This will be taken into account along with the volatile and rapidly changing external environment, with the appropriateness of the ETB targets continuously monitored and adjusted if required.

## Key Achievements

Achieved strong performance in terms of progression from FET to HE pathways

Maintained a reach to priority cohort learners as well as actually increased this cohort of learners during this unprecedented difficult period.

## GRET Performance 2018-2021

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

TARGET	2018	2019	2020	2021	ETB Change
<b>Supporting Jobs</b>					
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,830	1,670	1,268	Not yet available	-30.71%
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	1,287	-
<b>Creating Pathways</b>					
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,794	2,054	1,524	1,682	-6.24%
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	400	337	428	Not yet available	7.00%
<b>Fostering Inclusion</b>					
<b>Transversal Skills:</b> Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,109	1,310	901	888	-19.93%
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	401	498	505	501	24.94%
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	4,209	4,799	3,816	3,404	-19.13%
<b>Upskilling Through Lifetimes &amp; Careers</b>					
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	6,944	7,267	5,812	5,284	-23.91%
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	-	270	314	394	-
<b>Targeting Key Skills Needs</b>					
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	2,073	1,780	1,943	1,814	-12.49%

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

## GRETB Key Achievements 2018-2021

Significant achievements over the period include progressing the infrastructure for **quality assurance**, leading in **apprenticeship** as the coordinating provider for the Arboriculture Apprenticeship as well as advances in learner supports, demonstrated by the establishment of the **new Inclusion Unit** in November 2021 to develop a learner centred support structure alongside a renewed focus on inclusion.

The pandemic put into sharp focus the **commitment** and **dedication** of all staff across GRETB. It also provided an opportunity to rethink how teaching and learning is delivered, demonstrating an openness to change.

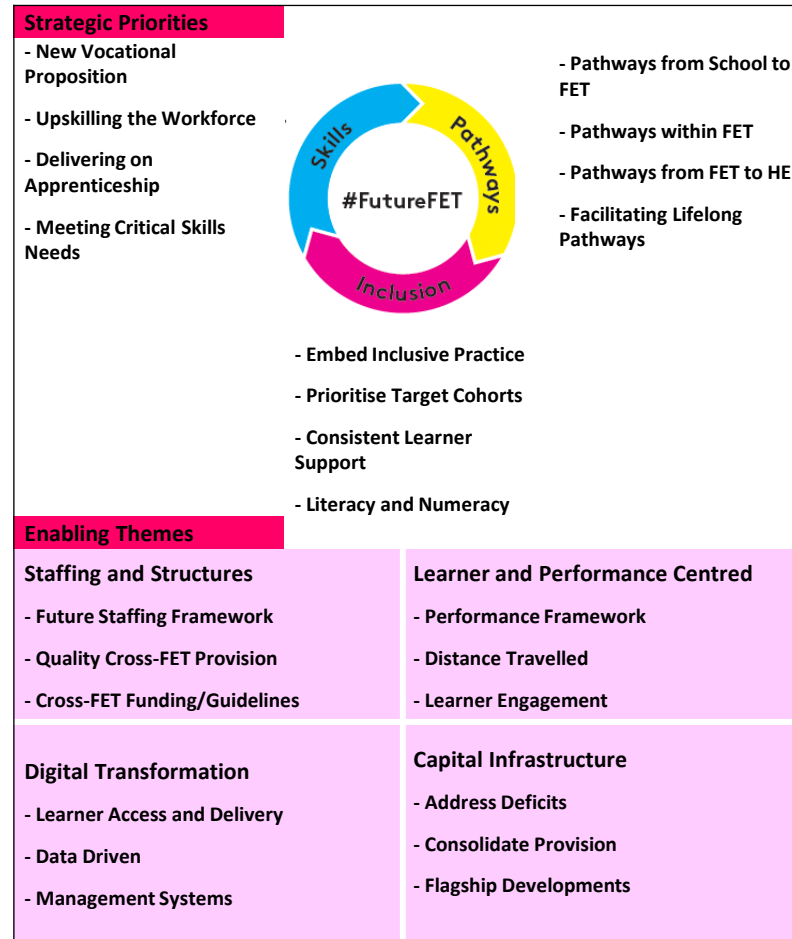
Provision at Levels 5 and 6 were affected significantly by the pandemic (as well as full-time provision in general). The **innovation** within online and remote assessments as well as the emergency assessment arrangements proved to be very beneficial for learners and is being reviewed for how this could be utilised in the future as learner numbers begin to recover.

This was evident in the new **National Tour Guiding** special purpose award at Level 6. With flexibility on assessment granted by QQI, GRETB created an assessment environment that led to positive outcomes for learners.

**Digital transformation** components developed, including in the areas of apprenticeships and online assessment are expected to be retained.



The ETB is using **Transforming Learning**, the Future FET strategy, as a central reference point in driving its development and this agreement is structured in line with this strategic framework below:



## Performance and Targets

### GRETB Contribution to 2022-2024 FET System Targets

Given the overall national FET system targets set for 2022-24 and the trends across each of these indicators over the period 2018-2021, the following targets have been agreed between SOLAS and GRETB for delivery under this strategic performance agreement.

TARGET	2022	2023	2024
<b>Supporting Jobs</b>			
<b>Jobs:</b> Return employment outcomes to 2019 levels and grow by a further 10% by 2024	1,670	1,754	1,837
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	1,287	1,415	1,560
<b>Creating Pathways</b>			
<b>Progression within FET:</b> Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	2,050	2,150	2,250
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	428	470	518
<b>Fostering Inclusion</b>			
<b>Transversal Skills:</b> Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	1,200	1,350	1,500
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	505	550	600
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	4,197	4,826	5,550
<b>Upskilling Through Lifetimes &amp; Careers</b>			
<b>Lifelong Learning:</b> Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	6,200	7,200	8,000
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	522	750	1,000
<b>Targeting Key Skills Needs</b>			
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	1,950	2,050	2,200
<b>Green Skills for All:</b> Embedding of core green skills module across FET courses	1,000	3,000	5,000



# 03

## FET Strategy – Building Skills

GRETB has a strong skills offering across their FET portfolio, which includes an extensive reach to their community as well as a number of key skills specialisms relevant to the region. With the large diverse population and industry base in Galway, this provides a focus in areas such as medical devices, technology, creative arts and hospitality. The very rural nature of Roscommon also provides a platform for agriculture and green/marine skills development. This is also evident through the emerging key micro qualification led by GRETB in Aquafarming. GRETB are also the coordinating provider of the Arboriculture Apprenticeship. By focusing further attention on enterprise engagement, there is real potential for GRETB to grow workforce upskilling significantly via the Skills to Advance initiative.

### A New Level 5/6 Proposition

GRETB plans to establish a new FET College structure, with a flagship college building in Galway. This is in line with the vision set out in the FET Strategy. This vision for a future college structure will re-brand FET in the region and will provide wider, easier access through a central admissions approach and will include a central hub/accessible drop in facility and will also support the national ambition for a new Level 5 and 6 proposition. The plans for Galway will also aim to progress integrated FET provision, building on the strong foundation in place already, continuing its move away from distinctive ‘training’ or ‘FE’ campuses to ones which clearly accommodate a wide range of FET opportunities. GRETB has an ambition for all centres to be multi-purpose, linked by a single FET College structure.

### Upskilling the Workforce

The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. GRETB has driven significant efforts around workforce upskilling. Skills to Advance has been a focus of this offering although there is a relatively modest contribution in Skills to Advance in GRETB to date. The ETB already engages with 640 employers around apprenticeship so there is a good platform from which to build. GRETB will commit to increasing Skills to Advance provision substantially over the period of this agreement, building on its ability to develop flexible and agile responses to the needs of their environment.

GRETB’s FET Enterprise, Strategy, and Communications Unit established in September 2022 will be central to this agenda, through its support, engagement and responsiveness to industry needs. It will build on this by using the national sectoral CRM tool to strategically manage this activity. GRETB will increase upskilling and reskilling opportunities for small and medium companies in the region using a targeted strategic approach to enterprise engagement. A mix of short and medium course durations will ensure a range of relevant upskilling opportunities for employers and provide labour market currency for employees. GRETB will continue to deploy its strategic promotions approach to raise awareness among employees and employers of how Skills to Advance opportunities can assist with economic challenges.

### Skills for Employment

Skills to Compete was launched as an initiative to cope with the structural labour market change brought about by the pandemic, building on the programme infrastructure that exists to offer the employability, digital and sector-specific skills required by those who lost their jobs to find a pathway back into sustainable work. While the labour market impact has not yet arisen in the way envisaged, SOLAS and GRETB will work together to ensure that the legacy of a single initiative to support skills for employment is preserved, with Skills to Compete becoming the mainstream offering for those who need upskilling to find sustainable work. This will include targeting of long-term unemployed in line with FET Pathways to Work commitments.

### FET Leader Case Study

GRETB led a unique collaboration project supported by MSLETB and WWETB, to write and develop three QQI awards at Level 5 and Level 6 for the Agriculture and Farming disciplines. The first such module, a Level 5 in Aquaculture focused on fish farming technologies, was one of the first micro qualifications to be approved by QQI following a streamlined development process which will now support new qualifications across a range of fields. The new module is now available in GRETB and is a unique offer locally. Further consideration should be given to this provision at a national level, in consideration of the overall contribution that could be made by the FET system in this area.



## Delivering on Apprenticeship

GRETB is a leader in new apprenticeships given their role as collaborating provider for the new Arboriculture Apprenticeship which was launched in 2021. Two classes have commenced with a third one planned for September 2022 at the ETB's Outdoor Education and Training Centre. It also offers other consortium led apprenticeships including in Commis Chef, ICT Software, Craft Butchery, Auctioneering and Accounting Technician which has been running in Galway Technical Institute since 2019.

GRETB was also a pioneer in offering and integrating literacy supports into apprenticeship delivery, a model that is being replicated across the country. This includes innovative and consistent practices where apprentices are given supports through a variety of mechanisms, including in evening courses. The learner support services for all apprentices in GRETB were embedded following a project in 2016 to support the motor mechanic apprentices, by providing them with literacy and numeracy supports. Before the trial, the previous four classes had a failure rate of 31.25%, after the supports were provided the next four classes had a 100% pass rate.

GRETB has committed to moving from two to three craft apprentice intakes per year to support the emergency response to address waiting lists built up during the pandemic. New apprenticeship ambition exists to deliver or expand on apprenticeships including in areas such as Metal Fabrication, Plumbing and Electrical. There is potential to also add Pipe Fitting and Electrical Instrumentation in line with the major new capacity in development at its Mervue campus. A key skills area which could also be explored is in motor / heavy vehicle mechanics, as provision is not currently available in this area across the wider region.

## Building Skills around the Environment

GRETB leading the development of the new apprenticeship in arboriculture at its Outdoor Education and Training Centre in Petersburg, demonstrates its growing expertise in developing skills relevant to outdoor occupations and a commitment to making full use of the natural environment it enjoys across its region. The development of the new micro qualification in aquafarming further adds to the specialist expertise it is developing in this area.

With outdoor education funding moving across to FET and a strategic framework for its development agreed by ETBs, there is potential in GRETB to explore more FET opportunities in Petersburg in areas like land, sustainability, and eco tourism. New courses in tour guiding and around management of inland waterways will be targeted, building on strong collaboration with Failte Ireland.

Provision of the Green Certificate for farmers is offered in GRETB in Connemara (in collaboration with Teagasc). GRETB will work with SOLAS and other ETBs to find the best future model for delivery of these essential core skills for agriculture.

In addition, GRETB has received differential validation from QQI and will roll out the new Level 4 and Level 5 micro qualifications in Environmental Sustainability Awareness across FET provision from September 2022. From Autumn 2022, there will also be a national wholly online green skills module available via eCollege, and GRETB will encourage all learners to undertake this learning.

## Rebooting and Refocusing the Skills Offer

Like many ETBs Galway Roscommon was badly hit by the impact of COVID-19, with its learner numbers dropping by over 20%. Its performance in designated key skills areas has lagged a bit behind average sectoral performance and it will immediately focus on rebooting provision to return to 2019 levels and ensure that it refocuses on areas of national and regional critical skills need.

In this regard, meeting the needs of the strong pharmaceuticals and medical devices industry base will remain a strong focus for GRETB. Its specialist facilities at Mervue, including a state-of-the-art clean room, will play a key role here. Other key areas of focus will include healthcare, business, and the craft industry, with strong pathways to employment from GRETB courses into these areas.



### Learner Voice

*I started my re-training with GRETB as a mature student after I was made redundant. Firstly, I did the 2D AutoCAD course and then completed the 3D AutoCAD course in Galway. These courses led to a permanent job. Shortly after an opportunity came up at work to return to GRETB and train as an apprentice Toolmaker for four years. I completed the course and qualified with the help and support from GRETB....*





# 04

## FET Strategy – Fostering Inclusion

Like all ETBs, the pandemic had an impact on those learners most at risk of marginalisation, many of whom were ill-suited to purely online learning and who found the prevailing environment immensely challenging. Although GRETB did maintain their overall reach to learners in priority cohorts from 2019 to 2021, it was also accepted that a number of learners were also ‘lost’ during this period. There are tangible signs of increased engagement to date in 2022 and GRETB will continue to target the hardest to reach over the course of this agreement. It is also committed to embedding consistent learner support and driving the delivery of the Adult Literacy for Life cross-Government and cross-society strategy.



### Embedding Inclusive Practice

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

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

### Community-Based Approaches

Properly targeting the needs of the most vulnerable target groups requires working intensively at community level and with community-based organisations. The Mitigating Against Educational Disadvantage Fund (MAEDF) was a notable asset in making these connections and enhancing access to FET. This is critical and GRETB is committed to maximizing the reach of the fund in the future and increasing participation now that it has been mainstreamed (and rebranded as the Reach Fund).

It is noted that ETBs are increasingly being asked to take on a community development role and this must be carefully managed and planned with partner agencies at national and local level. GRETB will further embed community education partnerships by establishing Memorandums of Understanding with key providers.



### Ensuring Consistent Learner Support

The establishment of the new Inclusion Unit in GRETB set up in November 2021 is welcome and underpins the ETB’s commitment to focusing on the key pillars of the national strategy **Transforming Learning**. The unit will be responsible for developing a learner support structure and creating a mechanism to roll-out a consistent approach to learner support across GRETB. This will include extension of the supports available via the Fund for Students with Disabilities across all FET provision. It is acknowledged that support from SOLAS will be necessary in order to further advance the vision in GRETB for learner support.

The new Inclusion Unit will have responsibility for driving forward and building upon the good work already undertaken in this arena. Recognition and awareness of the supports available to learners in GRETB was clearly evident in a recent engagement with learners as part of the QQI quality assurance review preparations. GRETB has a number of commitments set out to advance this. The Learner Support Working Group has identified through its work the need for a more ‘learner centred’ approach to learner supports in GRETB. This approach will ensure that regardless of location or programme/service learners can access the same level of supports in a consistent way.

### FET Leader Case Study

The learner support service for all apprentices in GRETB evidences a strong collaboration between instructors and the support service staff. The main supports for apprentices cover the literacy and numeracy aspects of the theoretical side of each trade. The service is busy all year round. This award-winning support programme has since been replicated all over the country as well as enabled apprentices in Galway and Roscommon to be more successful in their chosen trades.

## Targeting Key Cohorts

GRETB is very conscious of the decline in its learner base as a result of the pandemic and the need in particular to prioritise focus on reengaging with the hardest to reach. This ETB commits to initiatives targeting the following cohorts:

- **People with Disabilities:** In partnership with AHEAD, GRETB has rolled out an upskilling initiative across staff around Universal Design for Learning (UDL) to improve the way in which learning is developed and delivered for people with disabilities. Over the next three years, a major priority will be to improve pathways through FET for people with disabilities. A focus of development will be working with the National Learning Network to ensure that learners starting out with them as part of the Specialist Training Provision initiative have clear integrated pathways from the outset.
- **Migrants and Refugees:** High levels of ESOL demand currently exist. A high number of people arriving from Ukraine are being supported through engagement with GRETB. The ETB does have experience in this area and in the provision of specialist services such as ESOL, partly as result of the successful experience with the Emergency Response Orientation Centre in Ballaghaderreen. Given the nature of GRETB some supports are also being delivered in Irish.
- **Traveller and Roma Community:** Participation by learners from the Traveller and Roma community has declined during the pandemic and GRETB will focus on reengaging with those learners. This will build on initiatives like the bespoke Roma youth project in Roscommon linked to provision and pathways to community education and literacy training and within FET and youth services.
- **People experiencing Homelessness:** Specific provision is planned, in partnership with the Galway Simon Community to help young homeless people, with training offers in Barista and Customer Service skills.

## Adult Literacy for Life (ALL)

The new ALL Strategy, launched by Government in September 2021, set out an ambitious 10-year



cross-Government and cross-society approach to addressing unmet literacy needs. ETBs have a pivotal role in the delivery of the strategy, hosting new Regional Literacy Coordinators who will drive collaboration with local stakeholders via a Regional Literacy Coalition and produce a Literacy Action Plan which will feed into a new national ALL programme office.

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



### Learner Voice

I found out about the maths for trades first at my induction day in GRETB two years ago directly from Thelma she also spoke about the literacy and numeracy services which were available for apprentices. I had struggled with maths previously for my leaving cert so this was a great help for me. I found the class times very good as they didn't clash with any of my practical or theory class time.

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

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

The demographics of Galway and Roscommon include many older people, where digital literacy is a challenge. There is an opportunity to provide supports and outreach in this area, in line with the new ALL strategy.

## Transversal Skills

One of the trends of concern nationally, in terms of the impact of the pandemic has been a significant drop in certification of learning at NFQ Levels 1 to 3. Despite this being the focus of a specific target under the previous strategic performance agreements, certification levels for GRETB dropped by almost 20% from 2018 to 2021. GRETB will work towards increasing certification levels back towards pre-pandemic levels over 2022 and 2023 and target further growth in 2024. While not all learners at these levels desire certification, it should be an option across all courses for all learners, as a key enabler of learning pathways.



# 05

## FET Strategy – Creating Pathways

Creating effective pathways into FET, within FET and from FET to higher education will be critical to realising the ambition and targets set out in this agreement. GRETB has considerable strengths in this area, demonstrated through the significant pathways in place from Colleges such as GTI, one of the largest FET Colleges in the country, which should give the ETB a good platform to further develop within a more unified tertiary system, a key Government policy. GRETB is committed to developing and facilitating a more seamless learner journey through the FET it offers and to ensure it puts in place a system which allows pathways into FET throughout lifetimes and careers. This will be essential to meet the demands of our rapidly evolving economy and society, as well as persuading more and more young people to consider FET and apprenticeship options alongside HE choices.

### Integrated FET Pathways

Progression for learners within GRETB is a priority area, with a focus on the continuum of the potential learner journey, and the supports required to facilitate this. Despite the significant drop in overall learner numbers during the pandemic, GRETB maintained levels of FET progression, in contrast to a more stark sectoral decline, and even began to grow these levels again in 2022.

The GRETB approach is based on each GRETB FET Centre/Programme manager ensuring that applicants and enrolled learners are informed about **access, transfer, and progression** opportunities. This work was supported by **GRETB’s Adult Guidance Information Service (AGIS)** and will continue to be supported by the integrated Guidance and Recruitment team as part of the Provision and Pathways Unit. An RPL approach is also in place and being further developed to support re-engagement of learners and pathways onto other FET courses.

The consolidation and integration efforts of GRETB will play a major role in facilitating more integrated pathways. For example, traditional one-service centres (such as VTOS) are now moving into an integrated service offering where progression from part-time to full-time and into higher levels of provision is seamlessly supported. It will focus on growing FET progression levels further via this integrated pathway approach over the course of this agreement.

### School to FET Pathways

GTI has links with up to 50 feeder schools with strong pathways in place. Open days are held to support school leavers, which also provide information and positive outreach to parents. GRETB will continue to ramp up its school outreach work to increase the pipeline of young people into FET courses. It will commit to developing an offering of all types of Level 5 and Level 6 programmes which can be pitched via the CAO-linked FET site designed for school leavers.

In common with other ETBs, Transition Year taster sessions will be developed by GRETB in 2022 for roll-out to schools. Innovative ideas are in development to encourage participation and outreach, including courses in Forensic Science and Film Studies through Irish. The ETB is also actively involved in the NCCA TY working group to look at a national approach in this area.

### Developing RPL Pathways

It is the aim of GRETB to ensure that a **Recognition of Prior Learning (RPL)** service is available to learners where they have previous certified or experiential learning accumulated. This may allow a learner to gain admission to a programme or to **gain exemptions / credit** from some parts of a programme.

The Quality Assurance Steering Group established a RPL working group to develop a RPL policy. This group met throughout 2020 and 2021 to develop the policy, culminating in the **Recognition of Prior Learning Policy**. It aims to substantially increase RPL learner numbers and be a sector leader in this regard.



### FET Leader Case Study

Youthreach Tuam, has collaborated on several occasions with NUI, Galway College of Science and Engineering, School of Natural Sciences. One collaboration involved second year Biomedical Science students completing a Community Knowledge Initiative project with an organisation in their community. As a result, four NUIG students attended Youthreach, over a period of four weeks with two hour sessions, facilitating Youthreach learners to complete science experiments in the Youthreach Tuam, Centre. The final session involved a trip to NUIG to complete experiments in the NUIG Science laboratories (complete with PPE) followed by a trip to the Zoology Department.

## FET-HE Pathways

GRETB acknowledge pathways from FET to HE present a real opportunity, particularly with the establishment of the new TUs. The ETB already has strong levels of progression to HE, driven mainly by GTI, although these have taken a hit during the pandemic and a major immediate priority will be to get back to pre-COVID levels and grow further.

Learners in GRETB are encouraged to use the Higher Links Scheme through the Central Applications Office (CAO) to secure a place at GMIT, NUI Galway or other Higher Education Institutions.

GRETB has a long tradition of supporting learners to progress to Higher Education and has established close working relationships with GMIT and University of Galway. Regular meetings are held throughout the year with each institution. These meetings have enabled the identification of a range of advanced entry programmes and also some GRETB programmes have been adapted to better meet HE needs.

The reach and success in this area is evident due to the substantial growth in places alone in University of Galway, which has moved from offering just 62 FET access places to 240 places in 2021. Progression and pathway links have also been developed with TUS, DKIT and Maynooth. Further work in this area will advance over the course of this agreement.

GRETB is committed to a future landscape of jointly developed curricula to the benefit of learners at a national level. The ETB is committed to working with its HE partners on co-development and co-delivery of degree programmes and bringing forward proposals in response to the expected calls.



It is also important to stress that a big focus of GRETB's work on pathways is on securing an ultimate pathway into the labour market for each learner. The table opposite highlights progression by GRETB FET graduates into employment. It shows the value placed in its graduates by the business and healthcare sectors, but also shows the steady flow into arts and crafts related industry following completion of study at GRETB. This again reflects a focus on meeting the needs of the regional economy and its focus on creative and cultural assets.

## Progression to Employment

ISCED Description	2019	Cluster	2019
Agriculture, Forestry, Fisheries	1%	Agriculture, Horticulture and Mariculture	0%
Arts and Humanities	13%	Animal Science	1%
		Arts & Crafts	7%
		Media Graphics Communications	6%
		Web Development & Design	0%
		Built Environment	2%
Engineering, manufacturing and construction	13%	Engineering	0%
		Engineering (Electrical)	0%
		Engineering (IT)	0%
		Engineering (Mechanical)	5%
		Engineering (Transport)	1%
		Manufacturing	4%
		Financial services	1%
Business and administration and law	27%	Business Administration	20%
		Management	2%
		Sales & Marketing	3%
		Entrepreneurship	2%
		Health, Family, other Social Services	21%
Health and welfare	21%	Health, Family, other Social Services	21%
Information and Communication Technologies (ICTs)	5%	Information Technology	5%
Education	1%	Research and Education – Training	1%
Natural sciences, mathematics and statistics	1%	Science and Technology	1%
Services	17%	Security, Guarding and Emergency Services	3%
		Sport and Leisure	6%
		Tourism	1%
		Transport, Distribution & Logistics	6%
		Food and Beverage	1%
		Hairdressing, Beauty and Complementary Therapies	0%

## Lifelong Learning Pathways

Lifelong learning is recognised as a priority area for GRETB. The need for a modular approach to this provision is deemed necessary to be an effective support. GRETB will continue to work to develop more flexible and online delivery offerings to facilitate the dip in-dip out approach to engagement with FET throughout lifetimes and careers.

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

### Staffing, Structures and Capabilities

GRETB is committed to progressing the key elements of staffing, structures and capabilities necessary to advance the Future FET agenda. It has identified ICT expertise as a critical immediate FET staffing need. Other ETBs are more advanced in moving away from staff linked solely to legacy FET programmes to allocating senior management responsibility, and dedicating resources to key aspects of the Transforming Learning Future FET strategy or to critical areas of strategic reform, and GRETB will consider how this can be developed over the course of the agreement.

It will also work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy. This new structure will have to allow for flexibility around re-assignment of roles based on service need and GRETB will support the introduction of a FET practitioner role as required. GRETB will produce baseline data for existing FET staffing levels to inform the national baseline, identify gaps across the ETBs in developing the future FET staffing structure.

A strong focus will be placed on the role of Professional Development in terms of upskilling and reskilling staff through engagement with the Professional Learning and Development hub and related training for GRETB staff. GRETB will also support work to reform the FET funding model.

### Digital Transformation

GRETB responded innovatively to the global pandemic in its adoption of digital technology. Engaging with hard to reach learners and supporting them by making digital devices available further progressed this digital transformation.

Initiation of blended learning was transformational and provided an opportunity to expand blended learning at pace. The appointment of TEL champions was key in driving change, offering support and creating communities of practice and the ETB will continue to focus on this key enabler. GRETB will continue to build on this progress by establishing a Teaching and Learning Delivery Framework.

GRETB is committed to continuing to focus on the quality of data and maintaining robust and timely PLSS, to ensure quality measurement of targets and alignment with SOLAS data. Enabled data infrastructure is required from SOLAS to provide more timely outcomes data, particularly from the CSO related system targets for progression to employment and progression to higher education.

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

### Quality FET

GRETB has made advances in quality assurance ahead of the inaugural review with QQI in 2022. Allocating senior management responsibility for QA was an important step, and it will now use this infrastructure to further progress this key priority area in line with the emerging QQI quality assurance action plan. A single integrated QA system will be essential as a platform for wider integration and transformation across the ETB

### FET Leader Case Study

An ePortfolio project was piloted in 2021 in two centres, to support the need for virtual External Authentication during restricted movement lockdowns. The approach was commended by the External Authenticators and is now available to any centre wishing to develop an ePortfolio approach as part of their assessment. GRETB recognises that a successful digital learning environment is reliant on the infrastructure which underpins it, and the partnerships which support it.

As a result, there is the potential to develop a TEL training hub. This will allow staff to develop skills, media content and to host online workshops, in dedicated spaces and suites.





## Capital Development

GRETB will continue its programme of investment in FET capital infrastructure in line with its ambition for the future and the national Future FET agenda. This includes a major focus on consolidating a large scale integrated FET college of the future campus adjacent to its Mervue facilities in Galway City. This builds on the recent capital project to substantially expand apprenticeship provision on the site.

The development of an estates strategy will be central to the development of the pipeline of projects for GRETB, coupled with the requirement to fully expend the annual devolved capital budget. This estates strategy will reinforce the consolidation and integration agenda, and will consider if GRETB can reduce its reliance on lease agreements as part of this process. Further investment in digital infrastructure across all FET sites will be another important priority.

SOLAS will continue to develop capital processes to ensure application of the public spending code along with a clear process for capital funding streams and application and approval processes to support GRETB in this regard. A number of key capital advances have been progressed recently in the ETB as highlighted below.



## Learner and Performance Centred

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

Both the value of the Aontas independent learner voice via the FET Learner Forum and the GRETB learner feedback mechanisms and activities are recognized and both will continue over the course of this agreement. National activity will continue to be supported by SOLAS. GRETB will engage with any new initiatives introduced in relation to further enhancement of strengthening the learner voice across the ETB sector.

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

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



## Learner Voice

*"The tutors are probably the best teachers I've ever had in my life in terms of respect and being able to have the craic as well as being very good at teaching."*

*"Every day I'm hearing, 'I can do it.' Whereas, for years, I had nobody saying I could do it."*

*- Feedback by GRETB learners to Aontas*



## Public Sector Equality and Human Rights Duty

The ETB is committed to implementing the Public Sector Equality and Human Rights Duty in line with Irish Human Rights and Equality Commission guidance.

# FutureFET Outcomes 2020-2024

- FET is available in every community in Ireland, and offers a clear pathway to learners that can take them as far as they want to go *(Simplified pathways)*
- FET is transformed in its delivery and expands the portfolio of opportunities for learners at any level to further their education *(Easier access)*
- FET is for everyone and inspires people to believe in themselves to reach their potential *(Learner experience)*
- There is a greater awareness of FET and it is valued by learners, employers, Government and communities *(Powerful identity)*
- The economic and social impact of further education and training is strongly evidenced by producing a stream of graduates with the necessary skills required for the labour market *(Skills for local needs)*

# System Targets and Definitions

## 2018 – 2020 Definitions (as revised in the mid-year process)

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**Target 1, Progression to Employment** Based on specific ETB programmes and reported as ISCED and Skills Clusters and provided by the CSO. (Data tracked by the ETB to capture employment outcomes outside of the CSO data set and the 2018-2020 definitions are to be reflected in the new agreement as it progresses).

**Target 2, Progression within FET** and progression from FET to HE. Includes all programme provision for FET, measured on PLSS. Progression from FET to HE provided by the CSO. The FET to HE progression measure includes anyone who had a finish date in the same year, e.g., learner in FET in 2018 who enrolled in HE in 2018. Now includes all PLC as a progression pathway.

**Target 3, Transversal Skills** progression, measured by certification levels within specific programme categories.

**Target 4, Lifelong Learning** engagement. Revised as had been anticipated as over 25 year olds (in line with EU definition) participation became available from PLSS.

**Target 5, Key Skills Needs**, measured by defined skills clusters and skills certification.

**Target 6, New Models of Provision**, measured by traineeship starters. (Additional information is available on Apprenticeship progression in the ETB over the period 2018 – 2021).



## 2022-2024 Definitions and Targets



### Supporting Jobs

**Employment Outcomes:** Return employment outcomes to 2019 levels and grow by a further 10% by 2024. Specific reports will be provided to the ETB by SOLAS on this target from the CSO via ISCED/Skills Cluster annually and earlier if possible. Learners can be tracked across Levels 5 and 6 and will no longer be specific to only certain types of provision, (or skills cluster) in line with the FET Strategy. Employment is defined as continuous 12 weeks employment within 12 months of exit from FET and may include multiple employers. Will include early leavers as well as completers from 2022. The initial target number is the 2019 baseline of 26,776 with a further 12.7% increase to 30,172 by 2024.

**Skills to Compete:** To deliver 50,000 places to support those who have lost their job to find a pathway back to sustainable work (building on the commitments set out in the National Recovery and Resilience Plan 2021-2022 and the Pathways to Work Strategy). Learner numbers will be tracked from PLSS in the new learner dashboard and will be defined as the agreed definitions within the Skills to Compete Implementation Guidance (July 2021) until any further guidance overrides this. As per the National Recovery and Resilience Plan the target number for 2022 includes a minimum requirement to deliver 8,900 enrolments and achieve 16,700 Skills to Compete places by the end of 2022. The target agreed for this is 22,956 by 2024.



### Creating Pathways

**Progression within FET:** Return progression movements within FET to 2019 levels and grow by a further 10% by 2024. Includes learners who progress at the same level or higher across all provision. Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 33,675, with a further 6.7% increase of 35,958 by 2024. This target will be reviewed in late 2022 with the aim of increasing to the national 10% target of 37,042 by 2024.

**Progression from FET-HE:** Grow levels of progression from FET-HE by at least 10% by 2024, 2019 baseline of 5,608. Specific reports will be provided to the ETB by SOLAS on this target from the CSO annually. The FET to HE progression measure includes anyone who had a finish date in the same year, e.g., learner in FET in 2022 who enrolled in HE in 2022. The initial target number is the 2019 baseline trend of 5,364 with a further 24% increase by 2024.

## 2022-2024 Definitions and Targets



### Fostering Inclusion

**Transversal Skills:** Return certification at NFQ Levels 1-3 to 2019 levels and grow by a further 10% by 2024. Learner numbers can be tracked from PLSS in the new learner dashboard. Levels 1-3 completion and partial completion. The initial target number is the 2019 baseline of 29,328 with a further 10.5% increase by 2024.

**Widening Participation:** Return participation levels by key target groups to 2019 and resume growth. Includes learners who self declare they have a disability, are from the Roma Community, are from the Traveller Community, are a declared refugee or asylum seeker. Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 baseline of 17,271 with a further 12.8% increase of 19,474 by 2024.

**Adult Literacy for Life (ALL):** Increase provision for literacy and numeracy in line with the 10 year ALL Strategy. Specific targets to be measured against the indicative ALL Strategy targets. Return to 2019 levels of 60,000 and develop in line with the ALL Strategy ambition. The target for 2024 is 70,095 which is an increase of 16.8% from the baseline established in 2019.



### Upskilling Through Lifetimes and Careers

**Lifelong Learning:** Return engagement in lifelong learning to 2019 levels and grow by up to a further 10% by 2024. Age restrictions only, 25 to 64 (unique learner count). Total enrolments (starters plus those who started on a course before 1st Jan but were still on course during the next year). Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 105,783 with a further 7.4% increase of 113,605 by 2024. This target will be reviewed in late 2022 aiming to increase to the national 10% target of 116,361 by 2024.

**Skills to Advance:** Continue to grow workforce upskilling enrolments based on the growth to date. Specific national targets are indicated for each year 2022-2024. Learner numbers can be tracked from PLSS in the new learner dashboard. The target number for 2022 is 14,934 with an increase of up to 22,290 by 2024.

## 2022-2024 Definitions and Targets

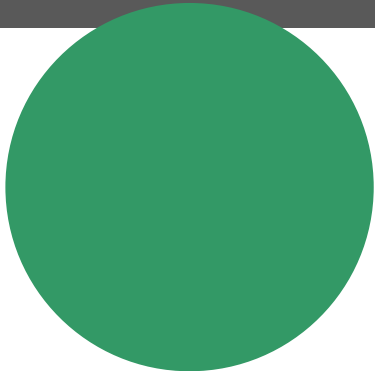


### Targeting Key Skills Needs

**Key Skills Needs:** Grow the number of places addressing key skills needs by at least 10% based on 2019 trend baseline. To include certification completions based on key skills clusters (to be revised for 2023). Learner numbers can be tracked from PLSS in the new learner dashboard. The initial target number is the 2019 trend baseline of 30,290 with a further 15.6% increase of 35,008 by 2024.

**Retrofitting Skills Provision:** Stimulate industry demand to deliver NZEB/retrofitting upskilling places. To tie in with commitments in the National Recovery and Resilience Plan 2021-2022 and the Housing for All Strategy. Learner numbers can be tracked from PLSS in the new learner dashboard. Minimum target of 2,650 registrations in 2022 in line with the National Recovery and Resilience Plan and the SOLAS Green Skills Action Programme. Targets set for 2024 are 7,150.

**Green Skills for All:** Embedding of a core green skills module across FET courses. To include the new eCollege Green Skills Module to be added to PLSS in 2022. Learner numbers can be tracked from PLSS in the new learner dashboard. Target of 60,000 learners in line with the National Recovery and Resilience Plan and the SOLAS Green Skills Action Programme. Target set for 64,000 by 2024.





# System Infrastructure and Framework for Measuring Performance

## System Infrastructure and Framework for Measuring Performance

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Good performance management requires continuous monitoring of outcomes, feedback, dissemination and learning from results. Open and constructive relationships between SOLAS and the ETBs will also lead to good performance management. SOLAS will engage with all ETBs throughout the period of these Strategic Performance Agreements both formally and informally. In turn ETBs are asked to engage all staff and their Boards in the implementation and the ambition of the Agreements as a mechanism to achieve the vision of the National FET Strategy 2020 - 2024. To achieve the desired performance all must be involved in shaping Strategic Performance Agreement enactment at local level.

The accompanying national system report to the Strategic Performance Agreements includes a detailed overview of the overall governance arrangements.

### Data Infrastructure

Also central to good performance management is data infrastructure. A live data dashboard using Tableau and the PLSS management information system will be developed so that performance data can be viewed by both SOLAS and ETBs in real time. This will support self-evaluation on the part of ETBs and allow adjustments to be made in ETB planning prior to mid term review of the Agreements and closing off Agreements at a later date.

### Review Mechanisms

The mid term review is scheduled for Q4 2023, this will provide an opportunity to review targets and national and local ambition.

# System Infrastructure and Framework for Measuring Performance

## Enabling Infrastructure & Design

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



# GRETB Ambition 2022-2024 at a glance

-  Deliver on the ambition for the FET College of the Future by establishing a large scale fully integrated campus in Galway City
-  Continue to expand GRETB's apprenticeship footprint, developing new craft workshops at Mervue, leading the roll-out of the arborist apprenticeship and embracing new opportunities to run apprenticeships in Galway and Roscommon
-  Put in place a series of initiatives to target priority cohorts, including people with disabilities, the Traveller/Roma community, migrants and those experiencing homelessness
-  Target a major ramp-up of Skills to Advance provision, building on investment in enterprise engagement resources
-  Support school-FET pathways, including developing new TY initiatives, and in ensuring a strong offering of a wide range of Level 5/6 options via the CAO linked site
-  Develop a national specialism in land/environment based FET, building on arborist, green certificate, aquaculture and tour guiding initiatives and developing the outdoor education centre at Petersburg
-  Increase focus as a priority on certification of learning at NFQ Levels 1-3, as part of the national commitment to address the significant decline during COVID-19
-  Review the FET structure to place more focus on Transforming Learning objectives and strategic reform priorities
-  Build on its strong FET-HE pathways by bringing forward proposals for co-development and co-delivery of degree programmes with HE partners
-  Develop a FET estates strategy which reinforces the consolidation and integration agenda and reduces GRETB's reliance on leasing agreements



# Glossary

<b>ALL</b>	Adult Literacy for Life	<b>NZEB</b>	Near Zero Energy Building Standard
<b>CAO</b>	Central Applications Office	<b>PLC</b>	Post Leaving Certificate
<b>CSCS</b>	Construction Skills Certification Scheme	<b>PLD</b>	Professional Learning and Development
<b>CSO</b>	Central Statistics Office	<b>PLSS</b>	Programme and Learner Support System
<b>CTC</b>	Community Training Centre	<b>PWD</b>	Persons with a Disability
<b>DFHERIS</b>	Department of Further and Higher Education, Research, Innovation and Science	<b>Q1</b>	Quarter 1
<b>DSP</b>	Department of Social Protection	<b>QA</b>	Quality Assurance
<b>ETB</b>	Education and Training Board	<b>QQI</b>	Quality and Qualifications Ireland
<b>EWSS</b>	Employment Wage Subsidy Scheme	<b>QSCS</b>	Quarries Skills Certification Scheme
<b>FET</b>	Further Education and Training	<b>RPL</b>	Recognition of Prior Learning
<b>HE</b>	Higher Education	<b>RPCL</b>	Recognition of Prior Certified Learning
<b>HEA</b>	Higher Education Authority	<b>RPEL</b>	Recognition of Prior Experiential Learning
<b>ISCED</b>	International Standard Classification of Education	<b>SLMRU</b>	Skills and Labour Market Research Unit
<b>KPI</b>	Key Performance Indicators	<b>SOLAS</b>	An tSeirbhís Oideachais Leanúnaigh Agus Scileanna
<b>MAEDF</b>	Mitigating Against Educational Disadvantage Fund	<b>SPA</b>	Strategic Performance Agreement
<b>NFQ</b>	National Framework of Qualifications	<b>TU</b>	Technological University
<b>NRRP</b>	National Recovery and Resilience Plan	<b>TY</b>	Transition Year
<b>NTF</b>	National Training Fund	<b>UDL</b>	Universal Design for Learning

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