



etb
Bord Oideachais agus
Oiliúna Thiobraid Árann
*Tipperary Education and
Training Board*

Tipperary Education and Training Board

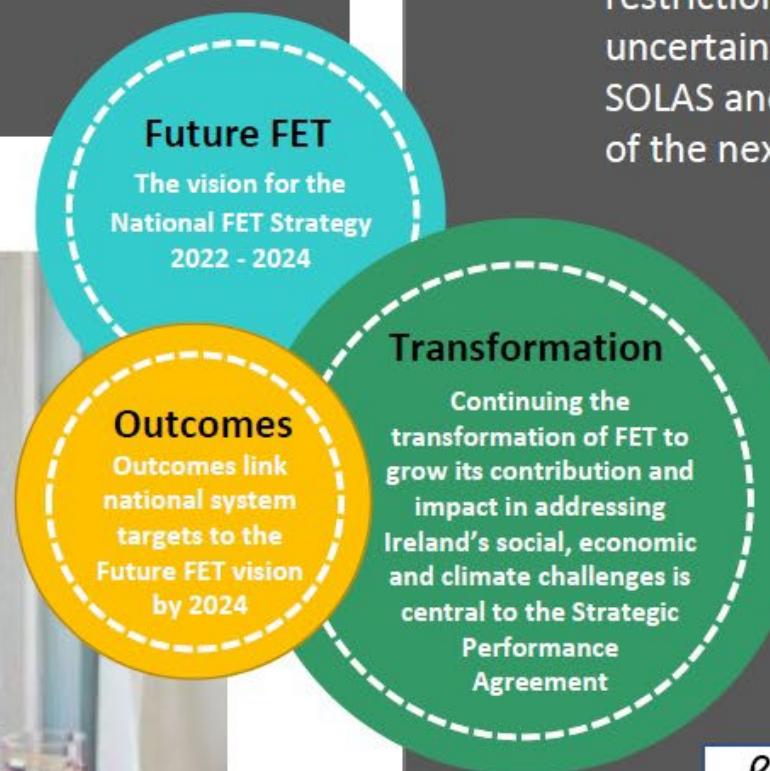
Strategic Performance Agreement 2022-2024

Introduction from Tipperary ETB and SOLAS

“

“It's [my course] changed my life for the better. It's a reason to get up out of the bed. It's somewhere to go and I enjoy going as well, meeting new people, having the friends, doing the work and helping each other out.”

TETB Learner



This is the second strategic performance agreement between SOLAS and Tipperary Education and Training Board (Tipperary ETB). 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, Tipperary ETB was remarkably resilient, and managed to sustain strong outcomes and impact. 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 Tipperary over the next three years.

Bernadette Cullen
Chief Executive, Tipperary ETB



Andrew Brownlee
CEO, SOLAS



Agreement Themes

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

01

Tipperary ETB in Profile

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

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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.

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FET Strategy – Building Skills

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

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FET Strategy – Enabling Themes

Tipperary ETB 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

Tipperary ETB in profile



According to the preliminary data from the 2022 census, the population of Tipperary is now 167,661, up 8,108 or 5.1% from 159,553 in 2016. This is lower than the national average growth rate of 7.6%. Tipperary makes up 3.3% of the state's population. The county covers 4,305 km² and has a relatively low population density compared to the national average. The largest towns are Clonmel, Nenagh and Thurles.

Average incomes in county Tipperary are significantly less than the national average and the Pobal index of deprivation also reveals key parts of the county marginally below the national average (based on 2016 Census data).

**Population
167.6k
Employment
77k**

As the census for 2022 is completed a full updated profile will be available. The impact of the COVID-19 pandemic on the profile nationally and locally is yet to be fully determined but analysis on this has been considered within the overall county demographics.

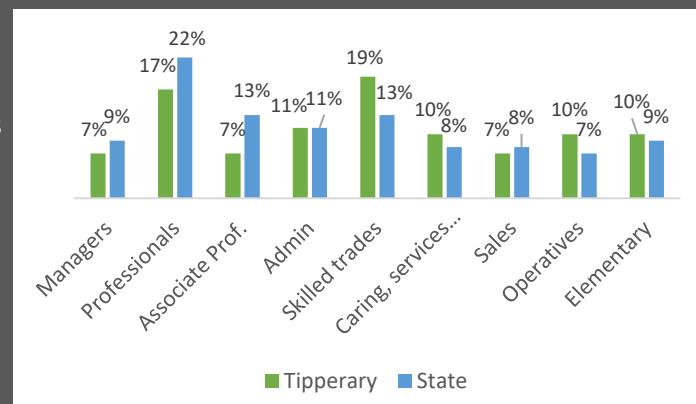
Of the 232,100 persons in employment in the Mid-West region in Q3 2021, it is estimated, based on 2016 county distributions, that roughly one third (33%) were in Co. Tipperary, representing approximately 77,000 persons.

Sectoral Distribution of Employment Tipperary Q3 2021

Sector	Tipperary	Mid-West	State
Accommodation/food	5%	6%	7%
Admin and support	4%	5%	4%
Agriculture	12%	9%	4%
Construction	7%	6%	6%
Education	8%	9%	8%
Finance etc	2%	2%	6%
Health	13%	13%	12%
ICT	3%	4%	6%
Industry	15%	15%	12%
Other NACE	4%	4%	5%
Professional Services	5%	5%	7%
Public admin and defence	5%	5%	5%
Transport	3%	4%	4%
Wholesale/retail	13%	13%	13%
Total	100%	100%	100%

At 32%, the share of employment in professional occupations (managers, professionals and associate professionals) is estimated to be smaller in Co Tipperary compared to the State average (approximately 44%). In contrast, at 19%, Co Tipperary had a higher-than-average share of persons employed in skilled trades occupations mainly due to comparatively larger shares working as farmers. The share of persons in Tipperary who were working as operatives, at 10%, was also higher than the State average (7%), due in part to large shares of employment in plant/process operative occupations, typically associated with industry.

National Employment Analysis



Educational Attainment

The Mid-West region had a higher-than-average share of adults who had attained qualifications up to Level 6 across further education and training in Q2 2021 with 16%, compared to the average of 14%. In contrast, the share of adults with, at most, higher education qualifications was slightly smaller than the national average (47%).

Lifelong Learning

In Q4 2021, the Mid-West region had a lifelong learning participation rate (persons engaged in learning in the previous four weeks) of 9.8%, the lowest in the State and below the national average of almost 13.1% (12%. If Dublin is excluded).

Tipperary as a region is part of both the Mid-West and South-East for a number of state agencies. This can lead to a complicated landscape for Tipperary ETB to navigate.

Also, Tipperary ETB did not have a training centre on amalgamation of North and South Tipperary VEC.

Live Register and Pandemic Supports



At the end of January 2022, there were 5,780 persons in Tipperary on the Live Register, a fall of approximately 1,300 persons on the same period in the previous year.

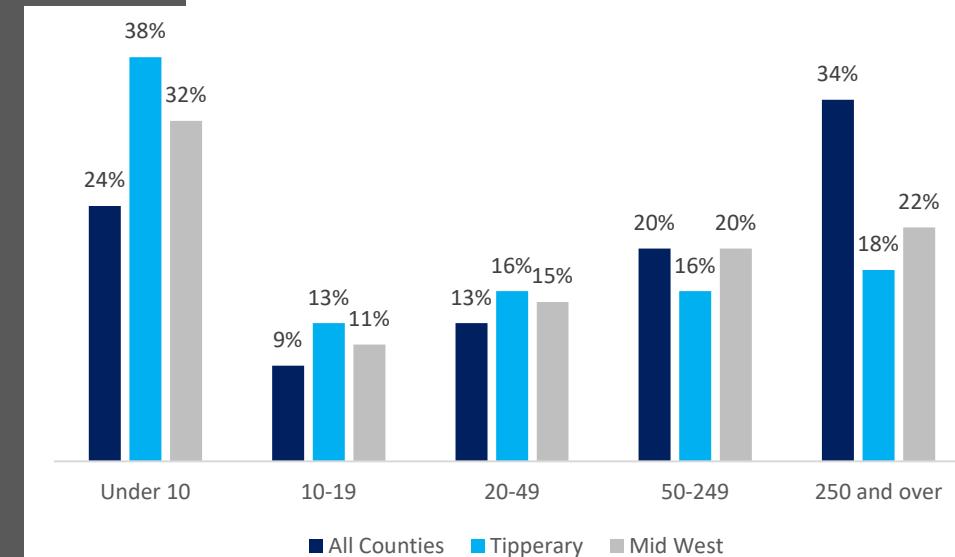
There was a significant fall in the number of people in receipt of Pandemic Unemployment Payments (PUP) over the 12-month period, declining by over 11,300 to just over 1,800 persons.

At the end of November 2021, there were 6,117 persons in receipt of the Employment Wage Subsidy Scheme (EWSS) administered by Revenue, an increase of almost 100 on the previous year.

The end of COVID-19 restrictions, and these associated welfare supports, in 2022, means the ETB, like most of its counterparts, is faced with a situation of close to full employment in the county. This will inevitably affect demand for reskilling courses for the unemployed, but the volatility of the social and economic environment must also be acknowledged, and circumstances can change rapidly over the course of this agreement.

Business Demography

In 2019, two thirds of all employment in Co Tipperary was in micro or small enterprises (i.e., all firms with fewer than 50 persons engaged), a comparatively larger share than the national average (46%) as well as the average across the Mid-West region. Conversely, the share of persons engaged in Co Tipperary who worked in medium or large enterprises was smaller than the national average.



Note:

For the purposes of regional comparison in this section, Tipperary ETB is considered within the Mid-West region. It should be noted that the south of the county is traditionally considered in the context of the South East region, and some local differences exist to the data shown here.

Tipperary ETB FET Infrastructure

The Tipperary ETB FET Estate consists of 21 sites. Eight of the sites are owned, with a further ten subject to lease agreements. Annual leasing costs are in the region of €700k per annum. Four of the sites are also part leased to other parties. FET services are also provided in other centres across the community.

Four of the properties are on the Local Authority Record of Protected Structures, with a further two in Architectural Conservation Areas (e.g., former army barracks, former courthouse, school buildings from the 1930s etc.) which has a bearing on future development. One site is in an area of flood risk. The age of several of the buildings and the fact that several of the two-storey buildings have no lift could make accessibility an issue. Thirteen of the premises are heated by oil or gas, with just four running on the electrical system. However almost all of the premises have potential for solar panels in future. All but one site has good quality Wi-Fi installed.

Overall, there are around 133 teaching spaces and 74 administrative spaces over an estate area of over 20,000 metres squared (site size was not available for all premises). Two of the sites are used for administration only, while two sites are shared with second level provision. Several of the sites cater for numbers as small as 50 per annum, with the largest site catering for almost 1,000 learners each year. Seven sites include temporary structures, ranging from storage to classroom use.

In the recent FET estates survey, 10 sites were considered as being of good quality, requiring at most limited renovation work, with seven needing further development. As referenced, not having a training function, meant that the overall level of historical investment in the FET estate has been less than in other areas.



Tipperary ETB is one of five ETBs who on establishment in 2016 did not have a training function. Since then, the ETB has established a very effective training section within FET, culminating in the opening of the Archerstown Training Centre in Thurles in 2018.

Relative Regional FET Supply

In terms of relative Level 5 and Level 6 provision which this FET estate supports, analysis of 2019 full-time provision showed 2,170 people undertaking Phase 2 apprenticeship training, PLC or other FET provision at this level in Tipperary. 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.

This shows that Tipperary ETB is broadly in line with the national average in terms of relative FET supply. Like the wider system however, Tipperary ETB has an ambition to grow both demand and supply for FET in the county, and its overall contribution and impact to economy and society.

Level 5/6 Provision Relative to Employment Index

1.12

Level 5/6 Provision Relative to Population Index

1.03

Funding Profile

2021
€28.4 m

Learner Activity

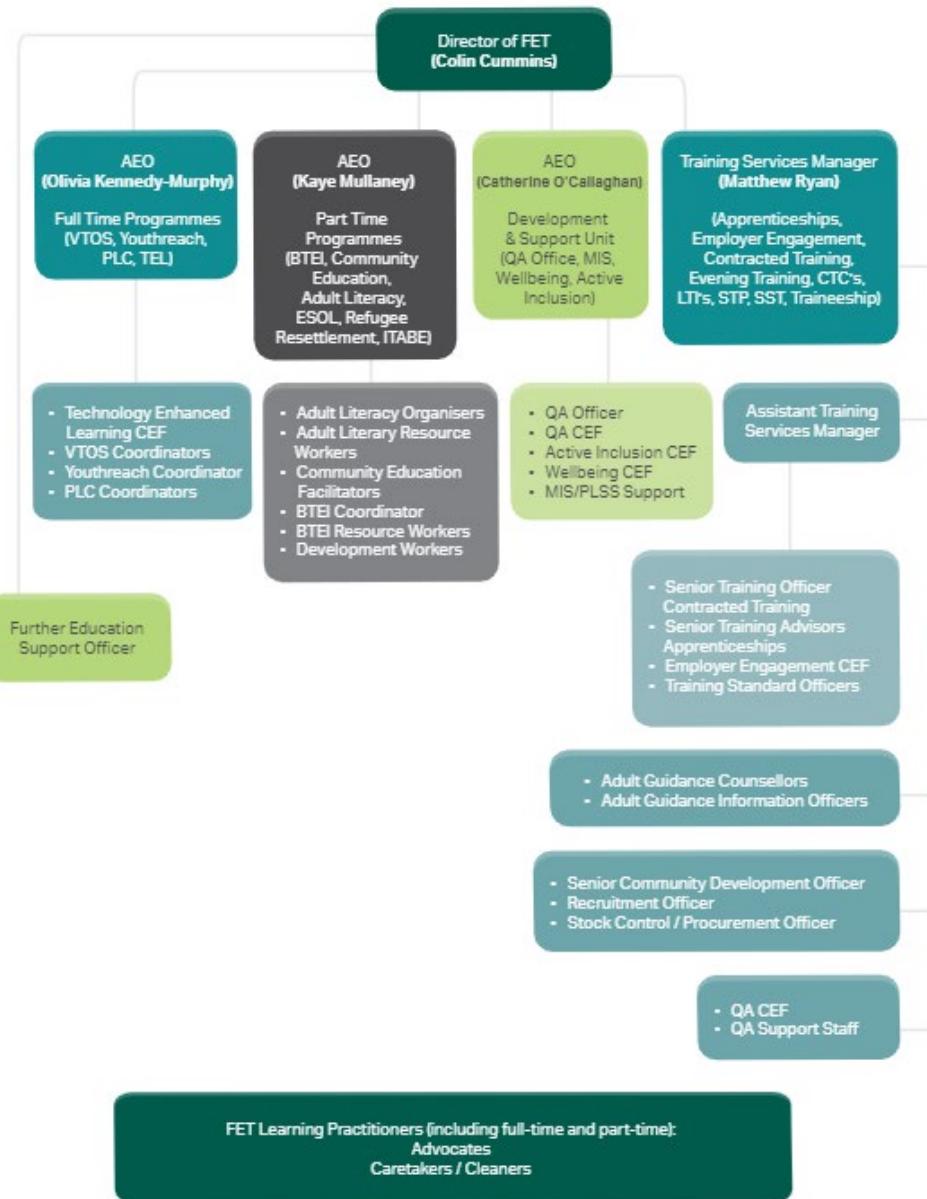
2021
9,490

Staffing

Approx.
340
FET
Staff

Staffing and Strategic Structure

The governance and structure of the Further Education and Training pillar of Tipperary ETB is reflected in the chart below.



Focus of Provision

Key areas of industry activity in which Tipperary ETB specialise include:

Services

Apprenticeship

Construction

Culinary Arts

Business

Health



Performance and Targets

This section presents an overview of the performance against national system targets by Tipperary 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).

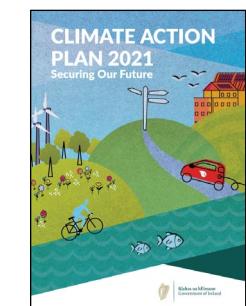
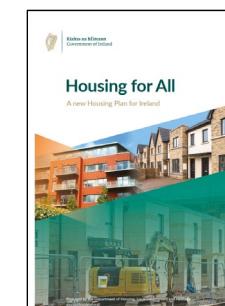
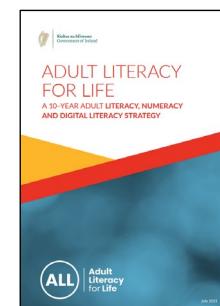
The national system targets for 2022-2024 are then presented with the indicative contribution that Tipperary ETB has committed to over the period of 2022-2024. An overview of the system targets and definitions is included in Appendix 2.

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
Supporting Jobs			
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	27,410	28,830	30,172
Skills to Compete: 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
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	30,219	33,419	35,958
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	5,859	6,238	6,672
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	25,378	29,639	32,398
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	16,788	18,266	19,474
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	59,316	64,987	70,095
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	97,325	106,176	113,605
Skills to Advance: Continue to grow workforce upskilling enrolments	14,854	18,501	22,290
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	29,667	32,502	35,008
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs	3,006	5,270	7,150
Green Skills for All: 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.

Tipperary ETB 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
Supporting Jobs					
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	813	879	749	Not yet available	-7.87%
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	-	-	-	810	-
Creating Pathways					
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,356	1,372	1,184	1,243	-8.33%
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	139	119	125	Not yet available	-10.07%
Fostering Inclusion					
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	993	877	916	752	-24.27%
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	647	685	733	791	22.26%
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	2,427	2,860	2,434	2,440	0.54%
Upskilling Through Lifetimes & Careers					
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	4,463	4,823	4,002	3,768	-15.57%
Skills to Advance: Continue to grow workforce upskilling enrolments	269	147	321	409	-
Targeting Key Skills Needs					
Key Skills Needs: Grow the number of places addressing key skills needs	1,107	1,263	1,216	1,320	19.24%

'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.

Tipperary ETB Key Achievements 2018-21

Significant achievements over the period for Tipperary ETB include progressing the infrastructure for **quality assurance** and data transformation as well as enhanced integration of services through the newly established **Development and Support Unit**.

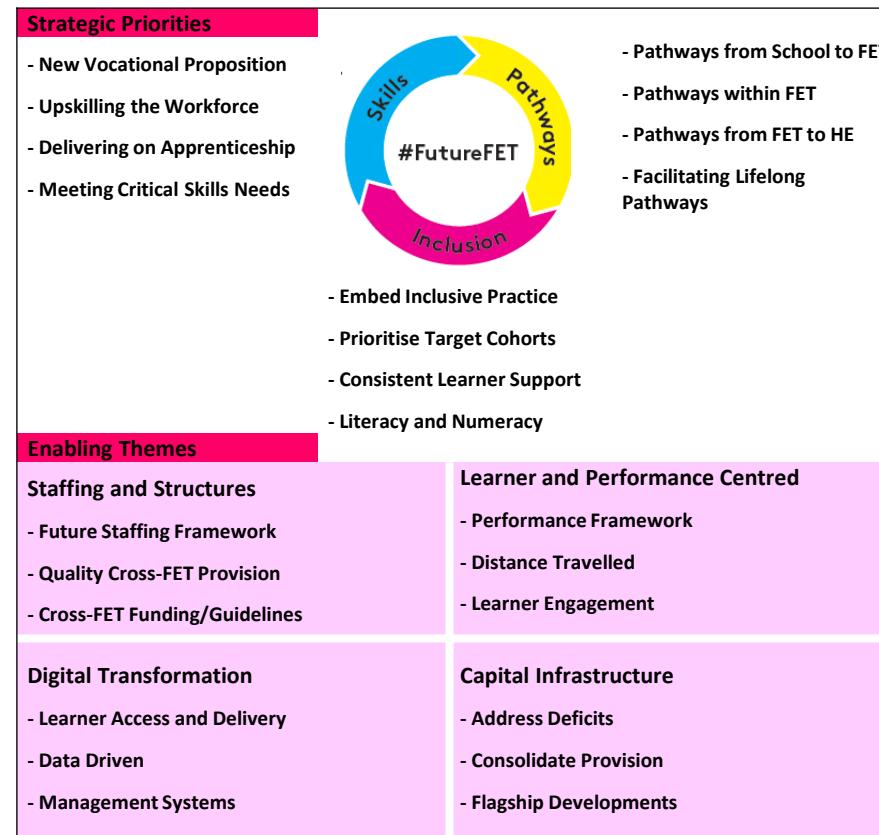
Throughout the period of the pandemic Tipperary ETB was able to not only maintain their **apprenticeship** provision but also to grow this offer, demonstrating real **leadership** in their creative and flexible approaches to supporting apprentices during the most difficult periods of the pandemic. The **Further Education and Training Centre based in Archerstown, Thurles** clearly evidences this growth and the ambition realised over this period.

The pandemic put into sharp focus the **commitment** and **dedication** of all staff across Tipperary ETB. It also provided an opportunity to rethink how teaching and learning is delivered, demonstrating an openness to **change** and a creative approach which has translated into positive outcomes for learners.

Digital transformation components advanced and progressed over this period, including in the areas of apprenticeships and online assessment proved to be successful. This **innovation** is now expected to be retained in Tipperary ETB and embedded as a future offer across provision more widely.



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

Tipperary ETB 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 Tipperary ETB for delivery under this strategic performance agreement.

TARGET	2022	2023	2024
Supporting Jobs			
Jobs: Return employment outcomes to 2019 levels and grow by a further 10% by 2024	879	923	967
Skills to Compete: Deliver 50,000 places to support those who lost their job to find a pathway back to sustainable work	850	900	950
Creating Pathways			
Progression within FET: Return progression movements within FET to 2019 levels and grow by a further 10% by 2024	1,370	1,425	1,500
Progression from FET-HE: Grow levels of progression from FET-HE by 10% by 2024	125	140	150
Fostering Inclusion			
Transversal Skills: Return certification at NFQ levels 1-3 to 2019 levels and grow by a further 10% by 2024	920	970	1,050
Widening Participation: Return participation levels by key target groups to 2019 levels and resume growth	685	719	755
Adult Literacy for Life (ALL): Increase provision for literacy and numeracy	2,860	3,003	3,153
Upskilling Through Lifetimes & Careers			
Lifelong Learning: Return engagement in lifelong learning to 2019 levels and grow by a further 10% by 2024	4,200	4,800	4,641
Skills to Advance: Continue to grow workforce upskilling enrolments	600	800	1,000
Targeting Key Skills Needs			
Key Skills Needs: Grow the number of places addressing key skills needs	1,263	1,326	1,392
Retrofitting Skills: Expansion of reskilling provision to meet retrofitting needs	tbc	tbc	tbc
Green Skills for All: Embedding of core green skills module across FET courses	1,000	2,000	3,000

03

FET Strategy – Building Skills

Tipperary ETB has a strong skills offering in terms of apprenticeship and FET across the ETB. A significant strength exists in their growth of apprenticeship, moving from 125 apprentices trained three years ago to its current annual capacity of 344. This came from effectively a standing start, with no legacy training infrastructure inherited from Fás/SOLAS, and with the creation of a new standalone training facility in Archerstown in Thurles driving success. It will continue its focus on building skills by expanding options for both those in employment and those seeking work and increasing apprenticeship capacity further to help address waiting lists.

A New Level 5/6 Proposition

The potential to progress the agenda for the new national Level 5 and 6 proposition in Tipperary is significant, building on the infrastructure and innovation established to date. The ETB's vision for the future involves an area based planning model for three distinct parts of the county, around which an integrated FET College of the Futures could be built. This area based planning approach will facilitate working towards seeing how traditionally FE activity can be delivered side-by-side by that traditionally considered as training activity. This should include exploring moving Level 5/6 provision out of dual provision into dedicated FET settings. There is also scope to work with TUS in Thurles and Clonmel to consider joint campus approaches to meeting regional skills needs. It is recognised by SOLAS that planning and evolving provision can be challenging for Tipperary ETB given the geographical scale of the county of Tipperary and the complexity of stakeholders and strategic partners as a result of localised arrangements.

Upskilling the Workforce

The future world of work, and the rapid pace of economic and societal change, will require upskilling throughout lifetimes and careers. Tipperary ETB has driven significant efforts around workforce upskilling. Skills to Advance has been a key focus of this offer, Tipperary ETB has engaged with all three strands of Skills to Advance and successfully evolved and established the offer. Tipperary ETB 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.

Significant progress has been made in Tipperary ETB with the establishment of a Workforce Development Team to support enterprise engagement. It offers various services from employee upskilling courses) as well as support to conduct training needs analysis and work placements. The Workforce Development team will build on this successful activity with utilisation of the national CRM tool. It has to date largely been focused on stimulating employer interest in training activity, but it will focus on ensuring the approach extends across all of FET in the next three years. Tipperary ETB will continue to increase upskilling and reskilling opportunities for SMEs in the region using a targeted strategic approach to enterprise engagement. It 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 Tipperary ETB 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

As part of the Innovation through Collaboration initiative in the South-East and in collaboration with WWETB and KCETB, Tipperary ETB delivered Step up and Grow which is a Company Benchmarking process aimed at promoting business excellence, initiated as part of the Supporting Working Lives and Enterprise Growth in Ireland 2018-2021 further education and training policy framework for skills development of people in employment. In Tipperary eight companies were engaged. Following this imitative all companies are now working with consultants to help improve their practices and performances as they strive for business excellence.



Delivering on Apprenticeship

Tipperary ETB has significantly grown its craft apprenticeship offer in a relatively short space of time, driven in part by the now well-established Further Education and Training Centre based in Archerstown, Thurles. The ETB is committed to further advancing its ambition in apprenticeship and feels well positioned to contribute to national apprenticeship targets by increasing its apprenticeship footprint.

Its annual intake has increased from 152 apprentices in 2018 to 439 in 2022 and there are almost 1,000 apprentices registered with the ETB engaged across 53 various apprenticeships currently including in areas such as construction, electrical, mechanical engineering and hospitality.

New apprenticeship provision is currently offered in Tipperary ETB with the introduction of Commis Chef in 2021 and will be expanded with the Hairdressing Apprenticeship starting in 2023. The ETB is also considering the delivery of the professional sales apprenticeship in collaboration with other lead ETBs. It would also like to explore potential to run HE coordinated Level 6 apprenticeships, such as those led by Griffith College and NCI.

Plans are in place to increase the FET estate in order to support more craft apprentices, in line with the overall vision for the future.



Growing Retrofitting and Green Skills

Tipperary ETB is committed to ensuring it makes a valuable contribution to the critical skills needs in the areas of green skills and retrofitting. With a large agricultural industry base, there is potential to develop expertise and offerings in smart agriculture and sustainability.

A significant innovation led by Tipperary ETB in this space is the newly developed provision in Retrofit Insulation Skills and Plastering, in their new Construction Skills Centre in Tipperary Town. Although Tipperary ETB is not one of the designated national Retrofit Centres of Excellence, this is real evidence of good practice, whereby skills provision, can also support the overall national housing and green skills agenda. SOLAS is in support of this approach and will seek to consider how this good practice might be rolled out across other ETBs, as well as consider how initiatives such as these can contribute to the national system target on retrofitting and NZEB.

Building on this, Tipperary ETB will also over the course of this agreement proactively pursue opportunities that may exist in wider areas of climate change and environmental upskilling. There are a number of county initiatives such as the Centre of Excellence for Sustainable Energy in Nenagh, DigiEco and Green for Micros programmes, as well as developments in higher education (TUS), which all provide a basis for further development and collaboration for Tipperary ETB.

Tipperary ETB will also support the roll out of the new Level 4 micro qualification Environmental Sustainability Awareness module. The ETB will 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 Tipperary ETB will encourage all learners to undertake this learning.

Skills Agility and Specialisation

Tipperary ETB is aiming to develop specialist expertise linked to its core urban centres and hinterlands. While Thurles drives a range of apprenticeship and FET opportunities, Tipperary town is specialising in green skills and retrofitting as noted elsewhere on this page. In Clonmel, there is a focus on servicing the local pharmaceutical sector with a skills pipeline. The ETB also aims to explore manufacturing and engineering related provision to support the needs of industry around Nenagh.

To its credit Tipperary ETB is the lead ETB on a new digital business micro qualification, which is being developed in collaboration with SOLAS and QQI. This innovation has huge potential at a national level across many areas, not just in employer engagement but also in the national offer to underpin and expand provision more generally across the FET system.

Tipperary ETB has collaborated on development of new programmes for key skills areas such as Early Learning and Care and the Commis Chef Apprenticeship/Advanced Certificate in Culinary Arts. The ETB offers a wide variety of digital, and IT programmes across the county including in Thurles, Templemore, Cahir, Carrick-on- Suir, Cashel and Nenagh. This skills offer will increase and evolve, given the leadership role of Tipperary ETB in advancing more agile micro qualification, which is recognised as key need and ask of local industry.

It makes full use of the contracted training model in order to respond to evolving skills needs, and found this a very useful mechanism to maintain levels of skills provision during the pandemic. It will continue to use this where appropriate, while also investing in in-house expertise that can drive expansion in key areas. It notes the need to develop quality assurance and curriculum development infrastructure in order to facilitate more integrated and responsive skills development solutions, and will do so over the course of this agreement.

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. To its credit however, Tipperary ETB managed to actually increase the number of learners engaged from priority cohorts over this period, from 647 in 2018 to 791 in 2021, and maintained provision related to Adult Literacy for Life. This is a substantial achievement and testament to the efforts and the offer of Tipperary ETB across their communities over this period. The one key area that suffered during the pandemic however was certification of learning at Levels 1-3, and the ETB must refocus in order to restore these outcomes to pre-pandemic levels and grow further. By embedding consistent learner support across all FET provision, driving a new regional approach to delivery of the ALL strategy, and expanding targeted community initiatives, there is a clear direction for fostering inclusion in Tipperary.

Embedding Inclusive Practice

Tipperary ETB 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. Tipperary ETB 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 the ETB 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

Social and Therapeutic Horticulture Programme 2021-2022

Ensuring Consistent Learner Support

Learner supports in Tipperary ETB range from psychological, advocacy, wellbeing, guidance, information to literacy and numeracy, ICT facilities and equipment as well as financial assistance and a sense of belonging and connectedness. There are long standing supports available at centre/programme levels that are introduced to the learner at induction stage, when the learner is provided with information on how they can be accessed. The majority of programmes provide a learner handbook outlining the supports available. Learner supports in Tipperary ETB vary across the different FET programmes, depending on location, programme category, centre size and learner cohort etc.

An Active Inclusion Advisory Group has been established in Tipperary ETB to support a strategy of outreach and access for all. This supports the principle of building an ethos of equity. Tipperary ETB is committed to outreach, access, UDL and integrated provision of literacy and numeracy. The new Development and Support Unit will be a key enabler of this vision and a core component in working towards a consistent learner support framework.

FET Leader Case Study

Tipperary ETB Community Education Programme is working with the HSE in Clonmel to deliver a Social and Therapeutic Horticulture Programme for learners who are recovering from substance misuse. A lunch is provided through the Mitigating against Education Disadvantage Scheme and is often the only hot meal eaten during the day and in the company of others, as many of the group of sixteen are homeless. Quotes from the group include: "I don't have to talk if I don't want. I love putting my hands in the clay, it reminds me of being small" and "I am delighted to be taking part. It has helped me back in something positive".

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. Tipperary ETB 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, and is focused on upskilling staff to deliver on this. It is also looking at targeting ESOL provision in the workplace.
- Participation by learners from the **Roma** community has declined during the pandemic and Tipperary ETB will focus on reengaging with those learners with targeted community-led projects
- In partnership with AHEAD, Tipperary ETB 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 (with a 30-place centre in Clonmel) to ensure that learners starting out with them as part of the Specialist Training Provision initiative have clear integrated pathways from the outset. Tipperary ETB is also committed to rolling out the Fund for Students with Disabilities across all FET provision over the course of this agreement.
- The ETB also links with **drug and alcohol dependency** support services to offer learning pathways for clients.

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.

Tipperary ETB has a long track record in supporting literacy, numeracy and digital inclusion across its region however the pandemic did have an impact on this related provision, which declined by over 15% from 2018-2021. Although this is less than the average it remains a worrying trend and addressing it will be an immediate focus for Tipperary ETB.

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, Tipperary ETB 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 leadership of Tipperary ETB in the development of the new digital micro qualification will also be a key enabler of this ambition.

Driving Certification at NFQ Levels 1-3

One of the trends of concern both locally and 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 Tipperary ETB dropped by over 24%, which is higher than the average sector decline and therefore a renewed focus on certification is now required. Increasing certification levels back towards historic pre-pandemic levels must be a critical focus. Tipperary ETB is committed to offering non-accredited learning across its provision, and 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. Tipperary ETB 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 and the ETB has exciting collaboration plans in the pipeline. It will also continue to work to put 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.

Pathways within FET

Tipperary ETB places a big focus on supporting pathways within FET and has managed to better maintain FET progression levels than the average across the sector. It will nonetheless aim to reboot these and grow them by a further 10% over the course of this agreement. There is an emphasis within Youthreach, VTOS and BTEI provision to emphasise learning pathways into PLC and training provision, including taster sessions in the facilities that offer these Level 5 and Level 6 opportunities. The ETB is also increasingly trying to link community education to pathways into Level 2/3 courses in areas like food hygiene, language/literacy and basic IT skills.

An important aspect of supporting pathways within FET is through learner guidance. Tipperary ETB FET service has two **Adult Guidance Counsellors** and the **Adult Guidance and Information Service (AGIS)** which offers impartial and confidential information and guidance on Education and Training options available within Tipperary ETB and with other education/training providers. The aim of the service is to support applicants to make the **right decisions** about returning to education and training whilst also considering other commitments a person has. It also supports the progression agenda.

AGIS relationships with relevant **external stakeholder organisations** are also used to support learner access as well as facilitating FET information and careers events. Some of these external organisations include AONTAS, Citizens Information Services, Family Resource Centres, local FE and HE Institutions, HSE, Jobs Clubs, Local Enterprise Offices, Local Authorities, local Library network, Local Development Companies, TUS and Community Employment Schemes, Mid-West/South-East Regional Skills Fora, Tipperary PPN (Public Participation Network), Tipperary Volunteer Centre etc. The AGIS service also offers and utilises web tools such as CareersPortal MyFuture+ with learners needing this support.

School outreach is a major priority for Tipperary ETB. There are regular school visits and events for school guidance counsellors, well attended by all schools in the county and not just those under the patronage of the ETB. Feedback from this outreach effort suggests a change in attitude in schools, which now proactively invite the ETB to come and talk to them about FET and apprenticeships. Tipperary ETB also undertakes focused work as part of the DEIS school to FET transitions initiative, supporting Leaving Certificate Applied students across a network of eight schools to consider pathways in FET and apprenticeship.

The ETB has begun to pilot Transition Year taster initiatives, including one in Borrisokane linked to PLC provision, and will ramp these up over the course of this agreement.

The ETB considers linking FET and apprenticeship options to the CAO decision-making process as a real opportunity. 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. It has previously produced a wallchart to promote all FET options across the country, and this idea is now been mainstreamed as part of the national campaign to promote wider options, with a mailshot planned across all households.

FET Leader Case Study

Tipperary ETB produced a 'CAO style' wallchart highlighting all of the FET courses that were available across the county, grouped by broad disciplines. This was distributed widely and is on display in all FET facilities.



Progression and Future Direction

Progression from schools, within FET, from FET to HE as well as onwards into outcomes such as employment are all key areas of focus for Tipperary ETB over the course of this agreement and in line with the national vision set out in the Transforming Learning national strategy.

The data in the table adjacent evidences key employment outcomes in areas for learners in Tipperary ETB such as health and welfare, services, and business and administration. This can be reviewed and considered in future planning.

It will be a key priority in SOLAS to ensure Tipperary ETB can access data and information which best suits the needs of the ETB, in terms of the geographic nature of the county as well as the complex stakeholder arrangements in place as a result of local boundaries. SOLAS will commit to do this and to support the vision set out for the future for Tipperary ETB which will include a localised structured approach across the county, with area based planning for the three distinct parts of Tipperary.

Alongside this, the needs of the learners, which have evolved and changed over the course of the pandemic can also be realised. This will take into account the high number of people with a disability living in the area, the unique socio-economic issues and the profile of potential older learners with digital skills needs.

Progression to Employment

ISCED Description	2019	Cluster	2019
Agriculture, Forestry, Fisheries	2%	Agriculture, Horticulture and Mariculture	0%
		Animal Science	2%
Arts and Humanities	4%	Arts & Crafts	3%
		Media Graphics Communications	2%
Engineering, manufacturing and construction	3%	Web Development & Design	0%
		Built Environment	3%
Business and administration and law	8%	Engineering	0%
		Engineering (Electrical)	0%
		Engineering (IT)	0%
		Engineering (Mechanical)	0%
		Engineering (Transport)	0%
		Manufacturing	1%
		Financial services	0%
		Business Administration	0.009%
		Management	5%
		Sales & Marketing	2.9%
Health and welfare	46%	Entrepreneurship	0%
		Health, Family, other Social Services	46%
		Information Technology	1%
		Research and Education – Training	7%
		Science and Technology	0%
		Security, Guarding and Emergency Services	0%
		Sport and Leisure	5%
		Tourism	2%
		Transport, Distribution & Logistics	8%
		Food and Beverage	15%
Information and Communication Technologies (ICTs)	30%	Hairdressing, Beauty and Complementary Therapies	0%
Education	7%		
Natural sciences, mathematics and statistics	0%		
Services			

Lifelong Learning Pathways

The newly established Development and Support Unit in Tipperary ETB will be fundamental to the future direction in terms of lifelong learning.

Tipperary ETB is 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 work to date in this area by Tipperary ETB.

FET-HE Pathways

There is a real opportunity for Tipperary ETB to work together with its regional HE partner TUS, to take advantage of the Government commitment to a unified tertiary system. The senior management teams of both institutions already have an excellent working relationship and there are exciting plans to consider joint campuses.

Although FET-HE progression levels fell in the first year of the pandemic, the ETB will focus on using this relationship to develop stronger pathways and grow this level well beyond pre-COVID levels. It will also further develop links with MICs to offer FET pathways into initial teacher education. Tipperary ETB is committed to a future landscape of jointly developed curricula and will work with TUS and other potential HE partners to develop proposals for the co-development and co-delivery of degree programmes.

Learner Voice

“ It has opened a whole new world for me and it is helping my business. I can now create beautiful adverts to advertise... I highly recommend it to anybody for their business. It is boosting mine and makes my adverts more interesting! ”

Sophie Imarzouk of Exploring Languages for Kids referring to the Multimedia for Social Media course

FET Strategy – Enabling Themes

The passion and expertise of staff in Tipperary ETB 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. The ETB will also 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

Tipperary ETB is committed to progressing the key elements of staffing, structures and capabilities necessary to advance the Future FET agenda. It has identified pressing needs for quality assurance and curriculum development expertise to drive agile skills responses, and for change management resources to realise the transformation sought.

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 Tipperary ETB will support the introduction of a FET practitioner role as required. Tipperary ETB 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 Tipperary ETB staff. Tipperary ETB will also support work to reform the FET funding model.

Digital Transformation

Tipperary ETB 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. Tipperary ETB will continue to build on this progress by establishing a formal blended learning policy.

Tipperary ETB 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.

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.



Quality FET

Tipperary ETB has made significant 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

Tipperary ETB works closely with North Tipperary Development Company on a number of Adult Literacy projects ranging from hairdressing, woodwork, horticulture, mechanics, poetry. This helped us to build links in the community with groups where the development company have established relationships.

Examples of this are e.g. a traveller poet that we support that recently read in DCU (All Hallows) and won third prize in an International women's Day competition as well as the Four Stroke Engine Maintenance (QQI L3) course in Roscrea.



Capital Development

Tipperary ETB 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. The ETB has already taken a lead in setting out an initial estate strategy covering the next 10 years. This strategy sets out a three-tiered model - tier one (hubs), tier two (town access) with tier three (community outreach) and takes account of key urban areas in need of an ETB presence or infrastructure, while focusing on driving consolidation and integration of FET provision.

The ETB will explore moving away from dual provision approaches for PLC to ensure all Level 5 and 6 provision is delivered from dedicated and integrated FET settings. The potential to link with TUS on a connected campuses in Clonmel and Thurles is also a substantial development opportunity. The ETB should also consider how it 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 Tipperary ETB in this regard.



Learner and Performance Centred

The Learner continues to drive everything Tipperary ETB does. The ETB 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 ETB learner feedback mechanisms and activities. Both will continue over the course of this agreement. National activity will continue to be supported by SOLAS. Tipperary ETB will engage with any new initiatives introduced in relation to further enhancement of strengthening the learner voice across the ETB sector.

Tipperary ETB 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.



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Learner Voice

“By obtaining the National Tour Guiding Badge, it will definitely open more doors going forward. It gives me a great sense of achievement and confidence in the knowledge that I have a qualification to guide tourists around Ireland. ”

Camillus Croke speaking about the National Tour Guiding programme



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)

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 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 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.

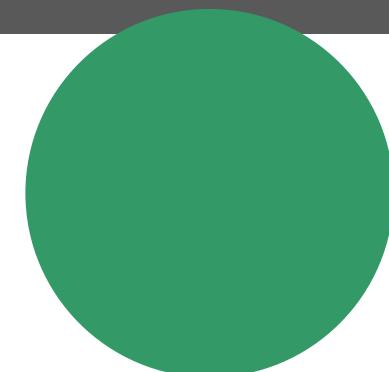
2022-2024 Definitions and Targets

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

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.

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.

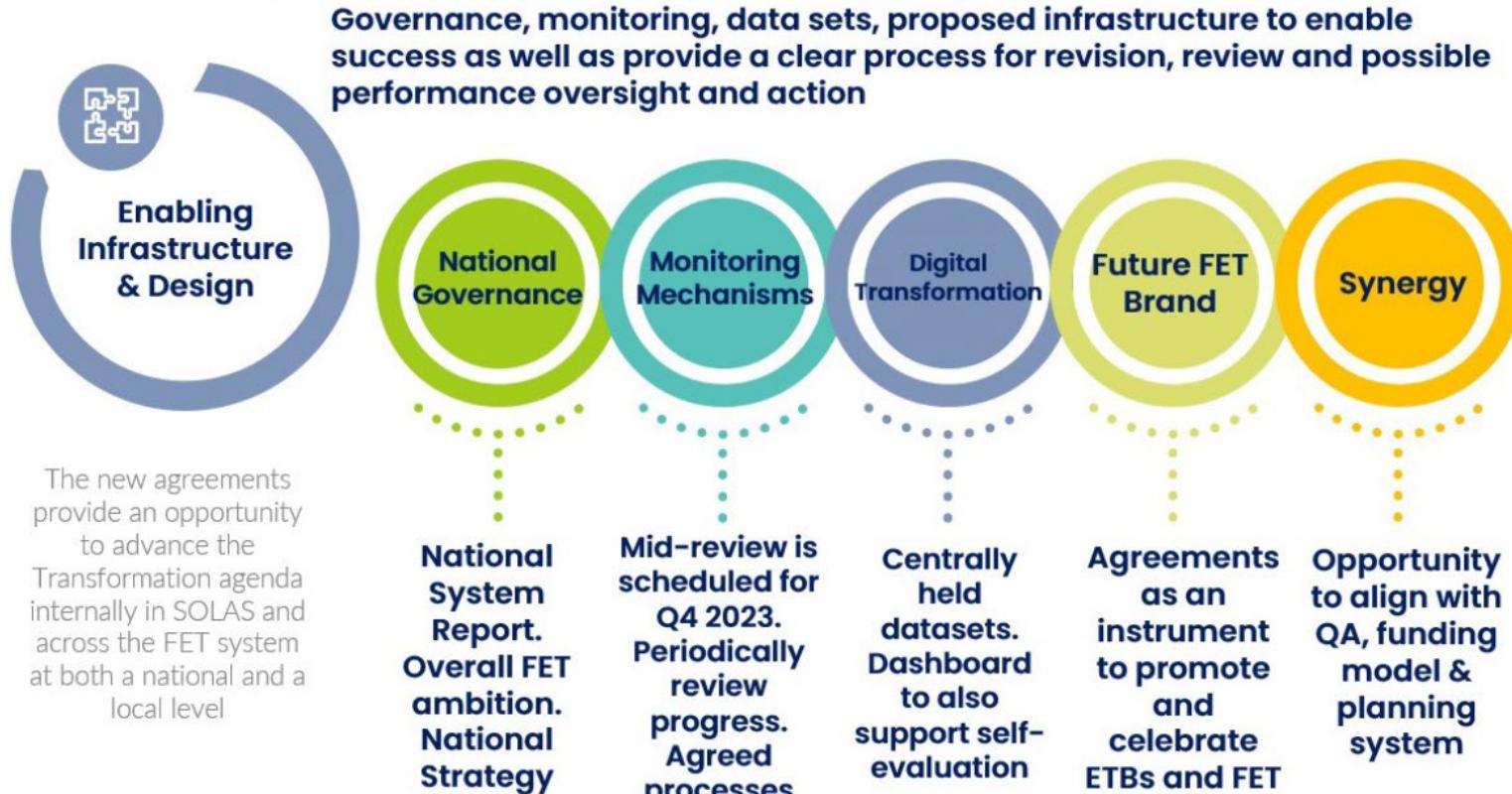
Review Mechanisms

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

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

System Infrastructure and Framework for Measuring Performance

Enabling Infrastructure & Design



Tipperary ETB Ambition 2022-2024 at a glance

-  Build the FET College of the Future model in Tipperary, building on the area based approach, driving full FET integration, ensuring Level 5/6 provision is offered in dedicated FET settings and working with TUS to meet the needs of the region.
-  Further develop its apprenticeship footprint, expanding craft capacity and embracing opportunities to deliver and ramp up new apprenticeships.
-  Address the significant fall in provision related to Lifelong Learning 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 develop area-based skills specialisms including green skills; pharmaceuticals; engineering/manufacturing; and construction.
-  Lead on school-FET pathways, ramping up TY initiatives, expanding outreach with schools and putting together a CAO-linked package to school leavers which includes the full range of L5/L6 courses.
-  Embed a regional approach to delivering Adult Literacy for Life, including common assessment and the ramp up of provision, particularly digital upskilling.
-  Drive development towards a unified tertiary system in partnership with TUS, including exploring joint campus initiatives, enhanced progression pathways and co-development and co-delivery of degree programmes.
-  Embed a centralised and consistent approach to learner support, including roll-out of the Fund for Students with Disabilities across all provision.
-  Further develop and implement its estates strategy to consolidate provision, reduce reliance on leases, and develop core FET college ‘hub’ campuses.

Glossary

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

SOLAS
learning works



etb
Bord Oideachais agus
Oiliúna Thiobraid Árann
*Tipperary Education and
Training Board*