

**SOLAS**  
learning works



BORD OIDEACHAIS AGUS OILIÚNA  
**CHILL DARÁ AGUS CHILL MHANTÁIN**

**KILDARE AND WICKLOW**  
EDUCATION AND TRAINING BOARD

# Kildare and Wicklow Education and Training Board

Strategic Performance Agreement 2022-2024

## Introduction from Kildare and Wicklow ETB and SOLAS



*“This course really supported my personal development. I learned so much and gained self-confidence. I look forward to putting it into practice in my workplace and personal life.”*

Claire, KTL Employee

### 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 Kildare and Wicklow Education and Training Board (KWETB). 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, KWETB was resilient and managed to maintain strong outcomes. 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 Kildare and Wicklow over the next three years.



Deirdre Keyes  
Chief Executive, KWETB



Andrew Brownlee  
CEO, SOLAS



# Agreement Themes

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

01

## KWETB 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

KWETB strategic plans and proposed contribution to the Building Skills 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.*

04

## FET Strategy – Fostering Inclusion

KWETB 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

KWETB 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

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

# 01 KWETB in profile

KWETB’s catchment area has an overall population of 364,450 i.e., 7.5% of the national population. Kildare and Wicklow has a relatively young population age zero to 24. Those residing in Kildare represented 36.6% (the highest percentage in the state) while those residing in Wicklow represented 35%.

KWETB provides services in both urban and rural areas with a large area forming part of the greater Dublin region. 27% of the population of Kildare and Wicklow live in the North-eastern townlands of Bray, Enniskerry, Kilmacanogue, Celbridge, Leixlip and Maynooth which border Co. Dublin. These areas are expanding as the Dublin commuter belt extends further into both counties, encompassing Naas, Newbridge, Blessington, Newcastle and Wicklow Town. In 20 years, the population of Kildare has increased by 64% while Wicklow has experienced an increase of 38%.

**Population**  
364.5k  
**Employment**  
155k

The KWETB region population is growing fast. Preliminary census 2022 data indicates Kildare has one of the highest population increases at +11% from 2016-22 with Wicklow also showing an increase of over 9%. The average for the two counties was 10.3% compared to the national average growth over this period of 7.6%.

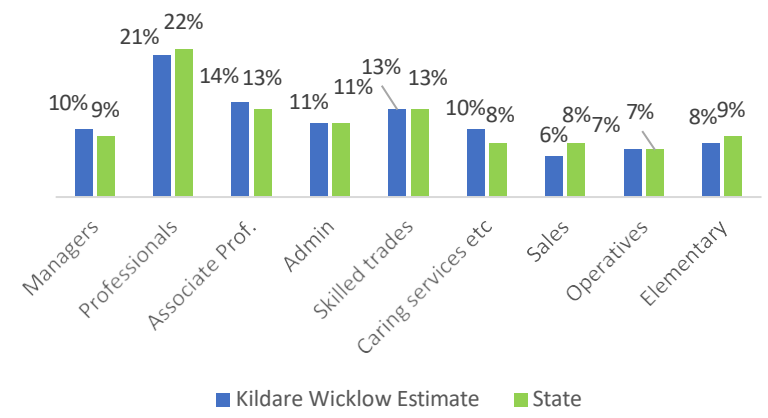
## Sectoral Distribution of Employment Kildare and Wicklow Q3 2021

Sector	Kildare Wicklow	Mid-East	State
Accommodation/food	6%	6%	7%
Admin and support	4%	4%	4%
Agriculture	3%	3%	4%
Construction	8%	9%	6%
Education	9%	8%	8%
Finance etc	6%	6%	6%
Health	12%	12%	12%
ICT	7%	6%	6%
Industry	11%	11%	12%
Other NACE	5%	5%	5%
Professional Services	7%	6%	7%
Public admin and defence	6%	6%	5%
Transport	4%	5%	4%
Wholesale/retail	13%	13%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

In general, the distribution of employment in Kildare and Wicklow broadly mirrors that of the state. It is estimated that the largest sectors of employment in these counties were wholesale/retail, health and industry, which combined accounted for almost 37% of employment, a share similar to the national average.

The share of employment in ICT was 7%, slightly higher than the state average and higher than in many ETB areas. At 8% the share in construction was also slightly higher than the State average of 6%.

## National Employment Analysis



## Educational Attainment

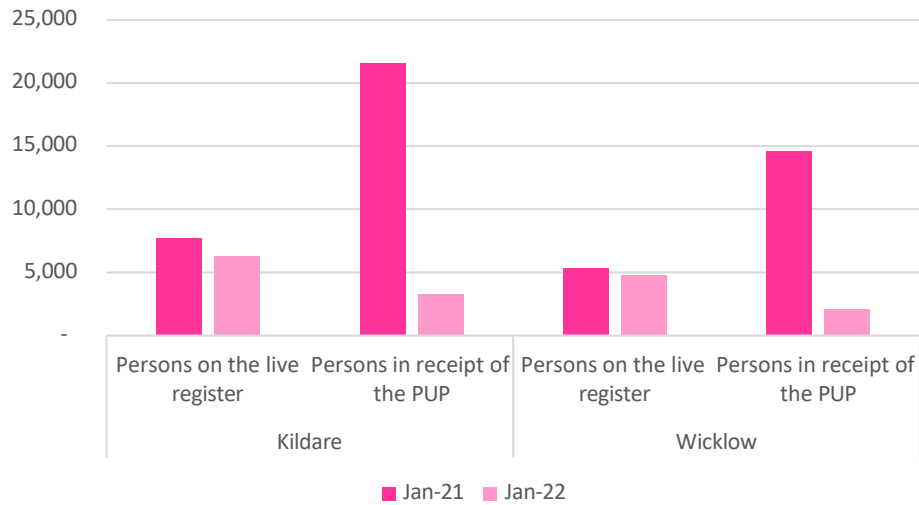
In Q2 2021, approximately 14% of adults in the Mid-East population held FET qualifications, in line with the national average. At 44% the share of adults with higher education qualifications in the Mid-East was smaller than the national average of 47%.



## 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 KWETB region had a rate of around 11.1%.

## Live Register and Pandemic Supports



## Kildare

At the end of January 2022, there were 6,263 persons in Kildare on the **Live Register**, a fall of almost 1,500 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 18,000 over the 12-month period.

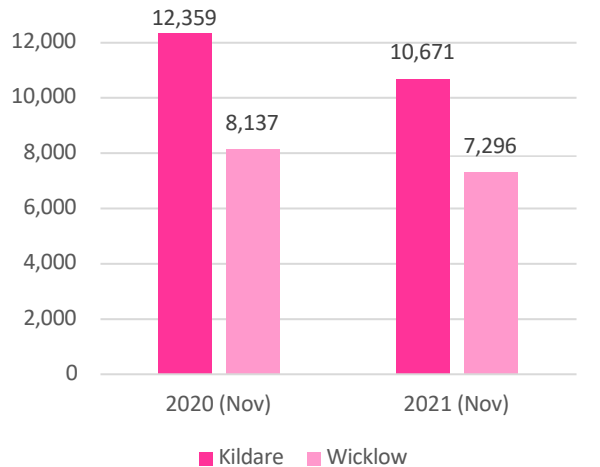
At the end of November 2021 there were 10,671 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, which is a **decline of almost 1,700 persons** on the previous year.

## Wicklow

At the end of January 2022, there were 4,797 persons in Wicklow on the **Live Register**, a fall of over 500 on the same period in the previous year. The number of people in receipt of **Pandemic Unemployment Payments (PUP)** fell by over 12,500 persons over the 12-month period.

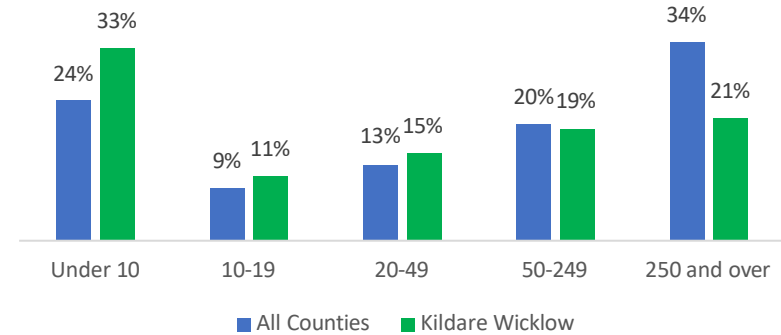
At the end of November 2021 there were 7,296 persons in receipt of the **Employment Wage Subsidy Scheme (EWSS)**, with a decline of approximately 800 on the previous year.

## Employment Wage Subsidy Scheme Estimates



## Business Demography

Compared to the national distribution, one third of persons in Kildare and Wicklow tend to be engaged in smaller-sized firms (firms with fewer than 10 persons). On the other hand, just over a fifth of persons in Kildare and Wicklow are engaged in large firm (250 persons or more) compared to over a third on average across all counties.



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

## KWETB FET Infrastructure

The KWETB FET estate includes 29 sites as shown in the map opposite. Of these, 11 are owned by KWETB, while 18 have lease agreements in place, with six lasting for at least the next five years, and the longest in place to 2035. This is above the national FET system average of 42% of sites being leased. The annual rental charge recorded across the leased sites in the national FET estates survey was €1.68million.

There are 42 individual buildings across the 29 sites and seven of the sites are part rented to other parties in addition to the ETB. The overall FET space includes 200 teaching spaces, comprising of classrooms and workshops, as well as 53 administrative spaces.

There is one building within KWETB that is of architectural or heritage significance with several being very old, this presents potential accessibility issues to be addressed in terms of lifts as well as wider access. Over half of the buildings are reliant on fossil fuels for heating but most buildings have the potential for more sustainable energy sources. 18 of the sites also have good quality Wi-Fi. In KWETB, seven of the sites include prefab/modular buildings (ranging from classroom use to storage).

In the recent FET estates survey, 19 sites were considered of good quality or requiring some minor remedial work, with an additional 10 being rated as requiring development.



## Relative Regional FET Supply

In terms of relative Level 5 and Level 6 provision which the KWETB FET estate supports, analysis of 2019 full-time provision showed 3,482 people undertaking Phase 2 apprenticeship training, PLC or other FET provision at this level. When we consider this base of provision relative to the population and employment of the region in comparison to the concentration of FET provision across all ETB regions nationally, it produces the indices shown in the central panel.

While at face value this suggests an 'undersupply' of FET provision in the ETB area, it is acknowledged that this is built upon the value placed on FET as a destination of choice within the wider region, including established colleges and training centres with excellent reputations and good capacity.

However, it must also be acknowledged that KWETB was one of only five ETBs which did not inherit training centre infrastructure, and there is an inevitable gap in provision that should be filled. It is also one of the fastest growing regions in Ireland and the FET capacity should respond to these changing demographics. KWETB will work to consolidate and integrate FET provision within its settings in order to build a FET College of the Future offering which fill this gap and can sustain and grow its strong learner base.

Level 5/6 Provision  
Relative to  
Employment Index

0.69

Level 5/6 Provision  
Relative to  
Population Index

0.71

## Funding Profile

2021  
€33.6m

## Learner Activity

2021  
10,997

## Staffing

Approx.  
295 FET  
Staff

## Staffing and Strategic Structure

The executive governance and oversight structure of KWETB is illustrated below. KWETB is led by the Chief Executive who works closely with the Board in line with the functions laid out in the Education and Training Boards Act, 2013. The Chief Executive leads the Senior Management Team which includes the directorate; there are assigned Directors with responsibility for each pillar as illustrated below. A reorganisation of the structures within the Further Education and Training directorate is planned for 2022/23.



## Focus of Provision

Key areas of industry activity in which KWETB specialise include:

Hospitality

Health and Social Care

Hairdressing and Beauty

Construction

Business and Administration

Manufacturing



# 02

## Performance and Targets

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

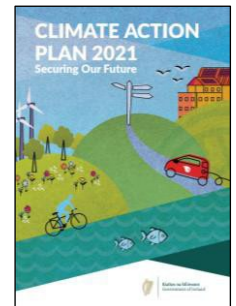
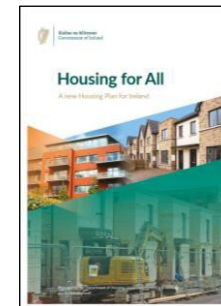
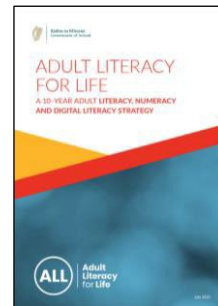
The national system targets for 2022-2024 are then presented with the indicative contribution that KWETB have committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

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 continuing to support lifelong learning

Maintained a reach to priority cohort learners which was in line with the overall national decline and managed to continue to support a level of progression higher than the national level within FET

## KWETB 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	1,503	1,405	1,038	Not yet available	-30.94%
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	1,647	-
<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	1,837	1,753	1,674	1,644	-10.51%
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	207	210	181	Not yet available	-12.56%
<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	1,406	1,465	1,199	907	-35.49%
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	535	723	636	623	16.45%
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	3,479	3,558	2,454	2,084	-40.10%
<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	5,428	5,449	5,584	5,422	-0.11%
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	-	140	1,179	998	-
<b>Targeting Key Skills Needs</b>					
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	1,695	1,590	1,353	1,348	-20.47%

'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.

## KWETB Key Achievements 2018-21

Significant achievements over the period include **maintaining a reach to priority learners** over this period as well as continuing to support pathways within FET for learners.

The establishment of the **Training and Innovation Services** team in KWETB has developed and delivered substantial success in terms of new and innovative traineeships, such as in **Artisan Bakery**, as well as being a leader in the delivery of green skills activities, working with external partners including Fifty Shades Greener, as well as offering upskilling provision in the area of manufacturing

The unique strategic partnership in place with KWETB, SOLAS and the Irish School of Farriery places KWETB in an area of **leadership** in terms of **apprenticeship**, as the lead ETB for the Farrier Apprenticeship. KWETB also offer a significant offering in new apprenticeship delivery, effectively utilising contracted training as well as progressing the Future FET integration agenda in areas such as the Hairdressing Apprenticeship.

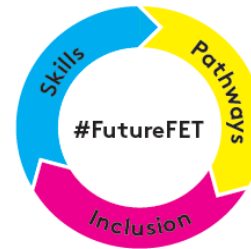
KWETB led an innovative, effective and national event in 2021 to celebrate and showcase **Professional Development – ‘FET Fest’**. This was significantly influential in terms of supporting the future strategic direction for Professional Development across the FET system.



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:

### Strategic Priorities

- New Vocational Proposition
- Upskilling the Workforce
- Delivering on Apprenticeship
- Meeting Critical Skills Needs



- Embed Inclusive Practice
- Prioritise Target Cohorts
- Consistent Learner Support
- Literacy and Numeracy

- Pathways from School to FET
- Pathways within FET
- Pathways from FET to HE
- Facilitating Lifelong Pathways

### Enabling Themes

#### Staffing and Structures

- Future Staffing Framework
- Quality Cross-FET Provision
- Cross-FET Funding/Guidelines

#### Digital Transformation

- Learner Access and Delivery
- Data Driven
- Management Systems

#### Learner and Performance Centred

- Performance Framework
- Distance Travelled
- Learner Engagement

#### Capital Infrastructure

- Address Deficits
- Consolidate Provision
- Flagship Developments

## Performance and Targets

### KWETB 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 KWETB 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	1,405	1,475	1,546
<b>Skills to Compete:</b> Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	1,650	1,700	1,800
<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	1,750	1,850	1,950
<b>Progression from FET-HE:</b> Grow levels of progression from FET-HE by 10% by 2024	210	220	235
<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	1,250	1,450	1,600
<b>Widening Participation:</b> Return participation levels by key target groups to 2019 levels and resume growth	720	775	850
<b>Adult Literacy for Life (ALL):</b> Increase provision for literacy and numeracy	3,000	3,600	4,000
<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	5,500	6,000	6,300
<b>Skills to Advance:</b> Continue to grow workforce upskilling enrolments	1,200	1,600	1,900
<b>Targeting Key Skills Needs</b>			
<b>Key Skills Needs:</b> Grow the number of places addressing key skills needs	1,500	1,600	1,800
<b>Green Skills for All:</b> Embedding of core green skills module across FET courses	1,500	2,500	4,000

KWETB have a strong skills offering in terms of new apprenticeship delivery including Commis Chef, ICT and Hairdressing. The Farrier Apprenticeship is also unique to KWETB, led in partnership with the Irish School of Farriery. The establishment of the Training and Innovation Services in KWETB is central to effective engagement with industry and local employers. This unit supports apprenticeship delivery and innovative initiatives also in the areas of traineeship, demonstrated by the new Artisan Bakery Traineeship. There is a need to expand the skills development opportunities to reflect the rapidly growing population in the region and the lack of ‘inherited’ FET infrastructure, particularly in Kildare. This will also require a focus on an integrated model of provision, moving away from activity which can be pigeon-holed as ‘FE’ or ‘training’ activity, with new campuses providing a balance of technical and classroom based learning.

### A New Level 5/6 Proposition

The potential to progress the agenda for the new national Level 5 and 6 proposition in KWETB is evident in emerging and existing arrangements in the ETB, such as with the approach to the Hairdressing Apprenticeship in Bray Institute of Further Education. KWETB is committed to a future FET strategy which sets out the vision for one Kildare Wicklow FET College with distinct campuses across Kildare and Wicklow, which will deliver on the national vision for Future FET. This strategy will embrace fully the FET College of the Future vision and the agenda of consolidation and innovation, which in turn will propel KWETB towards the new Level 5 and 6 national proposition. This is recognised as a strategic national priority.

### Upskilling the Workforce

The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. KWETB have driven significant efforts around workforce upskilling. Skills to Advance has been a key focus of this offer. Although there was a small decline in Skills to Advance provision in 2021 from 2020, KWETB is committed to ramping up this provision in the coming years. There are significant opportunities within this areas for the ETB given the range of employer and industry potential partners. KWETB will continue to play a leadership role in engaging with industry over the next three years, continuing to expand its Skills to Advance offering, and building on its ability to develop flexible online and blended offerings.

The Training and Innovation Services infrastructure built up by KWETB will be a key resource, and it will build on this by using their CRM tool to strategically manage this activity (in line with the sectoral tool). KWETB 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. KWETB 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 KWETB will work together to ensure that the legacy of a single initiative to support skills for employment is preserved, with Skills to Compete becoming the mainstream offering for those who need upskilling to find sustainable work. This will include targeting of long-term unemployed in line with FET Pathways to Work commitments.

### FET Leader Case Study

The Developing Leaders for Hospitality and Tourism programme proposed and led by KWETB upskills team leads and supervisory staff in critical areas including operations, finance, systems, and people management. This programme is part of the national Skills to Advance Further Education and Training initiative, which supports employers to develop their workforce and employees to avail of upskilling and reskilling opportunities.



## Delivering on Apprenticeship

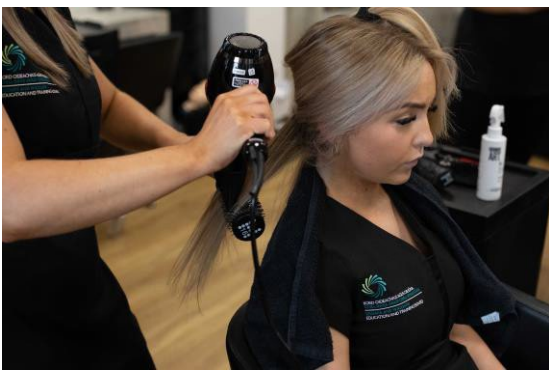
KWETB make a significant contribution to the offering nationally in 2016+ apprenticeships. As one of the first ETBs to support Kerry ETB as a collaborating provider in the Commis Chef Apprenticeship, it is to the ETB's credit this is now in its third year (fourth cohort) KWETB is now working with other ETBs to develop a Global Hospitality Badge, particularly aimed at those already working in the sector.

KWETB has also embraced the new apprenticeships for Accounting Technicians and Hairdressing and plans to run the Cybersecurity apprenticeship via the contracted training model.



We have noted the unique strategic partnership in place with KWETB, SOLAS and the Irish School of Farriery on the Farrier Apprenticeship. It also has ambition to grow wider craft apprenticeship provision, with plans for a new electrical workshop in Kildare in 2022.

The ambition in KWETB, linked to the existing capital estates strategy is to enhance and grow apprenticeship infrastructure to offer significant craft and 2016+ skills apprenticeship provision. This may include specialisation in wind turbine.



## Commitment to Green Skills and Environmental Awareness

To its credit, KWETB was a lead ETB in the development of the new Level 4 micro qualification Environmental Sustainability Awareness module. The ETB will now roll this out across FET provision from September 2022. From autumn 2022, there will also be a national wholly online green skills module available via eCollege, and KWETB will encourage all learners to undertake this learning.

KWETB were also one of the first ETBs to embark on the upskilling agenda in Green Skills. The 'Greened Hotel' sustainability programme delivered by KWETB for the Woodenbridge Hotel is an example of the innovative ideas and solutions that will support further advances in this area.

KWETB successfully partnered with 50 Shades Greener to provide a programme for business to increase the knowledge and skills required to control and reduce utility usage. This programme up-skill industry to affect change in the following areas:

- *Energy Reduction*
- *Waste Production*
- *Water Conservation*

Learning from this, and further KWETB work on developing an online green skills module for its schools, led to the concept of the online eCollege Green Skills for All module referenced above. It has ambitious targets to drive the roll-out of this and will position itself as a green skills and sustainability leader for the sector over the course of this agreement, developing further plans and provision.

## Skills Agility and Future Ambition

A new Traineeship in Site Security has been developed by KWETB. Future skills provision potential will also be realised in areas including cyber security, sustainability and data science.

Development of a Traineeship or a potential Apprenticeship in Offshore Wind is also currently being considered for Wicklow, in collaboration with Kerry ETB.

Additional micro qualifications may be developed for progression in Early Childhood Studies.

The development of the new proposed KWETB FET Strategy is expected to address and set out plans to deliver on the ambition of Future FET. Key areas, including across consolidation and integration of provision remain in early stages of development. The ambition within KWETB includes a vision to move towards a model of provision focused on employment, inclusion and progression. It will continue to develop flexible and online offerings to respond to the needs of learners, and use contracted training and reskilling of staff to respond to emerging skill needs.

## Learner Voice

“Our partnership with KWETB has allowed learners gain in-demand practical skills, allowing for a fantastic career in the bakery industry”  
Managing Director, Bretzel Bakery, Kilcullen

# 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 KWETB did increase their overall reach to learners in priority cohorts from 535 learners in 2018 to 623 learners in 2021, there was an understandable decrease from the levels reached in 2019, of around 200 learners. A first priority will be re-engaging with these lost learners, and in particular targeting those areas of provision that were most affected by the pandemic. Provision linked to the new Adult Literacy for Life strategy declined substantially and rebooting and refocusing on the portfolio of courses and support to drive literacy, numeracy and digital capability will be an immediate priority. Embedding consistent learner support, developing community education provision and a strong focus on accreditation of learning at NFQ Levels 1-3 are other core enablers of fostering inclusion over the course of this agreement.

### Embedding Inclusive Practice

KWETB 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 addressing the needs of the most vulnerable target groups requires working intensively at community level and with community-based organisations. KWETB has always invested in community education as a major mechanism to promote inclusion. The Mitigating Against Educational Disadvantage Fund (MAEDF) built on this and was a notable asset in making these connections and enhancing access to FET. This is critical and KWETB is committed to maximizing the reach of the fund in future and increasing participation now that it has been mainstreamed (and rebranded as the Reach fund).

It is noted that ETBs are increasingly being asked to take on a community development role and this must be carefully managed and planned with partner agencies at national and local level. It will consider establishing Memorandums of Understanding to frame its relationship with key community education providers over the next three years.



### Ensuring Consistent Learner Support

In KWETB it is the responsibility of centre personnel to provide support for individual learners and to ensure that learners are aware of the supports available for them. Specialist supports are available for specific target groups. The supports available include:

- Adult Guidance This service makes guidance available for adult learners within KWETB provision, as well as a ‘shop-front service’ for the public
- School Guidance Counsellors (located in the PLC colleges)
- Youthreach Advocate (available to Youthreach learners in Wicklow)
- Special Education Needs Provision (Arklow Youthreach)
- Counselling services
- Fund for Students with Disabilities
- Literacy and Numeracy support
- Adult Basic Education Services and
- Programme Assessment

KWETB will work to develop a more centralised and consistent approach to learner support in keeping with its goal to move to integrated FET College of the Future models for Kildare and Wicklow. This will also include the roll-out of the Fund for Students with Disabilities across all FET provision.

### FET Leader Case Study

ALISS (the Accessible Learning Integrated Support Service) is a language and learning support service for learners in all KWETB FET programmes. It was developed as part of the social inclusion measures within KWETB’s Strategic Performance Agreement 2018-2020 with SOLAS. There are two main aspects to ALISS’s role – initial assessment and learner supports. Recent ALISS initiatives include the development of a Common Initial Assessment for QQI Levels 1-4 resource, which is currently being piloted in all ABE Centres as well as an online study hub.

## Targeting Key Cohorts

There has been concern across the sector around learners 'lost' to FET and the need to prioritise target groups most at risk of social exclusion. KWETB will target key cohorts as follows:

Building on a strong track record in supporting **migrants and asylum seekers**, it will work to reboot and grow provision including in response to the current crisis in Ukraine. There are tangible signs of increased engagement to date in 2022 with KWETB.

Participation by learners from the **Traveller** community has declined during the pandemic and KWETB will focus on reengaging with those learners with targeted community-led projects

In partnership with AHEAD, KWETB 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.

KWETB is piloting a two-year education programme for profoundly disabled young adults who leave school with limited avenues for further progression. To measure success of this initiative the learner outcomes will be qualitative in nature. A working strategic partnership is in place with the HSE to support and advance this initiative.

## 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.

KWETB has a long track record in supporting literacy, numeracy and digital inclusion across its region however the pandemic had a big impact on related provision, which declined by over 40% from 2018-2021, much more than the average sector growth rate. This is a worrying trend and addressing it will be a critical and immediate focus for KWETB.

Over the course of this agreement, the ETB will initially commit to 'rebooting' to 2019 levels, with then a further aim to grow this by 10%, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. There will be a requirement to provide English language support for Ukrainian refugees as part of this expansion, although the length of time for which such support is required remains unclear at the time of agreeing this SPA.



Specifically, KWETB 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 of literacy needs for those in employment via Skills to Advance

KWETB will recruit an ALO post to progress the ALL strategy with a focus on service integration for inclusion programmes.

## Driving Certification at NFQ Levels 1-3

One of the trends of concern both locally nationally, in terms of the impact of the pandemic has been a significant drop in certification of learning at NFQ Levels 1 to 3. Certification levels for KWETB dropped by over 30%, well above the average sector decline, and a renewed focus on certification is now required. Increasing certification levels back towards historic pre-pandemic levels must be a critical focus. 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.

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. KWETB has considerable strengths in this area, and is committed to developing and facilitating a more seamless learner journey through the FET it offers. It will further drive demand for FET and apprenticeships among school leavers in the region. The Government commitment to a unified tertiary system requires this work to be built upon by developing closer links to HE partners in the region, with putting in place a system which allows pathways into FET throughout lifetimes and careers will be essential to meet the demands of our rapidly evolving economy and society.

### Integrated FET Pathways

Progression for learners within KWETB is a priority area. Despite the pandemic, the ETB has been able to better sustain progression levels within FET than across the sector, despite the fall in learner numbers. It aims to build on this platform by delivering a strategy to enhance integrated FET learning pathways which incorporates the following:

- Develop a clearly articulated, long-term vision and strategy for an **integrated FET service**, which identifies the changes needed for its realisation and related timeframes
- **Develop a single QA framework** and a clear plan for its implementation which identifies the changes needed for its realisation and related timeframes
- Plan, design and put in place **internal learning pathways** to improve progression and transfer for learning
- Expand the current pilot projects developed under **ALISS** to place learners on programmes that they want and have the capability to undertake
- Formally seek feedback from HEI partners and share the feedback internally
- Develop a comprehensive PR “marketing strategy with plans for targeting specific groups effectively”
- Develop an equitable system of supports for learners regardless of centre or funding strand, eliminating barriers to support. Support learners equally across the whole of further education and training, through an objective central office

KWETB will also align the programme structure to the key FET pillars of Inclusion, pathways, skills and apprenticeships. The programmes will be supported by enabling activities and resources.

### School to FET Pathways

Transition Year taster sessions are currently offered by KWETB to encourage and support school to FET pathways. Students are welcomed into the centres in KWETB every Friday. A range of skills areas are available to ‘trial’ including in subjects as diverse as culinary, barista, beauty, advanced manufacturing and data literacy. A specific new Transition Year data programme is in development by KWETB for 2022. The ETB also developed an online module for use by schools to develop understanding of sustainability and how students can minimise their carbon footprint, an initiative which helped to inspire the FET sector ‘Green Skills for All’ initiative.

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

### FET Leader Case Study

KWETB has been responding to Education for Sustainable Development (ESD) across its FET offering to deliver relevant and timely responses to our stakeholder skills gaps and needs.



In conjunction with Fifty Shades Greener KWETB offer post primary schools programmes, ‘Building a Greener Future,’ ‘the Carbon Conscious Schools Manual,’ TVET and a third level ‘Green Managers’ programme preparing learners for the emerging roles in the world of work.

## Renewing Programmes and Curricula

The learner focus in KWETB has changed significantly due to the environmental and economic situation that Ireland finds itself in. The focus of the ETB has shifted considerably towards employment and employed participants. It is targeting initial integration efforts on those programmes that would have attracted mainly unemployed cohorts and wants to make a broader portfolio available to all centres to support more flexible learner needs. In this regard it can learn from where the strongest employment outcomes are from current provision, shown in the table opposite. This highlights healthcare, arts and crafts, business, IT and security as key FET pathways into employment

Mindful of the significant drop off in programs based on the full-time academic year. KWETB is considering future provision, given that feedback has indicated that part-time programs are preferable for unemployed clients. Demand for the PLC courses in KWETB has varied by location, as indicated above and it is clear that a comprehensive curriculum offering with clear outcomes are essential to attract learners. The ETB has had mixed success in this space due to restrictions on quality assurance requirements and staffing terms and conditions. It will undertake a full review of the curriculum to ensure that KWETB meet the current and future needs of the region's society and economy.

ISCED Description	2019	Cluster	2019
Agriculture, Forestry, Fisheries	9%	Agriculture, Horticulture and Mariculture	1%
		Animal Science	8%
Arts and Humanities	15%	Arts & Crafts	10%
		Media Graphics Communications	5%
		Web Development & Design	0%
Engineering, manufacturing and construction	3%	Built Environment	1%
		Engineering	1%
		Engineering (Electrical)	0%
		Engineering (IT)	0%
		Engineering (Mechanical)	0%
		Engineering (Transport)	0%
		Manufacturing	1%
Business and administration and law	17%	Financial services	2%
		Business Administration	9.73%
		Management	2%
		Sales & Marketing	2.9%
		Entrepreneurship	0%
Health and welfare	23%	Health, Family, other Social Services	23%
Information and Communication Technologies (ICTs)	7%	Information Technology	7%
Education	3%	Research and Education – Training	3%
Natural sciences, mathematics and statistics	3%	Science and Technology	3%
Services	21%	Security, Guarding & Emergency Services	8%
		Sport and Leisure	5%
		Tourism	3%
		Transport, Distribution & Logistics	1%
		Food and Beverage	5%
		Hairdressing, Beauty & Complementary Therapies	0%

## Lifelong Learning Pathways

A restructuring of guidance to support lifelong learning is deemed to be necessary by KWETB, to ensure national access programmes can enable progression, including at Levels 5 and 6.

KWETB are committed to a future landscape of jointly developed curricula to the benefit of learners at a national level.

There is a strong commitment to future advances in Recognition of Prior Learning, building on the leadership of KWETB as one of the key ETBs involved in the Tobar project.

## FET-HE Pathways

There are strong levels of FET-HE progression in KWETB, mostly driven by the Bray Institute of Further Education, although levels did take a hit during the pandemic. An initial aim must be to reboot FET-HE levels to the 2019 position before growing further. MoUs to enable FET to HE progression are in place with Carlow and Waterford IoTs, Plans are in place with to renew this arrangement with the newly established Technological University of the South East. Arrangements for progression to higher education are also in place with UK universities, including Southampton.

KWETB are committed to a future landscape of jointly developed curricula to the benefit of learners at a national level. The ETB are committed to exploring co-development and co-delivery of degree programmes with HE partners, a model expected to be progressed as part of the policy to create a unified tertiary system.

## Learner Voice

“I am absolutely thrilled that I did the Introductory Course”

Collette, Learner



The passion and expertise of staff in KWETB 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. KWETB 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

KWETB is committed to progressing the key elements of staffing, structures and capabilities necessary to advance the Future FET agenda. As part of this agreement, It will review its existing FET structures and staffing. This will be a key element of the emerging local FET Strategy for KWETB, focusing on moving away from roles aligned to legacy programmes or distinct 'FE' or 'T' to integrated and strategic responsibilities.

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 KWETB will support the introduction of a FET practitioner role as required. KWETB will produce baseline data for existing FET staffing levels to inform the national baseline, identify gaps across the ETBs and to develop the future FET staffing structure.

A strong focus will be placed on the role of Professional Development in terms of upskilling and reskilling staff, through engagement with the Professional Learning and Development hub and related training for KWETB staff, building on the leadership exhibited to date by KWETB in this area. KWETB will also support work to reform the FET funding model.

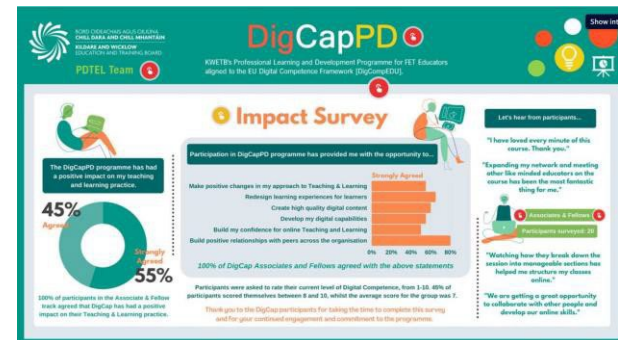
### Digital Transformation

KWETB responded well to the global pandemic in terms of innovation using digital technology. Engaging with hard to reach learners and supporting learners by making digital devices available further progressed this digital transformation.

Initiation of blended learning to respond to pandemic onsite restrictions was transformational and provided an opportunity to expand online learning at pace. KWETB will continue to build on this progress by establishing a formal blended learning policy.

KWETB 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

KWETB have made some advances in quality assurance ahead of the inaugural review with QQI. Allocating senior management responsibility for QA was an important step, and it will now use this infrastructure to further progress this key area, in line with the emerging QQI quality assurance action plan.

### FET Leader Case Study

In June 2020, KWETB introduced the 'PD Virtual Hub' online learning platform for all FET staff in MS Teams.

Aspiring to connect staff and build professional networks to foster a culture of collaborative working and sharing of knowledge and experience. With more than 370 members the PD Hub is updated weekly with PL&D opportunities together with resources and on-demand video content.

Developed from an initial response to Emergency Remote Teaching (ERT) the Hub provides an integrated space for information and support for staff in the areas of PL&D, TEL, UDL, ALISS and Induction together with closed channels for collaborative FET Projects and CoPs.

## Capital Development

KWETB will continue its programme of investment in FET capital infrastructure in line with the ambition set out in this agreement and the national Future FET agenda. Its principal aim is to establish two integrated FET college of the future models for Kildare and for Wicklow and this will require focused capital development. This should facilitate consolidation of some existing facilities and the integration of different types of FET provision within single campuses.

The development of the estates strategy will be central to the generation of a pipeline of projects for KWETB, coupled with the requirement to fully expend the annual devolved capital budget. As well as the above priorities, the estates strategy will also explore whether the ETB can reduce its reliance on leasing agreements over time.

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 KWETB in this regard.



## Learner and Performance Centred

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

Both the value of the Aontas independent learner voice - the FET Learner Forum - is recognised, as well as the KWETB learner feedback mechanisms and activities. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS. KWETB will engage with any new initiatives introduced in relation to further enhancement of strengthening the learner voice across the ETB sector.

KWETB 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. It will support the move to a learner-driven future FET funding model by developing proposals for programme harmonization and integrated structure to feed into the implementation of the review.

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



## Learner Voice

“I really enjoyed every moment and the great friendships that were made along the way with the students and the fantastic instructors”

Joanne, Learner – Track and Trail



## 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 trend baseline of 26,776 with a further 12.7% increase to 30,172 by 2024.

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



### Creating Pathways

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

**Progression from FET-HE:** Grow levels of progression from FET-HE by at least 10% by 2024, 2019 trend baseline of 5,364. Specific reports will be provided to the ETB by SOLAS on this target from the CSO annually. The FET to HE progression measure includes anyone who had a finish date in the same year, e.g., learner in FET in 2022 who enrolled in HE in 2022. The initial target number is the 2019 trend baseline of 5,364 with then a further 24% increase of 6,672 by 2024.

## 2022-2024 Definitions and Targets

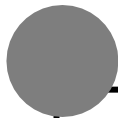


### Fostering Inclusion

**Transversal Skills:** Return certification at NFQ levels 1-3 to 2019 levels and grow by at least a further 10% by 2024. Learner numbers can be tracked from PLSS in the new learner dashboard. Levels 1-3 completion and partial completion. The initial target number is the 2019 trend baseline of 29,328 with then a further 10.5% increase of 32,398 by 2024.

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

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



### Upskilling Through Lifetimes and Careers

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

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

## 2022-2024 Definitions and Targets

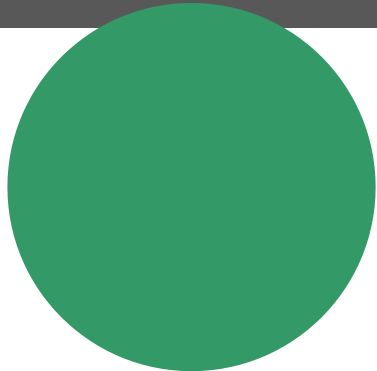


### Targeting Key Skills Needs

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

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

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



# System Infrastructure and Framework for Measuring Performance

## System Infrastructure and Framework for Measuring Performance

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

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

### Data Infrastructure

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

### Review Mechanisms

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













# System Infrastructure and Framework for Measuring Performance

## Enabling Infrastructure & Design

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



# KWETB Ambition 2022-2024 at a glance

-  Develop integrated FET College of the Future models focused on both Kildare and Wicklow, and increase the FET footprint across both counties
-  Continue to be a leader on green skills, rolling out the Level 4 on sustainability it co-developed, encouraging all its learners to undertake the green eCollege module and build on the success of 50 Shades Greener by expanding green skills course
-  Address the significant fall in provision related to Adult Literacy for Life by rebooting to pre-pandemic levels and progressing key actions including common assessment
-  Refocus on certification of learning at NFQ Levels 1-3 to address the decline during COVID-19
-  Continue to support school-FET pathways, including in TY initiatives and in ensuring a strong offering of a wide range of Level 5/6 options via the CAO linked site
-  Review its FET structures and staffing to improve and strengthen integration across the ETB, and align responsibilities with key strategic priorities identified within *Transforming Learning*
-  Expand the KWETB craft apprenticeship footprint and continue to embrace opportunities to provide and ramp up new apprenticeships
-  Review and renew its entire programme portfolio and curricula to ensure it reflects current and future skills needs
-  Embed a centralised and consistent approach to learner support, including roll-out of the Fund for Students with Disabilities across all provision
-  Become a lead ETB in programme harmonisation and supporting implementation of the FET funding model review

# 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

**SOLAS**  
learning works



BORD OIDEACHAIS AGUS OILIÚNA  
**CHILL DARAGUS CHILL MHANTÁIN**  
**KILDARE AND WICKLOW**  
EDUCATION AND TRAINING BOARD