



**cetb**

Bord Oideachais agus  
Oiliúna Chorcaí  
*Cork Education and  
Training Board*



Cork Education  
and Training Board

**Profile 2021**



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# 1. Cork Education and Training Board Context



Geographical Map of Cork ETB

## A. BACKGROUND

Cork Education and Training Board (Cork ETB) is one of the sixteen Education and Training Boards (ETBs) established in 2013 by the Education and Training Boards Act. Cork ETB was formed from the amalgamation of the former County Cork and the City of Cork Vocational Education Committee (VECs) in July 2013, followed by the transfer of the SOLAS training function (formerly under the auspices of FÁS), to the new body on January 1st, 2014.

The Education and Training Boards Act sets out a wide range of statutory functions for the Boards, including the option available to the Minister for Education, of assigning additional specific responsibilities to a Board or Boards, as required.

Cork Education and Training Board is a statutory authority with responsibility for a wide and varied suite of education and training services, including:

- Primary Education (Community National Schools)
- Post-Primary Schools and Colleges
- Post Leaving Certificate Colleges
- Training Services
- Adult and Community Education Services
- Youth Services

By geographic area, range of services, budget and the number of individuals availing of ETB services, Cork ETB is the second largest of the ETB's.

These services are delivered through a network of schools, colleges and centres located across the region:

CETB SERVICE	NO. OF LOCATIONS/CENTRES
Primary Education (Community National Schools)	2
Post Primary Education	24
Post Leaving Certificate Colleges and Centres	8
Youthreach Centres	12
Training Centres	2
Other Further Education and Training locations	40

The number of learners provided for through Cork Education and Training Board Services in 2019 and 2020 are set out in the following table:

CETB SERVICE	2019	2020
Primary Education (Community National Schools)	343	395
Post Primary Education	12,001	12,317
Further Education and Training	19,527	13,792
Youth Services		

The range and diversity of CETB's Further Education and Training provision is better evidenced by the following table, which sets out individual FET programmes and learner numbers for 2019 and 2020.

FET PROGRAMME	2019	2020
PLC Students	3686	3056
Apprenticeship Training	739	252
Community Training Centres	100	67
Local Training Initiatives	280	224
Specialist Training Providers	185	156
Specific Skills Training	1012	447
Traineeship Training	195	144
Youthreach	621	587
Adult Literacy Groups	3642	2294
BTEI Groups	1690	838
ESOL	754	776
Evening Training	871	996
ITABE	268	186
Skills for Work	191	165
Skills for Advance	140	151
Community Education	4948	1665
Voluntary Literacy Tuition	45	11
Recognition of Prior Learning	25	0
Other Funding <sup>1</sup>	78	102
Blended training	-	1010

While primary and post primary education do not fall within the remit of QQI's Statutory Review of Education and Training Boards, they form a significant and integral component of Cork ETB's services, and there are relationships and engagements across the ETB between all services and it is intended that the Self Evaluation Report will give an insight and context for many of these.

Youth Services, while primarily funded under arrangements with the Department of Children, Equality, Disability, Integration and Youth (DCEDIY), in Cork ETB are considered to be closely linked to Further Education and Training and fall under the remit of the Further Education and Training Directorate and are referenced within the self-evaluation report.

1. HSE funded Community Education Initiatives for people in care facilities

## B. REGIONAL POPULATION AND DISTRIBUTION

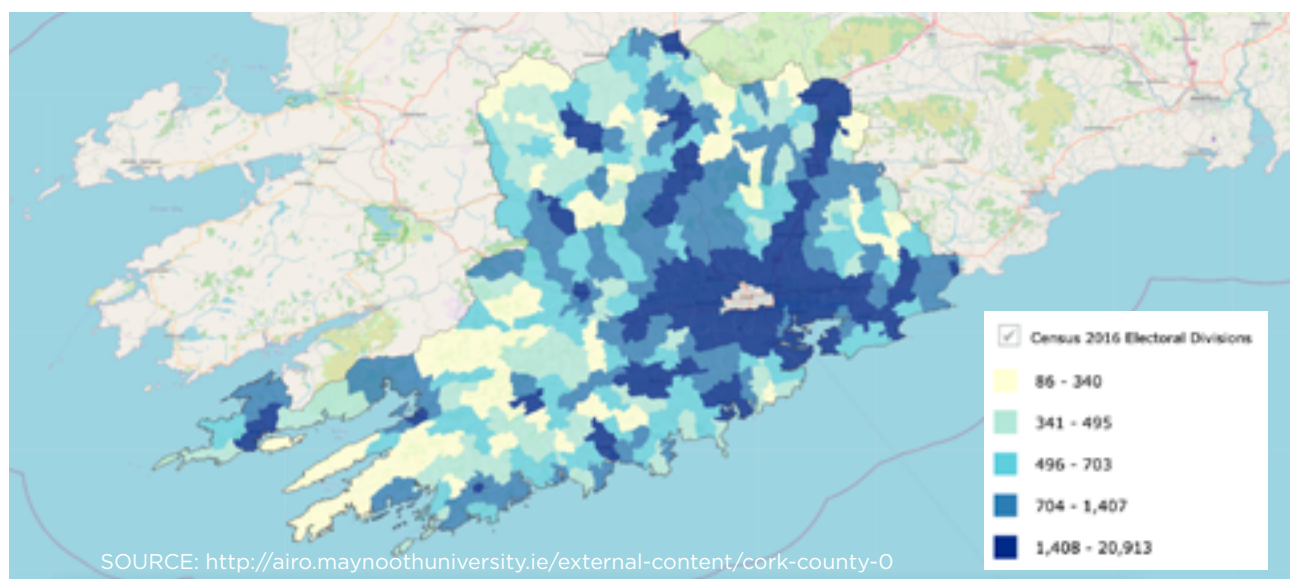
Cork Education and Training Board services one of the largest areas, by both in terms of size and population, in the country. The total population of Cork County in the 2016 census was 542, 868, with Cork City having a population of 125,657. Boundary changes in 2019 increased the population of Cork City by an estimated 85,000 people, through the incorporation of towns such as Ballincollig and Glanmire, each with populations in excess of 12,000 into the city area, as well as largely rural locations including Blarney and Tower. Within the greater Cork Metropolitan area are situated the major urban towns of Carrigaline, Midleton and Cobh and each with populations in excess of 12,000 individuals, with Mallow and Fermoy located within 35 kilometres of Cork City.

COUNTY TOWNS	POPULATION
<b>Ballincollig</b>	18,621
<b>Carrigaline</b>	15,770
<b>Cobh</b>	12,800
<b>Midleton</b>	12,496
<b>Mallow</b>	12,459
<b>Youghal</b>	7,963
<b>Bandon</b>	6,957
<b>Fermoy</b>	6,585
<b>Blarney &amp; Tower</b>	6,014
<b>Passage West</b>	5,843
<b>Kinsale</b>	5,281
<b>Carrigtwohill</b>	5,080
<b>Clonakilty</b>	4,592

West Cork is generally considered a distinct area or region within the county as a whole, with a number of towns having significant populations, including Bandon, Kinsale, Clonakilty, Bantry and Castletownbere. The distance between Castletownbere and Cork city is over 125 kilometres.

The population in the East and North East of the county is more dispersed, with Youghal in the east and Mitchelstown in the north east, the most populous towns.

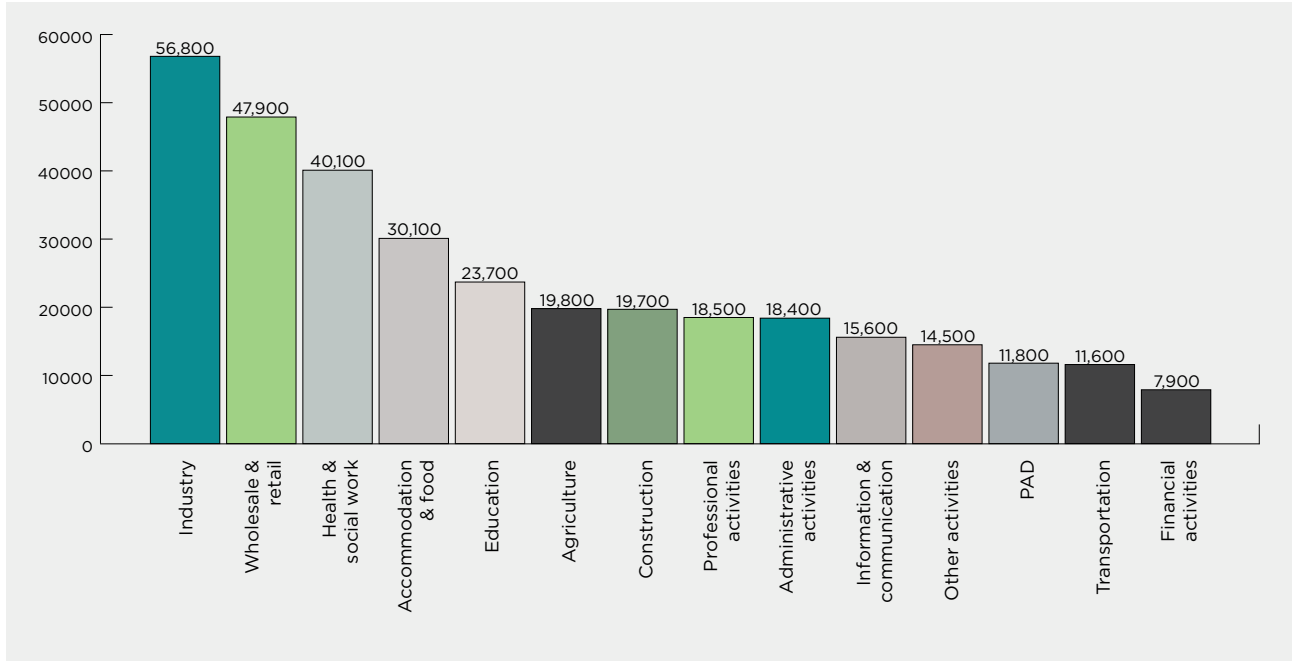
This map shows the distribution of population by densities across Cork County.



The distribution and variances in population across the region create a unique set of challenges for Cork ETB in the delivery of services.

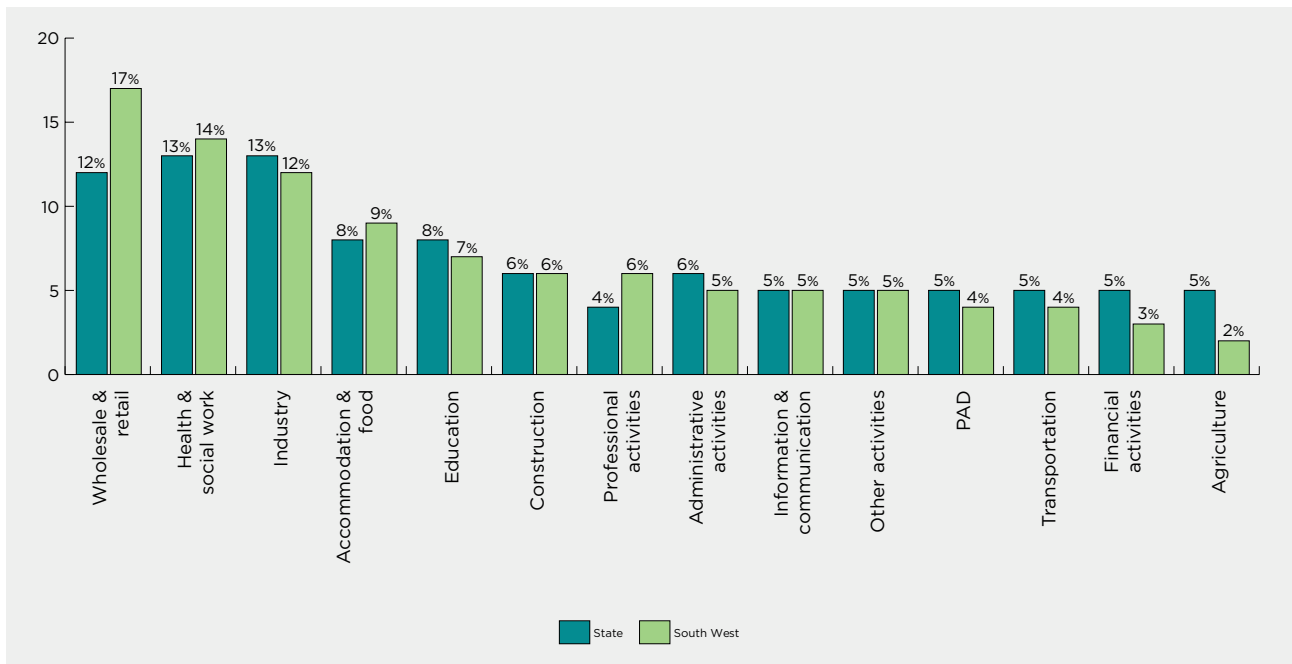
### C. REGIONAL ECONOMIC PROFILE

Cork has a very broad and diverse enterprise sector with significant activity in Pharmaceutical and Biopharma manufacturing, medical devices, ICT (hardware and services), food and drink processing, internationally traded services, tourism, marine activity, mariculture, forestry and agriculture. The service sector, in particular health and care related services, also features strongly in the region.



Employment by sector, Q4 2019

The regional employment profile, compared to the national, shows some variances across the various sectors.



Employment by sector, Q4 2019 1

The region is extremely diverse in terms of the type and scale of enterprises to be found in localities. The pharmaceutical, biopharma and medical device companies, which include large employers (100+) such as Novartis, GSK, Pfizer, Lilly, Boston Scientific, Stryker, PMD Solutions, Rowa Pharmaceuticals (Bantry), and Carbery (Ballineen) and Dairygold (Mitchelstown), DePuy, PepsiCo, AdventaMed, Millipore, Novartis and Janssen, are located largely within the greater Cork harbour area. While the ICT sector has a significant presence within the greater Cork City area (Apple, EMC, VMWare, Dell McAfee are all located in this region), it is more broadly dispersed across the county, with a lot of smaller IT companies, largely in the IT service sector, located across the wider region.

Cork has also a significant and diverse research base, with the Teagasc Research Centre at Moorepark, Fermoy, focusing on both agricultural and food research initiatives, and the Tyndall National Research Institute in Cork City being recognised as a leading European research centre in integrated ICT (Information and Communications Technology) hardware and systems. Another significant research entity in the area is focused on the area of cancer research, with Breakthrough Cancer Research focusing on translating lab discoveries into new treatment opportunities targeted at finding new options for poor prognosis and currently incurable cancers.

Agriculture and related food industries, both large scale and smaller, artisan food producers, provide significant employment across the region, and have been growing sector, although they are experiencing a significantly greater level of challenge as a consequence of COVID 19 and its impacts. Similarly, the Hospitality and Tourism sector, which had been experiencing consistent and sustained growth through exploitation of the opportunities presented by Cork's location on the Wild Atlantic Way and the Ancient East tourist offerings, has been particularly badly affected by the pandemic.

The diversity of the region is further illustrated by the categorisation of employers/enterprises when categorised by workforce size, with over half of the workforce employed in companies/enterprises with less than 50 employees, and almost one third of the workforce are engaged in enterprises with less than ten employees.



## D. LEARNER PROFILE

The profile of learners engaging with Cork ETB's Further Education and Training service and programmes reflects the diversity and complexity of Irish society. From school leavers who are engaging with Post Leaving Certificate (PLC) courses and apprenticeships, to mature adult learners who have engaged with a variety of programmes to build additional skills and competencies that are necessary for them to gain or progress in employment, to individuals seeking compensatory education to develop their literacy and numeracy skills, to members of the immigrant community seeking to develop English language competency, to early school leavers who are availing of second chance options through Youthreach and Community Training Centre options.

The learner cohort can be broadly categorised into four main groups, broadly based on the National Framework of Qualifications (NFQ) level of programmes aimed at addressing their specific learning needs:

### Foundation

- comprising generally the unemployed, early school leavers, individuals with less than upper second-level qualifications and members of the new communities. Many of these learners are engaged with programmes at NFQ Levels 1 to 3, with a significant emphasis on developing core literacy, numeracy and IT skills for progression.

### Progression

- learners who generally have not completed upper secondary level education, but who have reasonable to good functional literacy and numeracy. Their participation is generally on programmes at NFQ Level 4 as preparation for progression to education or training programmes at Level 5.

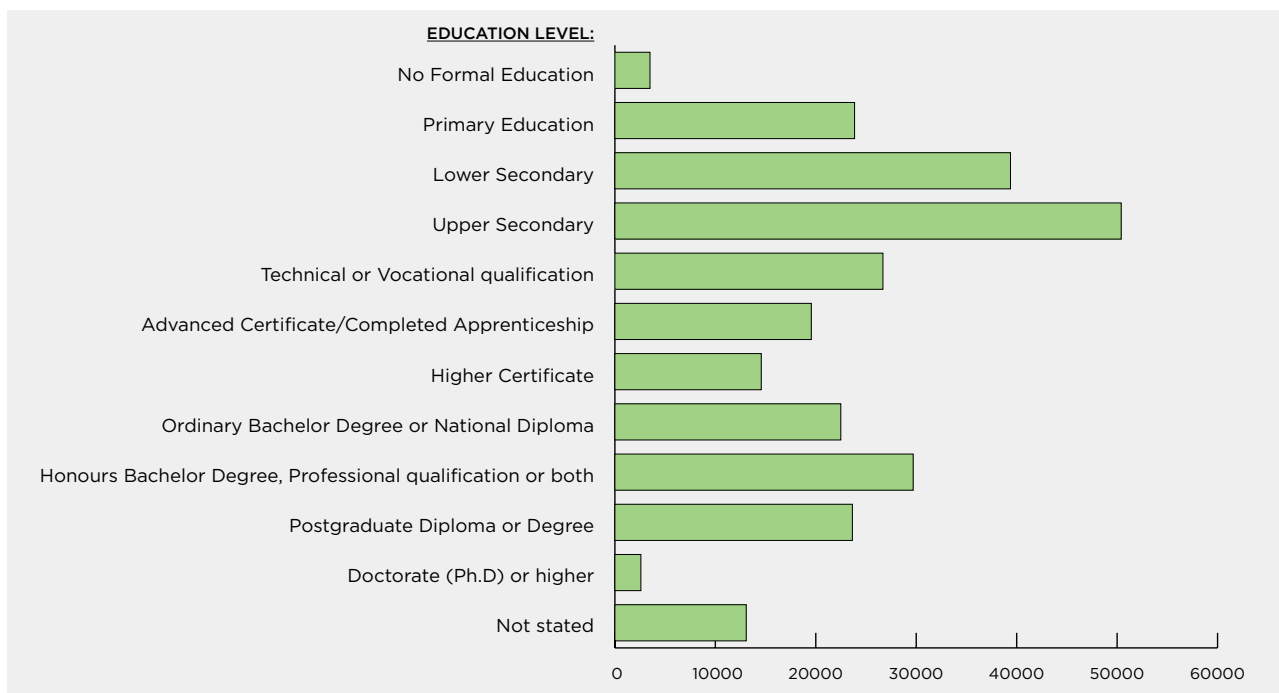
### Vocational

- learners who have generally completed upper secondary level education or have engaged in significant education and skills development across a period in employment. Whether a recent post-primary (Leaving Certificate) graduate, or a mature learner returning to education/training, this cohort are generally engaged on Further Education and Training programmes at NFQ Level 5 or 6, including PLC, apprenticeship and SST programmes. Successful completion of these programmes may lead directly to employment or progression to higher education programmes.

### Specific Skills Development

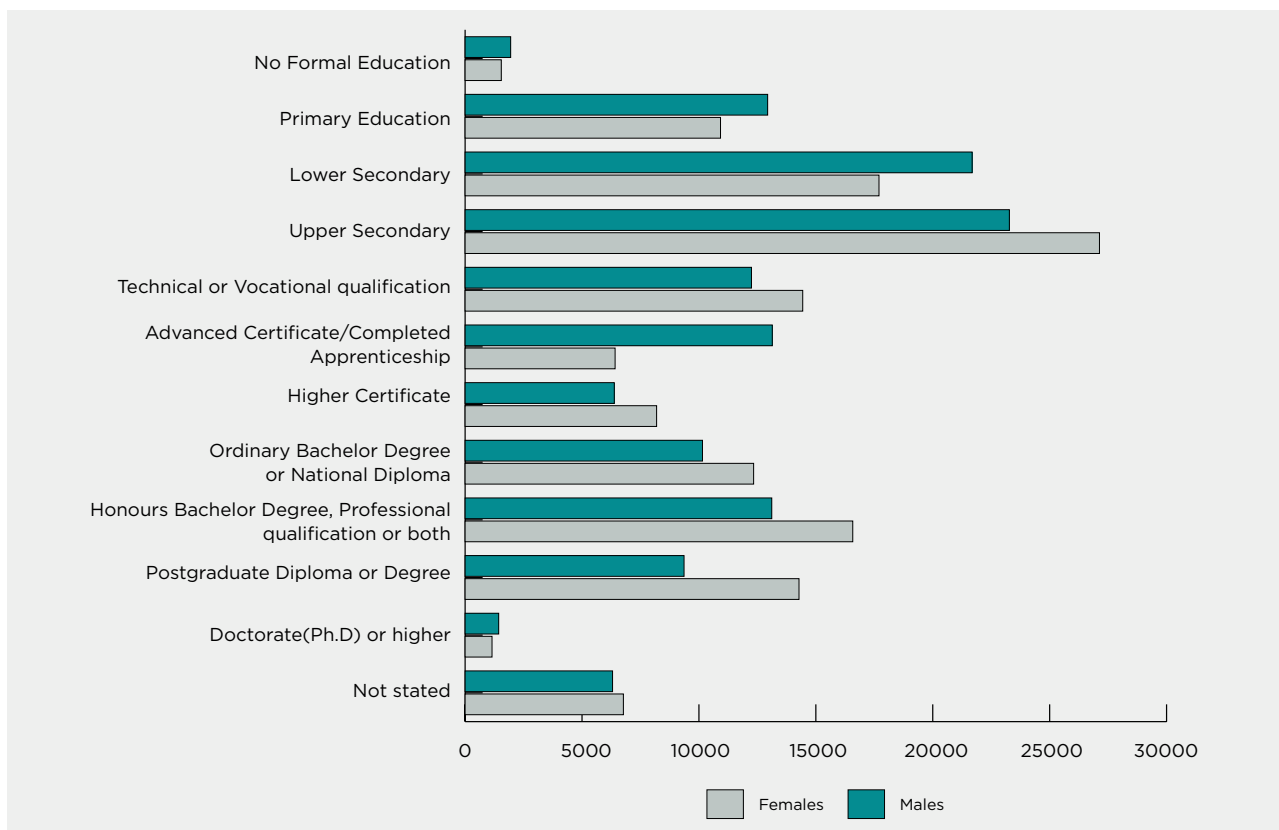
- the profile of learners engaging with specific skills development courses varies considerably, depending on the purpose and nature of the course. In many instances these learners are engaged in upskilling for a specific skill required in the workplace and the training is supported or sponsored by their employer.

The regional learner profile (based on 2016 census figures) shows 26% of the population over 15 having a level of education at lower secondary level or below. This excludes those whose status is indicated as "not stated".



Population aged 15 years and over by sex and highest level of education completed, CSO 2016.

When the relative attainment levels are shown by gender, there is a marked difference between males and females, with a significantly higher number of males over 15 (29%) indicating that their highest level of educational attainment was lower secondary level or below.



Cork ETB has experienced a change in the general learner profile as employment opportunities have increased and unemployment levels have fallen. As national unemployment dropped close to 5% in January 2020, Cork ETB’s FET services were increasingly focusing on programmes for those in employment seeking upskilling opportunities. The consequences of the COVID 19 pandemic in 2020 has had a significant impact on both the type of programmes being offered and the manner of their delivery.

## 2. Mission, Values and Strategic Focus

### A. VISION

The guiding principles for all Cork Education and Training Board services are set out in the ETB's "Strategy Statement 2017-2021" (Appendix 1).

In developing its Strategy Statement, Cork ETB focused on the vision and mission of the organisation which were developed through a consultative process with staff and a wider group of stakeholders. These guiding principles are informed by and reflect Cork ETB's Vision:

**Cork Education and Training Board is a driving force of education and training in Cork, providing high quality services which are innovative, responsive and inclusive. Through Cork Education and Training Board, there is a pathway for every learner.**



## B. VALUES

The consultative process identified six values that should underpin every decision and action of the Cork ETB in its delivery on the organisations mission statement.



## C. GUIDING PRINCIPLES

The guiding principles that Cork Education and Training Board operates to are:

- **Prioritising the needs of learners**
- **Delivering a high-quality service**
- **Acting with professional integrity**
- **Doing the right thing**
- **Treating people with dignity and respect**
- **Being fair, open and accountable**
- **Ensuring value for money**
- **Operating to the highest ethical, professional, moral and legal standards.**

## D. STRATEGIC THEMES

The Strategy Statement links the Vision, Values and Guiding Principles of the ETB to its Mission and identifies four Strategic Themes, under each of which actions and priorities are identified. The Strategic Themes are:

- **Our Learners**
- **Our People**
- **Our Services**
- **Our Organisation**

## E. CORK ETB FET STRATEGIC PRIORITIES

The Cork ETB focus for FET, as outlined in its Strategy Statement and reiterated in its Strategic Performance Agreement with SOLAS for 2018 – 2020, has focussed primarily on maintaining and improving the quality of its Further Education and Training provision for learners and business/employers in Cork. The actions set out for Cork ETB FET provision are closely aligned and informed by the National FET Strategy.

Cork ETB has been continuing the development of services, with reference to the needs of the economy and the priorities of the National FET Strategy, to provide individuals with relevant, high quality courses, preparing individuals for entry into the world of work, developing and consolidating the skills of individuals in employment, facilitating progression to further studies, and contributing to the development of the individual, communities and the economic and social wellbeing of the region.

Cork ETB's strategy for FET services has a focus on the following:

- **Ongoing development of an integrated and robust Quality Assurance system to support and underpin all FET activity.**
- **Continued development of the integrated comprehensive planning structures that link Cork ETB services and delivery with the economic and employer requirements of the region.**
- **Development of additional and/or enhanced progression pathways for learners, within FET services and to services outside of FET**
- **Development and implementation of a coordinated and comprehensive ICT strategy and infrastructure to support existing provision and provide for the development and delivery**

of blended, online and distance learning options for FET participants.

- **Development of appropriate learner support services for all FET learners, including learning support structures, guidance and counselling in recognition of mental health and other factors that can impinge on an individual's ability to engage with, and succeed in, learning.**

Four core priorities for FET underpin Cork ETB's strategic direction for FET:

1. **The quality of the learner experience**
2. **Improving learner outcomes**
3. **Programme development**
4. **Staff development and supports.**

Work to ensure the quality and consistency of experience for learners is currently focussed on a number of areas including:

- i. Access, Transfer and Progression** – learners have the right to be able to access education and training options at a level, in a location and in a manner which is appropriate to their requirements. The Access, Transfer and Progression Working Group, directed by the QA Steering Group, is developing policies and procedures on access, transfer and progression, reasonable accommodations of learners with specific needs and recognition of prior learning.
- ii. Development of Appropriate Learner Supports** – Many learners engaging with further education and training programmes present with a range of complex needs that if not fully addressed and provided for will lead to non-completion and /or failure to obtain the desired outcomes for the learner.

Cork ETB has established and is continuing to develop an Active Inclusion service to provide appropriate support for learners with educational and other difficulties/disabilities.

Appropriate literacy and numeracy supports for learners are available across all services, and the integration of these literacy and numeracy supports into all FET programmes and courses is continuing.

An Active Inclusion programme piloted with PLC has been expanded to include all FET services, with the principles of a Universal Design for Learning approach being adapted to all further education provision.

Wellbeing and mental health difficulties have been highlighted by the COVID 19 pandemic but were evidenced by a significant and growing number of learners prior to this. Increased supports, through the establishment of a learner counselling and support service is a current priority project.

- iii. Improving the Teaching and Learning experience** - The quality of learning is intrinsically linked to the quality of teaching. All teaching staff have access to appropriate professional development opportunities, not only in their area of specialist knowledge, but in pedagogical practice, innovation and development.
- iv. Provision of Additional and Alternative Learning Opportunities** - The development of blended, online and distance alternatives to traditional modes and models of course delivery has been accelerated as Cork ETB's FET services have adapted to the impacts of COVID 19. The potential of these modes of delivery to provide for a greater and more diverse cohort of learners is being pursued by the ETB as it begins to emerge from the pandemic.

Cork ETB is constantly engaging with employers and business sectors to develop and deliver of new education and training options across its services, including:

- New apprenticeships
- New traineeships
- Short courses and specific skills development for people in employment
- Modular courses that enable learners to engage flexibly with the education and training requirements to enter employment or develop in employment.

- v. **Improving the Learner Experience and Environment** – Cork ETB continues to invest in improving and enhancing facilities for learners and staff, providing physical surroundings, resources and infrastructure that contribute to a positive and supportive environment for learning. Investment in the development and improvement of existing and new facilities forms part of this, as does the investment in the digital infrastructure, including devices for staff and learners to enable online and blended learning activities to progress.
- vi. **Development of partnerships with other stakeholders** – the quality of our FET programmes, and the value of the outcomes for learners is directly linked to the quality of the engagement with other stakeholders, including employers, other education providers, state agencies and local communities.

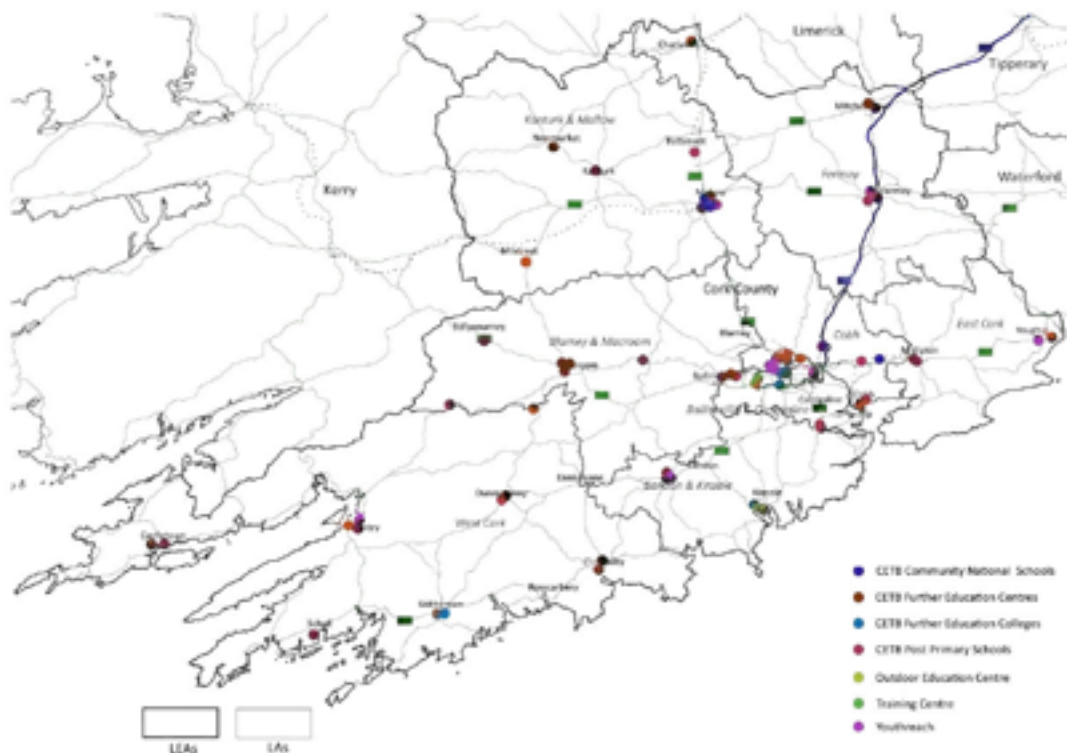
Cork ETB's partnerships with the two local authorities are well established, as are industry links and engagement with IBEC, LEO's, Cork Chamber, the Regional Skills Forum as well as others, and the two Higher Education institutions in the region (UCC, MTU), however there is room for improvement and development in all of these areas.

- vii. **Improving Course Outputs and Learner Outcomes** – significant emphasis has been placed on improving retention rates across all services, to meet the targets set for the ETB under its Performance Agreement with SOLAS. Improvements have been achieved through:
- Better area and local planning, identifying more clearly the employer requirements, the skills needs requirements for particular industry and business needs within the region, and better informing the structure, content and delivery of courses.
  - ensuring that course applicants have the interest and basic skills and competencies required to engage fully with the course.
  - Provision of additional supports to reduce non-completion rates due to factors that are addressable.
- viii. **Programme Development** – FET programmes and courses develop, evolve and change to meet the changing requirements of industry and the economy. Cork ETB Quality Assurance office continues to engage in the review of existing programmes and course, and the development of new programmes to ensure that the programmes and courses delivered are fit for purpose and relevant to the requirements of the economy and the learner.

### 3. Cork Education and Training Board FET Centres and Services

Cork ETB's Further Education and Training, as previously indicated, delivers Further Education and Training through a range of programme types and locations, for reference, these are described under the following headings:

1. Colleges of Further Education
2. Training Services
3. Youthreach
4. Adult and Community Education
5. Cooperation with Other Institutions
6. Youth Services



## A. COLLEGES OF FURTHER EDUCATION

Cork ETB has four stand-alone Colleges of Further Education (PLC Colleges):

- Cork College of Commerce
- St. John's College
- Coláiste Stiofáin Naofa
- Mallow College of Further Education

In addition, PLC courses are provided for in units attached to four post primary schools located in:

- Kinsale
- Middleton
- Macroom
- Bantry

PLC enrolments have seen a gradual but constant decline over the past seven years, from a peak of over 4,500, due to a number of factors including increased availability of place in Higher Education and greater employment options for school leavers, amongst others. The current (2020-21 academic year) enrolments would not present a true picture of enrolment trends as numbers had to be restricted due to COVID 19 health protection measures.

PLC COLLEGE/CENTRE	ENROLLED 2019	ENROLLED 2020
Coláiste Pobail Bheanntaí	22	19
Coláiste Stiofain Naofa	576	495
Cork College of Commerce	1525	1297
Kinsale College	286	282
Mallow College of Further Education	301	230
McEgan College	50	60
St John's Central College	849	632
St. Colman's Community College	77	41
<b>TOTAL</b>	<b>3686</b>	<b>3056</b>

The range of courses delivered by the PLC colleges is subject to systematic review, to ensure that provision meets the needs of learners, provides progression opportunities and is relevant to the world of work. A full listing of courses offered for the 2020-21 academic years is included at Appendix 2.

Cork ETB uses the Vocational Training Opportunities Scheme (VTOS) to support learners undertaking PLC courses in its colleges and centres under "Dispersed Mode" provision.

Significant opportunities have been developed by Cork ETB and the colleges to facilitate learners who wish to continue their studies and progress onto cognate programmes in Higher Education settings, both in Ireland and abroad. The Cork Colleges Progression Scheme (CCPS) with Cork Institute of Technology (now Munster Technological University, MTU) has been a particularly successful initiative going back to 2006.

Some of the PLC colleges and centres deliver a range of night courses that provide for certified professional upskilling for the world of work, along with personal development courses which may also be certified. These courses are fee paying and fall under the heading of Self-Financing Adult Education.



## B. TRAINING SERVICES

Cork ETB operates two training centres, Cork Training Centre in Bishopstown, Cork, which is the largest ETB training centre in the country, and the specialist BioPharma training centre in Carrigaline, Co. Cork.

Delivery in Cork Training Centre focuses significantly on off the job/incentre Phase 2 training for the national craft apprenticeship programme. The range of craft trades provided for include:

- Brick and Stone Laying
- Carpentry & Joinery
- Electrical
- Electrical Instrumentation
- Electronic Security Systems
- Heavy Vehicle Mechanics
- Instrumentation
- MAMF
- Metal Fabrication
- Motor Mechanics
- Pipefitting
- Plastering
- Plumbing
- Refrigeration & Air Conditioning
- Sheet Metalworking
- Commis Chef
- ICT - Network Engineer
- ICT - Software Developer
- ICT - Cyber Security

In addition, Cork Training Centre delivers a range of other training courses, including traineeships and specialist skills training, amongst others, and co-ordinates and manages the training provision across the region, including training delivered by Specialist Training Providers (STP), Community Training Centres and Local Training Initiatives.

The numbers provided for under the various training programmes are shown in the following table:

PROGRAMME	DISTINCT LEARNER	ACTIVITY
Blended Training <sup>2</sup>	919	1,046
Community Training Centres	168	176
Evening Training	875	1,034
Local Training Initiatives	306	348
Skills to Advance	260	266
Specialist Training Providers	277	308
Specific Skills Training	467	476
Traineeship Training	192	195
Voluntary Literacy Tuition	15	16
Apprenticeship (phase 2)	252	252

Cork Training Centre also administers the off the job/incentre Phase 4 and 6 training delivered by Munster Technological University (MTU).

The Carrigaline BioPharma training facility was established in 2007 to provide specialist programmes designed in conjunction with the pharmaceutical companies located in the Cork region.

A specialist Hospitality Training Centre, attached to Cork Training Centre was opened by Cork ETB in 2019, to deliver training programmes for the tourism and hospitality industry.

A new Near Zero Energy Buildings (NZEB) training facility is currently being developed by Cork ETB in Fermoy, to deliver upskilling programmes for the construction industry as the focus on green building/environmentally efficient and friendly constructive expands.

2. Blended Programmes are described under the derogation provided by QQI in response to the Covid 19 situation

## C. YOUTHREACH

Cork ETB operates twelve Youthreach Centres across the region in. Each centre operates with an authorised number of learner places as set out below.

CENTRE	AUTHORISED PLACES
<b>Bandon</b>	25
<b>Bantry</b>	25
<b>Ballincollig</b>	25
<b>Macroom</b>	15
<b>Youghal</b>	30
<b>Mallow</b>	30
<b>Fermoy</b>	25
<b>The Glen (Cork City)</b>	25
<b>Mahon (Cork City)</b>	25
<b>Knocknaheeny (Cork City)</b>	25
<b>Dean Street (Cork City)</b>	25
<b>Cork Learning Support Services (CLSS) (Cork City)</b>	40

The programmes offered in Youthreach focus equally on academic, vocational, and soft skills development in order to provide young people with opportunities to identify options within adult life, while also providing them with opportunities to acquire certification at Levels 3 and 4 of the National Framework of Qualifications (NFQ).

## D. ADULT AND COMMUNITY EDUCATION SERVICE

Cork ETB's Adult and Community Education service encompasses provision in the areas of Adult Literacy, Community Education, Skills for Work, and the Back to Education Initiative (BTEI). Cork ETB's Adult and Community Education services are managed and co-ordinated on a sub-regional basis, with four planning, coordination and delivery areas aligned to the four Local Community Development Committee (LCDC) areas in the county; Cork North, Cork South, Cork West and Cork City.

While the majority of the courses offered through these programmes are part-time, they are structured in a manner which facilitates access, transfer and progression onto full-time programmes, if the participants so desire. They offer a mixture of accredited/certified courses, generally at Levels 2 to 4 of the NFQ, with some unaccredited capacity development courses aimed at learners who have not completed formal education.

Participation numbers in 2020 were impacted quite significantly across many areas due to COVID 19. The following table gives both the number of unique individuals availing of course across the full range of Adult and Community Education Services, and the total activity:

PROGRAMME CATEGORY	DISTINCT LEARNERS	ACTIVITY
<b>Adult Literacy Groups</b>	1,889	2,764
<b>BTEI Groups</b>	1,204	1,498
<b>Community Education</b>	1,413	1,841
<b>ESOL</b>	661	898
<b>Intensive Adult Adult Basic Education (ITABE)</b>	140	197
<b>Refugee Resettlement</b>	36	40
<b>Skills for Work</b>	155	165
<b>Voluntary Literacy Tuition</b>	15	16

Cork ETB's Adult and Community Education service works closely with local community organisations, including Family Resource Centres, Community Partnerships, Local Development Companies, Active Retired Groups, etc., collaborations which allow Cork ETB to deliver courses that meet the needs and requirements of learners in their local community wherever possible.

Cork ETB is one of the founders and lead partners (with Cork City Council, UCC and CIT), is the key of the internationally recognised and awarded Lifelong Learning Festival held in Cork City and County each year. This festival highlights and showcases the full range of services provided by Cork ETB to the public and promotes engagement with these services.



Developing from the Lifelong Learning Festival, Cork City engaged with the UNESCO "Learning Cities" programme, with Cork ETB, Cork City Council, UCC and the CIT establishing a steering group to seek recognition of Cork as one of the first European Cities to be designated as recipient of that designation. Having been successful in this endeavour, Cork hosted the third global Learning Cities Conference in September 2017, following Beijing and Mexico City as hosts.



## Learning Cities Conversations

INTERNATIONAL IDEAS IN ACTION



### E. CO-OPERATION WITH OTHER INSTITUTIONS

Cork ETB, through the Co-operation with other Institution's arrangement, provides support for a wide variety of programmes and agencies to deliver education and training courses. This support is largely through the allocation of tuition hours to these organisations. The tuition is provided by staff employed by Cork ETB.

The main services supported and delivered through this mechanism include:

- Prison Education (Cork Prison Education Unit)
- Post-release education services
- Probation services
- Literacy and numeracy support for Community Training Centres

## F. YOUTH SERVICES

Under the 2013 Education and Training Board Act, ETBs have responsibility to;

**Support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support.**

(Section 10 (1) (j))

Cork ETB, through a number of funded Youth Service providers, delivers a range of youth services to young people across the region through funding provided by the Department of Children and Youth Affairs.

With annual Youth funding of in excess of €2.5 million, Cork ETB's Youth Service aims to provide youth engagement activities outside of formal education settings, to encourage and support young people to become active within their communities, as citizens, role models and peer leaders.

Cork ETB engages with a number of Youth organisations to deliver over 35 Youth Projects and Services on its behalf. These organisations include:

- YMCA
- Foróige
- Youthwork Ireland Cork
- Cobh Youth Services
- Cork Simon
- Meitheal Mara
- Good Shepherd Services
- Churchfield Trust.

The work and delivery by these organisation is monitored and supported by Cork ETB's Youth Services Team and is overseen by a Cork ETB committee with responsibility for strategic planning and monitoring.

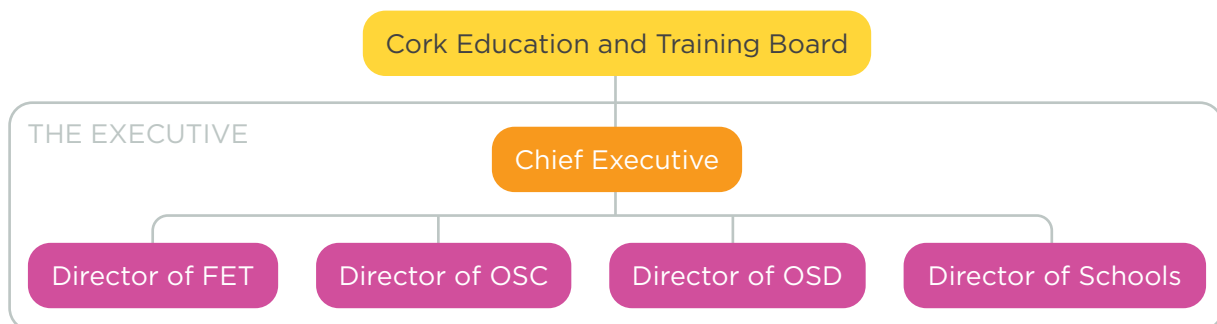
## 4. Governance, Management and Planning

### A. CETB CORPORATE GOVERNANCE

Cork ETB was established under the Education and Training Boards Act 2013 and Cork ETB corporate governance has regard to the statutory structures and functions and responsibilities as set out in the Act. In addition, Cork ETB operates in accordance with the provisions of Circular Letter 0002/2019, “Code of Practice for the Governance of Education and Training Boards”.

In accordance with the ACT, Cork ETB is governed by a Board comprising of twenty-one members representing Cork City and County Councils, ETB staff, parents of children who are registered students and who have not yet reached 18 years of age, and members who represent business, community and other school management bodies (Current Board membership is set out in Appendix 3).

The functions of the Board and the Chief Executive are clearly defined. Functions of the Board and the Chief Executive are referred to as “Reserved” and “Executive” functions. Reserved functions of the Board are defined by the Education and Training Board Act (2013). Anything that is not described as a reserved function is an executive function. The Act does not prescribe a specific role for the ETB Board in terms of oversight of Further Education and Training services and the attendant Quality Assurance requirements for these services. This is an executive function and corporate responsibility lies with the Chief Executive and the Directors (the Executive).



The standalone Post leaving Certificate Colleges have Boards of Management as defined by the Education Act 1998, and these boards are Committees of the ETB Board proper.

Cork ETB has established a number of Committees, termed to be Youthreach Regional Boards, to have oversight and management functions for a number of Youthreach centres in a geographic region.

## B. EXECUTIVE LEVEL GOVERNANCE

The Chief Executive (CE) of Cork ETB has overall responsibility for the oversight of all Cork ETB activity, including Further Education and Training. Responsibility for Quality Assurance is an executive function as defined within the legislation (Education and Training Board Act 2013).

The Director of Further Education and Training has operational responsibility for the coordination and management of Cork ETB's FET services and activity, reporting to the Chief Executive, and is responsible for the planning and delivery of high quality and responsive FET provision and the governance and management of FET, as well as coordinating a FET Steering Group and having responsibility for workforce planning and performance management.

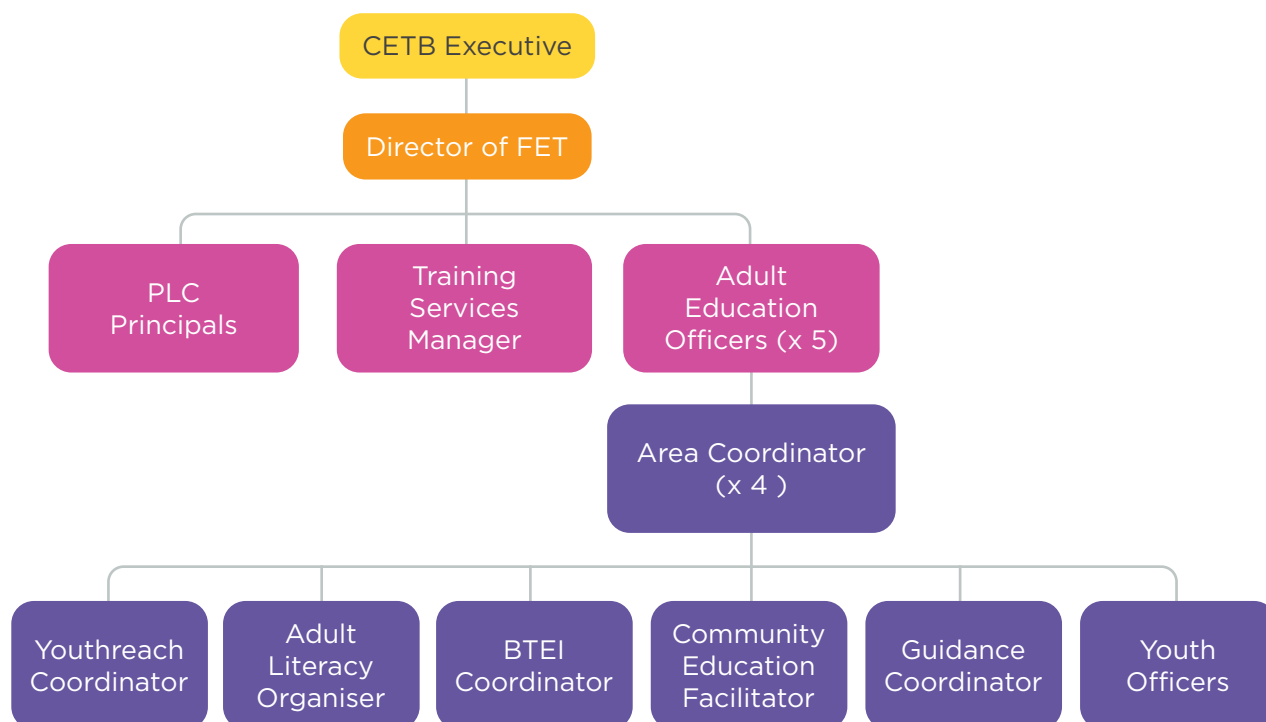
Two Directors of Organisation Support and Development (OSD) report to the Chief Executive of the ETB and are responsible for assisting the CE in leadership of the organisational administrative function and the governance and management of ETB services. The two Directors of OSD provide significant support to the Director of FET in areas such as financial planning and accountability, capital projects and procurement, staffing and reporting.

Under the 2013 Act, the ETB is required to produce a Statement of Strategy for the Board and its activities. Cork ETB's Statement of Strategy as included as Appendix 1 sets out the strategic priorities and objectives for all CETB services, including Further Education and Training.

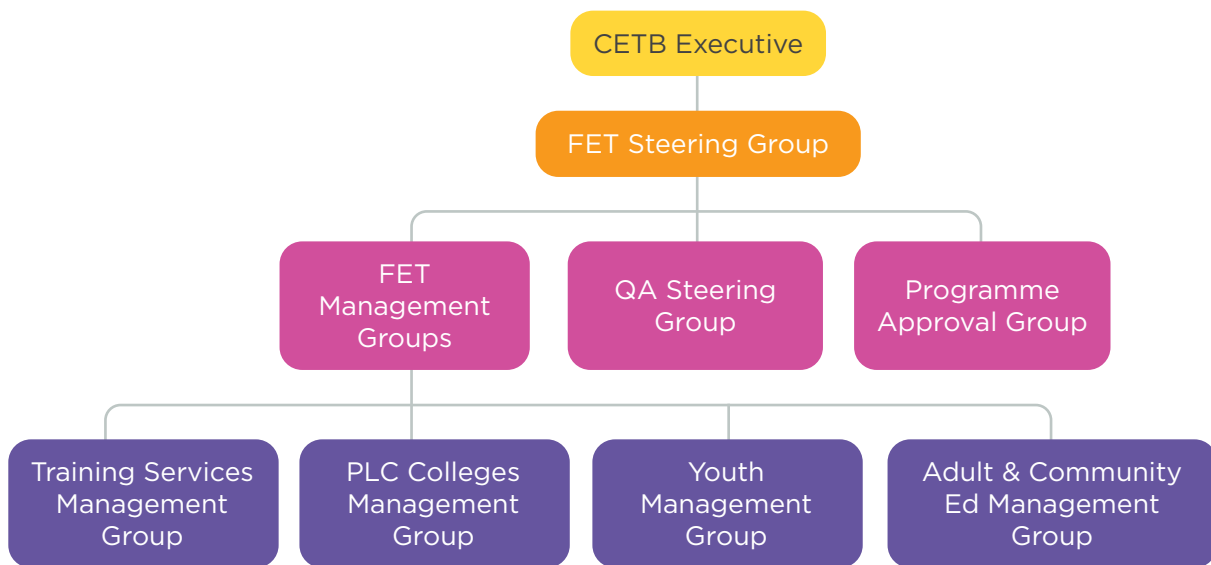
## C. MANAGEMENT AND GOVERNANCE OF FURTHER EDUCATION AND TRAINING

Cork ETB has a tiered organisational structure in place to guarantee oversight, management and quality control of the education and training service delivered at centre-level. These groups report to the Director of Further Education and Training and the Cork ETB Executive.

The diagram below shows the line management structure for the day-to-day management of FET.



The diagram below shows the management and governance structures for FET.



Cork ETB's current management structures have developed from the structures that existed at the time of the establishment of the ETB. Management groups for a range of FET services have been formed, to provide for coordinated and integrated management and communication of services. The Adult and Community Education structure was significantly revised in the second half of 2020, following the appointment of two additional Adult Education Officers to the service.

These management groups are supported by a number of policy groups, including the Quality Assurance Steering Group, as well as a number of working groups with specific areas of responsibility. Working groups are established to address specific areas of development, both short and long term, and the membership and objectives of these groups are defined on their establishment.

The FET Steering Group has overall oversight of Further Education and Training. This group is responsible for approving an annual FET Plan for SOLAS, monitoring certification and completion rates, and approving strategy for the FET sector. See Appendix 4 for details of ETB planning, reporting and statistical tasks.

The Cork ETB FET Quality Assurance and Management Government Structure (Appendix 5) outlines the roles and responsibility of the FET Steering Group, the Quality Assurance Management Group and the Programme Approval Group.

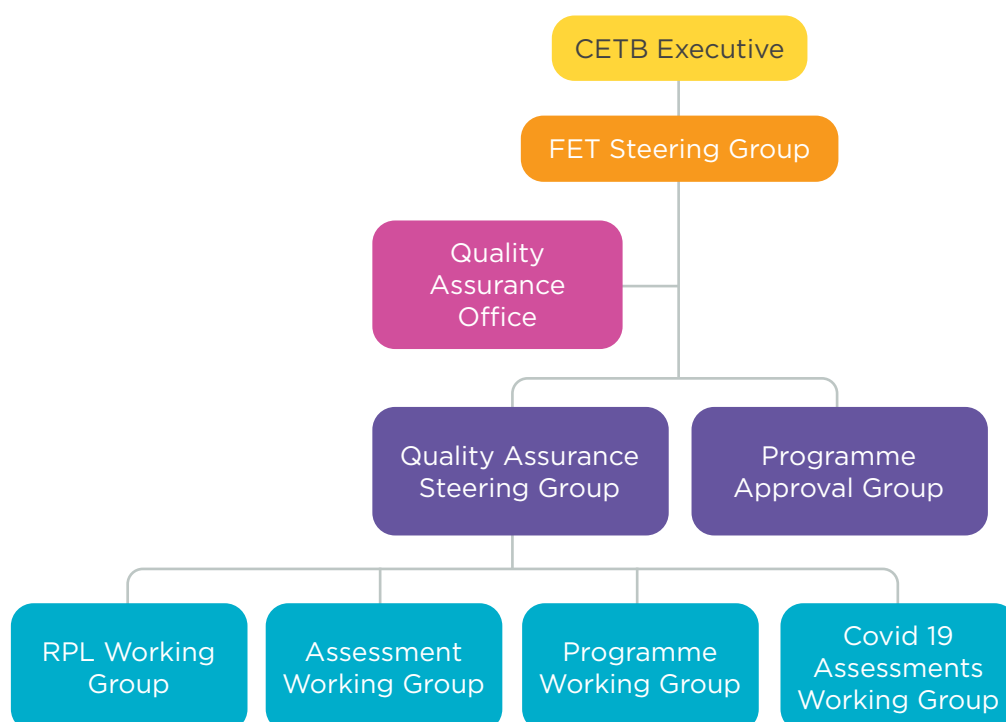
Through the principle of subsidiarity, Principals, Centre and Service/Programme managers have responsibility for the local management of their centre, service or programme in line with Cork ETB policies and procedures. Principals and Centre and Service/Programme Managers have responsibility to ensure that ETB governance arrangements are applied and observed uniformly across the centres and services that they are responsible for. Their responsibilities include, amongst others, the monitoring of provision, identification of PD needs, gathering learner and staff feedback and dealing with any complaints in line with Cork ETB policies. Principals, Centre managers and the Adult Education Officers are responsible to and report to the Director of FET. Programme Managers report in the first instance, to Adult Education Officers.

## D. MANAGEMENT OF QUALITY ASSURANCE

Cork ETBs Quality Assurance Office, established in February 2016, has overall responsibility for the management and coordination of Quality Assurance activities across all CETB FET services. A senior member of staff (at AEO grade) is the designated Quality Assurance Officer for CETB, and they oversee the development, implementation and coordination of Cork ETB's Quality Assurance policies and procedures for Further Education and Training. The Quality Assurance officer is supported by four Quality Staff, members of CETB's FET staff who have been seconded internally to the Quality Assurance office. An Assistant Process Coordinator supports the administration associated with programme development. The Quality Assurance Officer reports to the Director of FET and is supported by the Quality Assurance Steering Group, which they chair.

Cork ETB operated initially with three legacy Quality Assurance Agreements and their attendant policies and procedures. While there was considerable similarity and commonality within the three separate Quality Assurance models, particularly those that applied to the former VEC's, the standardisation and development of common policies, practices and procedures was a priority for the Quality Assurance office. Focussing initially on the area of assessment, a single set of policies and procedures for the management of all assessment related activities was developed. These have been followed by additional policies and procedures relating to all areas of FET and the Quality Assurance of same, meaning that all FET services are governed by a single approach to Quality Assurance.

The Quality Assurance Steering Group provides advice, oversight and governance for the Quality Assurance of Cork ETB's FET provision, approving Quality Assurance policies and procedures and monitoring the effectiveness of the implementation of these procedures. The role of this group is outlined in Appendix 6.





## E. APPROACH TO FURTHER EDUCATION AND TRAINING PLANNING

Cork ETB's planning for FET service activity and delivery is guided by national policy for Further Education and Training as advised by SOLAS in accordance with Government policy. Cork ETB is also required, under its Strategic Performance Agreement with SOLAS to take account of a number of key metrics in its planning, including:

- Target areas for delivery
- Industry and business employment needs
- Completion and outcomes targets

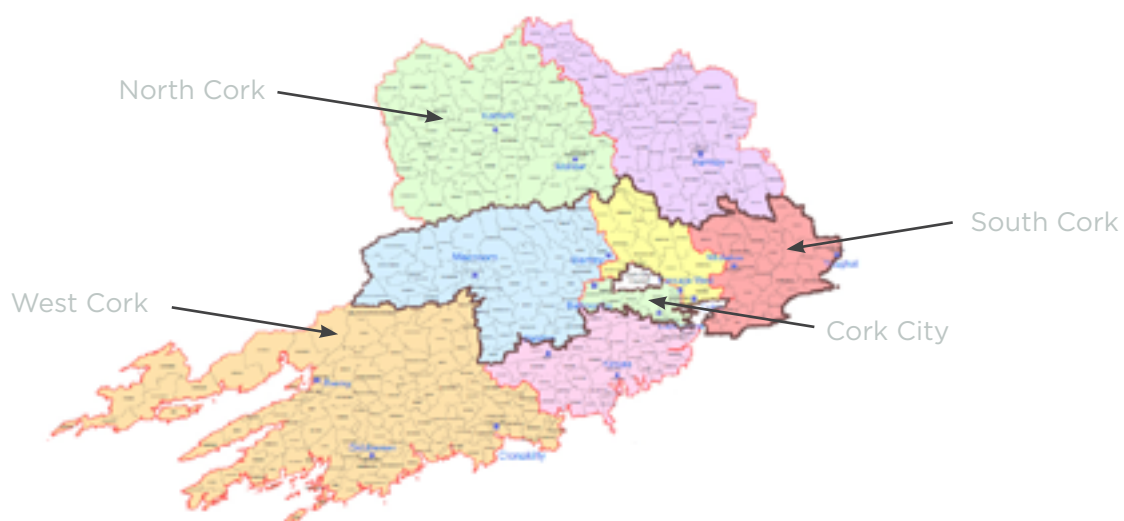
Cork ETB submits an annual FET plan to SOLAS (Under the Funding Allocation Request, FAR process), setting out proposed delivery of all FET programmes for the coming year in accordance with and indicating the required budget for delivery of the plan. Following dialogue with SOLAS, a budget allocation to deliver the proposed programmes is agreed. The planning and FAR processes are guided by a set of "Planning and Funding Parameters and Requirements" issued on an annual basis. (Appendix 7 for 2020 version).

Given the size of the Cork ETB region, and the distinct differences in profile and requirements between the various rural and urban communities therein, Cork ETB has developed and implemented a number of linked planning Processes:

**Post Leaving Certificate Course Provision** – planned at individual college level and then considered by the PLC Principals Group, to minimise overlap and duplication. New/amended course proposals are subject to an application and challenge process before confirmation.

**Training Services Planning** – a number of elements in training services are either advised by SOLAS, including apprenticeship planning, or subject to restrictive planning requirements, for example Specialist Training Provision (STP). The remaining training provision is planned with reference to the overall delivery requirements of the region and interlinked with adult and community education (area) planning.

**Adult and Community Education Planning** – Cork ETB has utilized a localized planning process for adult and community education, where the four sub-regions/LCDC planning areas, through the involvement of a local planning group made up of all FET service managers in the area, together with employer/business representatives and representatives from the Department of Employment Affairs and Social Protection (DEASP), develop a local area plan for FET delivery.



The four area plans, together with the PLC and Training plans are considered by the FET steering Group, with the final agreed versions being incorporated into an overall Cork ETB plan for submission to SOLAS.

## 5. Funding

Funding for Cork Education and Training Board activities comes almost exclusively from the national exchequer, with The Department of Further, Higher Education, Innovation Research and Science (DFHERIS), through SOLAS, providing all funding for Further Education and Training activities. In 2020, the total funding received from SOLAS for FET was over €72 million, compared to €52 million in 2019. Cork ETB's total budget expenditure in 2020 was €194 million across all services.

FET FUNDING	2019	2020
FET Operations	€51,512,132	€71,125,132
FET Capital Funding	€1,513,495	€969,684
Mitigating Educational Disadvantage Fund	-	€949,00

The increase in funding in 2020 reflects a change in funding arrangements for staffing in the FET (Post Leaving Certificate) sector, with funding for staff salaries transferring from the Department of Education to SOLAS.

Annual funding arrangements for the sector are governed by the SOLAS FAR (Funding Allocation Request) process wherein the ETB's develops and submits a funding request and operational budget plan which is submitted to SOLAS for agreement on an annual basis.

Funding for capital projects comprises two elements:

- Devolved capital component (€400,000 in 2020)
- Application proposals for significant capital

The devolved capital component can be used by the ETB for strategic investment in smaller projects (generally with a value up to €75 K), while larger projects are subject to separate submission and approval.

The detailed operational planning and funding guidelines and parameters are included as Appendix 7.

Funding is managed on a scheme wide basis by Cork ETB's finance Department, under the direction of the Director of Organizational Support and Development. Currently two accounting/finance systems are in operation in the ETB, reflecting the nature of the amalgamation. A number of projects to move the ETB sector towards a single integrated suite of services across all finance any payments systems is ongoing but has several years more development before the dual system will be eradicated.

Cork ETB has engaged with SOLAS to participate in the development and piloting of a new funding model to be applied to FET services. The proposed model will replace a cumbersome model based on multiple programme "types" with a simplified model focusing primarily on the NFQ level of delivery, and whether the activity is full- or part time.

**13,792**

FET Learners

**8**

Post Leaving  
Certificate Colleges  
and Centres

**NO. OF LOCATIONS/CENTRES**

**12**

Youthreach Centres

**2**

Training Centres

**40**

Other Further Education  
and Training locations



**cetb**

Bord Oideachais agus  
Oiliúna Chorcaí  
Cork Education and  
Training Board

## 6. Staffing and Staff Development

### A. STAFFING

Cork ETB employs over 4,100 people in total, across all its services. The diversity of staff involved in CETB's FET services includes teachers, instructors, tutors, resource workers, all with varying terms and conditions.

The majority of staff are on permanent contracts or contracts of indefinite duration. In the FET services area, a significant number of staff are identified as tutors. Tutors are engaged for programme delivery, with varying hours of delivery ranging from 1-2 hours per week to what is considered to be a "full" timetable equating to 25 hours per week.

Staffing for the ETB is managed by the Human Resources (HR) Department, under the direction of an Assistant Principal Officer (APO) who reports to one of the two Directors of organisational Support (OSD).

The recruitment and support of staff are critical to the ETB's ability to deliver quality services in all areas. The HR department within Cork ETB seeks to ensure that the highest quality applicants are recruited to all vacancies that arise. The recruitment policy and procedures that have been developed by Cork ETB, based on national guidelines and the principles of quality and transparency, are central to ensuring that all applicants are:

- recruited in an efficient, fair and consistent manner, free from any discrimination on the basis of gender, civil or family status, age, disability, sexual orientation, race, religion or membership of the travelling community.
- treated consistently through adherence to best practice recruitment and selection processes as well as compliance with all relevant legislation.

The central principles underpinning CETB's recruitment and selection process include:

- Appointment on Merit
- Best practice procedures
- Integrity & Consistency

The recruitment and selection processes are co-ordinated and managed through the HR Department. Aspects of the process may be devolved to local centre/service level, depending on the vacancy, supported by the HR Recruitment team and through the use of detailed operation procedures and guidelines. The HR department is responsible for ensuring that all procedures have been followed prior to any offer of appointment being made.

Applicants are selected through a robust process which may include a combination of assessment methods.

- Shortlisting by qualification & eligibility
- Interview
- Presentation

- Sample lesson/lesson demonstration
- Assessment of Technical Skills
- Irish language proficiency if applicable
- Other language proficiency if applicable

Interviews are conducted in line with Department and best practice guidelines and are held face to face with provision for online interviews where circumstances require. Applicants are assessed objectively against pre-established criteria, with competency-based interviewing being the norm in most recruitment competitions.

Selection boards are composed in line with regulations as set down by the Department and relevant agreements as applicable. Selection board members must undertake CETB training before serving on an interview board.

Individuals recruited through the HR managed process are provided with an induction to Cork ETB (see Appendix 8), as well as local centre or service induction.

CETBs HR Department provides advice and support to staff in all matters relating to their employment. A detailed employee handbook sets out guidelines and advice for staff members to refer to during their employment. This is supported by a range of policies and procedures, including those relating to Professional Development, Grievances, and complaints.

## B. STAFF DEVELOPMENT

Cork ETB has an ongoing commitment to professional development activity for staff involved in delivering its FET services, both for the learning practitioners and service management. Local CPD training takes place at service, college and centre level, with focussed training occurring at times of the year when student activity is reduced. In addition, staff who wish to develop their own skills and competencies can apply for individual CPD supports (generally by way of fee subsidy) to undertake CPD programmes that are relevant to their area of expertise, normally in their own time. It is an expectation that staff who are supported in this manner will disseminate their learning and experiences to colleagues in their centre and/or service.

Cork ETB had not appointed a Professional Development coordinator due to internal staffing issues but had assigned responsibility for local coordination of activity associated with the national SOLAS CPD Strategy to one of its Adult Education Officers. A process to identify a Professional Development coordinator as a full-time role, through reassignment of a staff member or members is expected to be completed early in Q2 2021.

A significant number of Cork ETB FET staff have participated in nationally organised and facilitated post graduate development programmes, primarily in the areas of TEL, Leadership and Strategic Development and Inclusion over the past three years. These programmes are fully funded by Cork ETB for participants. Similarly, a large number of staff in the Adult and Community Education service have been supported to complete Waterford IOT's development programmes aimed at developing the skills of adult educators working with learners experiencing literacy challenges.

Quality Assurance training is coordinated through the Quality Assurance Office, particularly in the area of assessment, and centres are invited to request additional training as required.

Cork ETB has piloted a FET Teacher placement in industry programme. FET staff were provided with the opportunity to be placed with a company or business in their main field of delivery for up to a week. The aims of the pilot programme included:

- Developing FET staff members understanding of the priorities and developing issues for the industry sectors
- Developing improved FET-Business links
- Creating greater understanding within industry of the contribution that FET can make to learners in preparation for their entry into employment in the different industry business sectors.

The feedback from the staff and the host businesses who engaged with the pilot has been extremely positive. Due to Covid 19 restrictions, the option was not offered in 2020.

## 7. Responding to the Covid 19 pandemic

The COVID 19 pandemic has impacted significantly on Cork ETB's activities and services, with FET activity being forced to adapt and evolve in a timeframe and manner that is without precedent.

Since March 2020, the majority of FET activity has moved from face-to-face delivery to models that incorporate online and blended approaches, necessitated by the full and partial closure of centres over the time period. The challenge for staff and learners cannot be understated, with everyone forced into new ways of thinking, adopting different approaches, and managing personal and professional challenges to the best of their abilities.

The many challenges that learners and staff faced included, amongst others:

- Limited access to appropriate devices to deliver or avail of online activities.
- Poor and/or non-existent broadband services
- Changing methodologies, approaches, and communications
- Adapting assessment to learner requirements to enable them to complete course with minimal impact.
- Increased isolation and mental health and wellbeing challenges

CETB, its services and centres were able to put in place a range of supports and measures to minimise the impact of these challenges to a significant extent:

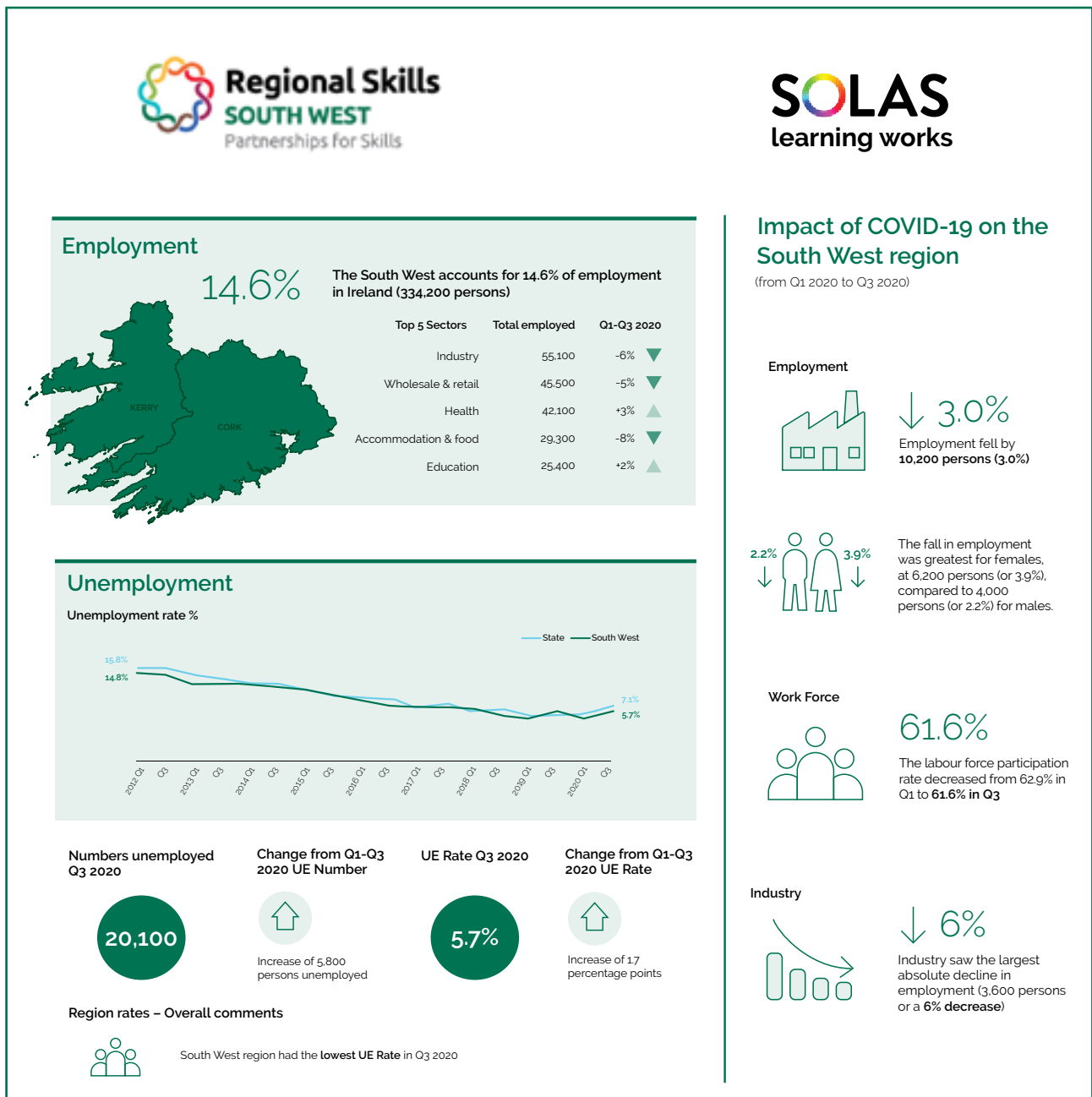
- All staff provided with a laptop or appropriate tablet device.
- Increased, focussed PD inputs and supports.
- Access to PD resource portal
- Extensive support and advice from the Quality Assurance team regarding programme/course delivery and assessment
- Facilitated access to centres.
- Laptop/device loan schemes for learners across all services

The demand for FET services and courses if anything, evidenced an increase across the nine months of 2020 to the end of the year. Services found innovative and creative ways to maintain engagement with learners, including those who had no access to, or without the requisite skills to be able to avail of online learning option, by reverting to photocopying and mailing resource material to learners in many instances. Notwithstanding these efforts, and largely due to the restrictions on centre capacity and class sizes, the number of learners provided for in 2020 showed an approximate 25% reduction on the previous year.

CETB has experienced significant changes in the profile of people seeking education and training opportunities as the pandemic has progressed, the type of interventions required (particularly for individuals employed in the tourism, hospitality, and retail sectors) and the modes and methods of delivery, with many programmes being delivered in online and/or blended formats as a response to government and public health restrictions in place.

The impact on the region, and its resilience, is best evidenced by the data produced by the SOLAS Labour Market Research nit (SLMRU) and the Regional Skills Forum (the forum covers both Cork and Kerry, so the picture presented is somewhat generalized. Overall, employment fell in the region by 3%, with the labour market participation rate reducing by just 1.3% between Q1 2020 (62.9%) to Q3 2020 (61.6%). Females were worst affected by the fall in employment, with over 6,200 females compared to 4,000 males becoming unemployed during this period. The higher numbers of females reflect the disproportionate impact that the pandemic has had on the following sectors:

- Retail
- Hospitality
- Tourism



Notwithstanding the challenges that Covid 19 has brought, the structures and supports in place have allowed Cork ETB to maintain service delivery and respond effectively to most of the challenges experienced to date. A range of new initiatives targeting the most affected sectors are being developed and delivered to assist the individuals and sectors most affected.

## 8. Provision Profile

### A. OVERALL LEARNER NUMBERS

Please note, figures relate to the **CALENDAR** year, as this is the basis for PLSS reporting. Discrepancies in data figures relates to incomplete entries in the PLSS database.

Programme	2019		2020	
	Distinct Learners	Activity	Distinct Learners	Activity
Adult Literacy Groups	2,843	4,396	1,889	2,764
Blended Training	0	0	919	1,046
BTEI Groups	1,697	2,396	1,204	1,498
Community Education	3,320	4,957	1,413	1,841
Community Training Centres	187	196	168	176
ESOL	747	937	661	898
Evening Training	776	905	875	1,034
ITABE	197	268	140	197
Local Training Initiatives	407	452	306	348
Other Funding	102	102	167	177
PLC	6,373	7,191	5,490	6,246
Refugee Resettlement	12	12	36	40
Skills for Work	168	191	155	165
Specialist Training Providers	354	378	277	308
Specific Skills Training	1,036	1,147	467	476
Traineeship Training	259	271	192	195
Voluntary Literacy Tuition	44	45	15	16
Youthreach	462	914	447	852
RPL	22	25	0	0
Skills to Advance	172	188	260	266
<b>Distinct Learner v Activity:</b>	<b>17,246</b>	<b>24,971</b>	<b>13,792</b>	<b>18,543</b>



**B. LEARNERS COMPLETION OUTCOMES 2019 AND 2020**

2019

OUTCOME	EARLY FINISHER (<25%)	FULL COMPLETER	PARTIAL COMPLETER	GRAND TOTAL
Deceased	1	1	2	4
Employment scheme	15	40	16	71
FET Course at the same or Higher Level	109	7135	1065	8309
HET Course at the same or Higher Level	3	637	20	660
Inactive for other reasons	58	65	111	234
Inactive-engaged on home duties	50	49	63	162
Inactive-retired from employment	17	85	18	120
Other	210	2626	213	3049
Paid full-time employment	90	1094	212	1396
Paid part-time employment	42	281	111	434
Self-employment	5	109	11	125
Unemployed	53	657	97	807
Unknown	471	2379	491	3341
Voluntary work	2	16	1	19
<b>Grand Total</b>	<b>1126</b>	<b>15174</b>	<b>2431</b>	<b>18731</b>

2020

OUTCOME	EARLY FINISHER (<25%)	FULL COMPLETER	PARTIAL COMPLETER	GRAND TOTAL
Deceased	1	18	2	21
Employment scheme	12	27	5	44
FET Course at the same or Higher Level	67	3721	933	4721
HET Course at the same or Higher Level	2	517	3	522
Inactive for other reasons	35	50	179	264
Inactive-engaged on home duties	27	29	79	135
Inactive-retired from employment	3	38	25	66
Other	189	1738	200	2127
Paid full-time employment	37	414	121	572
Paid part-time employment	30	137	69	236
Self-employment	2	40	2	44
Unemployed	16	186	44	246
Unknown	335	2532	437	3304
Voluntary work		6		6
<b>Grand Total</b>	<b>756</b>	<b>9453</b>	<b>2099</b>	<b>12308</b>

## 9. Certification Profile

### A. CERTIFICATION BY ALL AWARDING BODIES - TOTAL NUMBER OF AWARDS 2019 AND 2020

2019

PROGRAMME CATEGORY	FULLY CERTIFIED	PARTIALLY CERTIFIED	WAITING FOR CERTIFICATION	GRAND TOTAL
Adult Literacy Groups	819	364	168	3564
BTEI Groups	590	113	172	1678
Community Education	12	58	17	4880
Community Training Centres	23	18	55	97
ESOL	65	58	7	747
Evening Training	297	12	311	871
ITABE	58	9	4	268
Local Training Initiatives	58	1	195	269
Other Funding	0	21	40	78
PLC	2245	741	38	3918
Recognition of Prior Learning	14	0	9	25
Skills for Work	14	15	1	191
Skills to Advance	88	1	0	140
Specialist Training Providers	51		117	173
Specific Skills Training	659	35	107	1005
Traineeship Training	97	28	40	176
Youthreach	66	100	78	606
<b>Grand Total</b>	<b>5156</b>	<b>1574</b>	<b>1359</b>	<b>8095</b>

2020

PROGRAMME CATEGORY	FULLY CERTIFIED	PARTIALLY CERTIFIED	WAITING FOR CERTIFICATION	GRAND TOTAL
Adult Literacy Groups	390	140	178	2158
Blended Training	64		243	448
BTEI Groups	234	71	174	799
Community Education	45	5	51	1653
Community Training Centres	23		34	57
ESOL	49	36	13	709
Evening Training	104	2	421	913
ITABE	24	7	5	180
Local Training Initiatives	114		93	214
Other Funding	36	19	47	102
PLC	2077	758	24	3541
Skills for Work	4		8	165
Skills to Advance	68	1	44	125
Specialist Training Providers	44		76	126
Specific Skills Training	166	8	110	390
Traineeship Training	44	9	61	122
Youthreach	156	131	98	573
<b>Grand Total</b>	<b>3642</b>	<b>1187</b>	<b>1680</b>	<b>6509</b>

**B. QQI CERTIFICATION 2019 AND 2020**

2019

PROGRAMME CATEGORY	FULLY CERTIFIED	PARTIALLY CERTIFIED	GRAND TOTAL
Adult Literacy Groups	819	363	1182
BTEI Groups	578	112	690
Community Education	12	58	70
Community Training Centres	23	17	40
ESOL	65	58	123
Evening Training	150		150
ITABE	58	9	67
Local Training Initiatives	58		58
PLC	2112	708	2820
Recognition of Prior Learning	14		14
Skills for Work	14	15	29
Skills to Advance	19		19
Specialist Training Providers	51		51
Specific Skills Training	101	2	103
Traineeship Training	54	17	71
Youthreach	65	96	161
<b>Grand Total</b>	<b>4193</b>	<b>1455</b>	<b>5648</b>

2020

PROGRAMME CATEGORY	FULLY CERTIFIED	PARTIALLY CERTIFIED	GRAND TOTAL
Adult Literacy Groups	390	140	530
Blended Training	11		11
BTEI Groups	221	71	292
Community Education	24	5	29
Community Training Centres	20		20
ESOL	49	36	85
Evening Training	53	2	55
ITABE	24	7	31
Local Training Initiatives	114		114
Other Funding	5	19	24
PLC	1976	707	2683
Skills for Work	4		4
Skills to Advance	38		38
Specialist Training Providers	44		44
Specific Skills Training	15	3	18
Traineeship Training	28	6	34
Youthreach	111	128	239
<b>Grand Total</b>	<b>3127</b>	<b>1124</b>	<b>4251</b>

## 10. Learner Profile

### A. GENDER PROFILE

LEARNER GENDER	2019	2020
Female	12138	8485
Male	7298	5338
Other/Not Specified	0	0
<b>Total</b>	<b>19436</b>	<b>13792</b>

### B. AGE PROFILE

LEARNER AGE	2019	2020
<15	17	8
15-24	7485	3889
25-44	7450	4003
45-64	7025	3386
64+	3374	1298
Not declared/available	0	231
<b>Total</b>		<b>13792</b>

**C. HIGHEST LEVEL OF EDUCATION ATTAINMENT ON COURSE COMMENCEMENT**

Education Attainment level on Commencement	2019		2020	
	No.	% of Total	No.	% of Total
No formal education or training	259	1.33	144	1.04
Primary Education	1647	8.47	938	6.80
Certificate NFQ Level 1 or 2 (Full/Major Award)	12	0.06	39	0.28
Junior Cert; Inter Cert; Group Cert; GCSEs; O Levels; or NFQ Level 3 (Full/Major Award)	3748	19.28	1849	13.41
Transition Year	124	0.64	199	1.44
Leaving Cert; A Levels, or Applied Leaving Cert	4330	22.28	3256	23.61
Certificate NFQ Level 4 (Full/Major Award)	394	2.03	216	1.57
Certificate NFQ Level 5 (Full/Major Award)	1191	6.13	708	5.13
PLC NFQ Level 4 or 5	91	0.47	451	3.27
Advanced Certificate NFQ Level 6 (Full/Major Award)	571	2.94	276	2.00
Other non-NFQ aligned FET.	94	0.48	96	0.70
Higher Certificate NFQ Level 6.	249	1.28	191	1.38
Ordinary bachelor's degree; Diploma NFQ Level 7	770	3.96	570	4.13
Honours Bachelor's degree	439	2.26	435	3.15
Professional (NFQ 8+)	124	0.64	114	0.83
Post-graduate	256	1.32	213	1.54
Not declared/unknown	5137	26.43	4091	29.66

**D. ECONOMIC STATUS ON COURSE COMMENCEMENT**

2020

Economic Status on Commencement	2019		2020	
	No.	% of Total	No.	% of Total
Unemployed	4068	16.04	2027	14.94
Employed	2807	11.07	1754	12.93
Student or trainee	399	1.57	204	1.5
Engaged in home duties	1105	4.36	573	4.22
Retired	1730	6.82	786	5.79
Inactive for other reasons	3439	13.57	1655	12
Not Declare/unknown	11083	43.7	6570	48

## Staffing Profile

A detailed staffing profile will be provided to the Review Panel prior to the review commencing. The staffing complement involved in Further education and Training delivery and support comprises of a multiplicity of job/role titles and descriptions largely inherited from the VEC/FÁS structures and these are intertwined with the post primary and other staffing complement.

To give some understanding of the different and varied staff roles involved in the coordination, management and delivery of FET services, the following list sets out some of these:

- Teachers
- Instructors
- Tutors
- Youthreach Coordinators
- Resource Workers (often defined or identified by service, i.e. Youthreach Resource Worker)
- Adult Education Officers
- Area Coordinators
- Adult Literacy Organizers
- Community Education Facilitators
- College Principals
- College Deputy Principals
- Training Services Manager
- Training Services Assistant Managers
- Adult Guidance Coordinators
- Guidance Counsellors
- Information Officers
- Technicians
- General Assistants
- BTEI Coordinators

This list is not exhaustive, and omits a number of staff categories which would be generally included under administrative or support headings.

# 11. Learner and Staff Support Services

## A. GUIDANCE

Guidance provision for FET learners is provided through a number of Mechanisms or structures:

### Adult Education Guidance Initiative (AEGI)

Cork ETBs adult guidance services operate across Cork city and county. The current service comprises two elements, each of which was aligned with the former VEC area, and on the formation of the ETB, merged to form Cork ETB Adult Guidance Service. The service comprises six Guidance Counsellors and two information Officers, distributed across the region.

The primary aim of the guidance service is to facilitate learners to make informed decisions related to accessing education and training options, transferring within, and progressing from Cork ETB. The principal target cohort is for learners at levels 1 to 4 on the NFQ, although the service will advise, direct and support individuals who have needs at levels above level 4. The focus of the guidance service is to offer educational and career guidance counselling, to second chance learners whose previous lack of learning opportunities have been a barrier to progression through the education levels.

The Cork ETB Adult Guidance Service supports unemployed adults to return to education and training by providing both initial information and one to one guidance appointments. The Adult Guidance Service directly supports individuals and groups of learners who are participating in ABE, BTEI, VTOS and Community Education in local FET centres throughout Cork City and County.

### College Guidance

Post Leaving Certificate FET colleges have a component for guidance provision within their overall staff allocation. This allocation is based on the historic Department of education model for staffing provision.

College based guidance staff provide detailed advice and support for learners seeking to progress into further studies, at FET and HE level. An increasing component of the role in recent years has been the provision of counselling supports to learners experiencing mental health and wellbeing challenges.



## Guidance, Counselling and Advocacy in Youthreach settings

The Guidance Service provides some limited access to guidance for Youthreach Learners, and this is supplemented, again to a limited extent, by additional guidance contracted in. An Advocacy service to support learners progressing from Youthreach to employment or further studies is also in place but has been impacted by staff illness over the past year.

CETB is currently undertaking a tender process to engage counselling services for cross scheme delivery.

### B. ACTIVE INCLUSION/DISABILITY

Supports for learners with disabilities and/or additional learning needs have been an area identified for development and enhancement for quite a period of time. The level and type of support has varied across the sector, with many areas having very little if any formal supports available to learners. Even in those areas where supports have been traditionally available, the resources to deliver an adequate and necessary level of service would not have been in place.

The Post Leaving Certificate FET colleges have had a structured based on staff designated to a Disability Support function, where they would work with learners with identified/diagnosed disabilities including physical and learning difficulties, to put in place supports and arrangements to enable them to engage fully with their learning. A lot of the work of the college-based Disability officers would have centred on the operation of the Funding for Students with Disabilities (FSD) scheme, previously administered by the Higher Education Authority (HEA). Through the FSB learners could be provided with a range of supports including assistive technology supports, access to a personal assistant (Education Support Worker) transport etc.

CETB piloted an Active Inclusion network in 2018 to develop a universal scheme wide approach to inclusion for people with disabilities. In 2019 an Active Inclusion Support worker was appointed, to develop inclusion practises, policies and approaches for all areas within Cork ETB's FET services. Additional support workers are to be added to this area of service in 2021.

### C. TEL SUPPORT SERVICES

The focus on TEL (Technology Enhanced Learning) had underpinned many of the development under the initial national FET Strategy and were reinforced in the current Strategy "Future FET: Transforming Learning". Cork ETB TEL support worker was engaged to coordinate and support TEL activities across at FET services and centres. With the impact of Covid 19, the TEL support role became even more critical, and moved largely from the strategic to an operational support role.

The TEL support function has focused largely on:

- Supporting centres in the development of their blended learning approaches
- Developing and delivering appropriate targeted PD interventions
- Developing standardised approaches to VLE utilisation
- Exploring approaches to maximise learner access to digital technology and resources through low-cost solutions.
- Supporting online assessment development

Additional resources to support the continued development of the TEL support role are being allocated to this area, and it is planned to have additional TEL support staff in place for Q3 2021.

## 12. Collaborations & Partnerships

### A. SOLAS

Cork ETB has a significant relationship and engagement with SOLAS. As the state organisation with responsibility for funding, planning and coordinating Further Education and Training, this relationship is critical to the overall development of Cork ETBs FET services and programmes.

These goals and the national FET Strategy 2020 -2024, “Transforming Learning”, inform and guide the development of Further Education and Training for Cork ETB.

Cork ETB submits an annual FET plan to SOLAS which sets out the proposed delivery of all FET programmes for the next year in accordance with:

- National FET policy and targets
- Employer and business needs
- Learners’ need and profile

Following dialogue with SOLAS, a budget allocation is awarded to each ETB to deliver the proposed programmes.

Cork ETB relationship with SOLAS, and the commitments and expectations for its FET services are set out in the Strategic Performance Agreement between the two bodies (Appendix 9)

### B. QUALIFICATIONS AND QUALITY IRELAND (QQI)

Cork ETB is mindful of its relationship with QQI, and its responsibilities and commitments under the Qualifications and Quality Assurance (Education and Training) Act 2012, amended 2019. It undertook an Executive Self-Evaluation process as part of the reengagement process with QQI in 2017, and inaugural statutory Review that Cork ETB is currently engaged in with QQI is another part of the process to assure quality assurance policies and procedures for Cork ETB.

### C. OTHER AWARDING BODIES

Cork ETB delivers a range of programmes validated and certified by other awarding bodies and has quality assurance arrangements and agreements in place with these other awarding bodies. The full list of other awarding bodies that Cork ETB is engaged with is listed in Appendix 10.

Based on the QQI Quality Assurance guidelines, Cork ETB has sought to incorporate these arrangements, as well as unaccredited provision, in the development of its quality assurance policies and procedures. It is Cork ETB's view that a single set of quality assurance policies, procedures and practices should operate across all FET activity, in order to ensure consistency and eliminate the risk of error.

#### **D. ETBI**

Education and Training Boards Ireland (ETBI) is the national representative association for Ireland's sixteen Education and Training Boards. ETBI provides a broad range of coordination and professional supports to ETBs, including facilitating collaboration between ETBs, staff development and the coordination of policy development.

ETBI supports and coordinates a number of working groups and forums to assist ETBs in the development of policy and practice to enhance and improve activity and delivery within the sector. These groups include, among others:

- Chief Executives forum
- Directors (FET, OSD, Schools)

These structures are a vehicle for improvement of service across the FET sector nationally facilitating a consistency of operations and support.

#### **E. DEPARTMENT OF EMPLOYMENT AFFAIRS AND SOCIAL PROTECTION**

The Department of Employment Affairs and Social Protection (DEASP) and its Intreo offices are strategic partners for Cork ETB in its efforts to provide appropriate education and training opportunities for the individuals who are out of the labour market.

DEASP/Intreo staff are involved in the area groups for FET planning, and are responsible for making referrals of individuals into appropriate education and training programmes.

A formal Referral Protocol between Cork ETB and the DEASP regional structures is in place.

#### **F. LOCAL AUTHORITIES**

Cork ETB's area of operations covers both Cork City Council and Cork County Council areas, and there is a significant level of engagement with both local authorities on a wide range of issues.

Significantly, Cork City Council provides a number of premises from which further education and training services operate, some of these facilities being purpose built to accommodate these services.

In addition, Cork ETB and Cork City Council are the lead agents and sponsors of the Cork Lifelong Learning Festival, which led to the recognition of Cork as a City of Learning in 2014, and its recent hosting of the UNESCO 3rd Learning Cities International Conference in 2017.

#### **G. THIRD LEVEL PROVIDERS**

Progression to further studies is a targeted outcome for many Cork ETB programmes and participants. Cork ETB has a number of formal and informal arrangements and agreements in place to provide additional progression opportunities for learners into a large number of Higher Education institutions, in Ireland and abroad.

Cork ETB continuously seeks to develop the relationship with the two Cork based Higher Education Institutions, UCC and Munster Technological University. Cork ETB is represented on the Governing Bodies of the two institutions and uses these representative roles to foster relationships and initiatives with the institutions. The FET to HE link support role established between UCC and Cork ETB emerged from such an initiative.

Prior to the creation of the MTUU, Cork ETB had formal progression arrangements in place with CIT, the Cork Colleges Progression Scheme. Work has commenced between Cork and Kerry ETBs to develop a joint MOU with MTU and build a similar and enhanced relationship between the parties. The arrangement with CIT provided additional targeted entry opportunities for learners into mapped degree programmes, with some opportunities for advanced progression into year two of these degrees. Similar agreements are in place or in development with other institutions, including WIT, Carlow IT, etc.

## H. COMMUNITY PARTNERS

Cork ETB engages with a large number of Community partners to identify needs and assist with the coordination and delivery of a number of Further Education and Training programmes.

Community partners include active retired groups, disability agencies, family resource centres and sporting groups/bodies. Cork ETB has service level agreements in place with all community partners.

## I. LTI SPONSORING GROUPS

Local training initiatives are delivered through training services by sponsoring and coordinating community-based organisations. The proposal for an LTI emanates from the sponsoring group in response to a need identified at local level. Through a service contact with Cork ETB, LTI sponsors are provided with the funding to deliver a response to the specific training needs within their locality.

## J. COMMUNITY TRAINING CENTRE MANAGEMENT BOARDS

Community Training Centres are one part of the ETB's direct provision under the national Youthreach programme. Community Training Centres are operated by the Boards of independent companies and are funded by Cork ETB through a service level agreement and with specified programme deliverable and outcomes identified for the Centres.

CTCs are required to adhere to Cork ETB Quality Assurance policies and procedures and are monitored on a regular basis by training services staff.

There are two CTCs operating within the Cork City area, in Blackpool and Mayfield.

## K. SPECIALIST TRAINING PROVIDERS

Specialist Training Providers (STP's) provide training programmes for learners with a range of disabilities, physical and intellectual, under a specific contract with Cork ETB. STP providers are generally organisations who specialise in the delivery of services to such groups, and they provide these programmes in a range of specially adapted facilities.

Cork ETB works with a number of Specialist Training Providers:

- The National Learning Network (NLN)
- ABODE
- Headway Ireland

## **L. THIRD PARTY PROVIDERS**

Cork ETB, through its training service, has procedures in place regarding sub-contracting of training provision including CTC, LTIs, STPs and Contracted Training. Procedures include:

- The application process
- Evaluation
- Business planning
- Financial and non-financial monitoring
- Review of programmes.

Procedures are in place for tendering and awarding of contracts to second providers for the provision of delivery of training programmes. These procedures are currently being revised, with a new contracted training framework currently being developed through a competitive tendering process.

Contracted Training providers are required to adhere to Cork ETB Quality Assurance policies and procedures and are monitored on a regular basis by training services staff. Cork ETB has identified that some changes brought about by the revised framework will require additional consideration with regards to the monitoring of activity.

## **M. IRISH PRISON SERVICE**

Cork ETB operates the education service in Cork Prison in collaboration with the Irish Prison Service. Participation on education and training courses is voluntary for inmates.

Cork ETB also supports programmes for the partners and families of prisoners, with a post-release education and training programme in place for those individuals who wish to avail of it. This programme is referred to as the “Dillon’s Cross Project” and has received national recognition for its work.

## 13. Engagement with Employers

### A. GENERAL

Engagement with employers is a critical element in Cork ETB's FET services, if these services are to meet the priorities set out in the FET strategy and ensure that programmes and courses are relevant to the needs of local business and industry. A number of mechanisms and avenues for engagements with employers exist across FET services, with individual centres and staff within an area generally having built up good informal contacts as well formal relationships with employers. Some staff within the training services have, as part of their responsibilities, the necessity to engage with employers, including the service to business staff and the Authorised Officers for apprenticeship.

Cork ETB established the position of Industry Liaison Officer in 2015. The role of the Industry Liaison Officer is to link with employers to ensure that Cork ETB programmes meet labour market requirements of the local and national economy and that Cork ETB graduates possess the relevant level and quality of 'job ready' skills that employers need. The emerging needs of industry and the requirements to improve and develop relationships with industry have led to Cork ETB putting more resources into employer engagement and an expanded employer engagement team is currently being formed. A key focus for the expanded team will be to focus with employers on Workforce Development, providing Education and Training programmes for those in employment, to upgrade or enhance their skills in their current job, or prepare them for new roles. The impact of Covid 19, and in particular the impacts on sectors such as retail and hospitality, will be the initial focus for this team.

Cork ETB sees collaboration and liaison with key industry representative groups and clusters and their members as a key priority. These include: Cork City & County Councils, MTU and UCC, Enterprise Ireland, IDA Ireland, IBEC, Cork Chamber of Commerce and local chambers of commerce and their members, Cork Business Association and its members, American Chamber of Commerce (Cork branch), SKILLNETS, Network Cork & West Cork Businesswomen's Organisation, IT@Cork Cluster, STEM, CEIA.ie (Cork's Technology Network), Energy Cork Cluster, Connecting Cork, Cork Internet Exchange, STEM, iWish, The Executive Institute, The Marketing Institute of Ireland, Cork Electronics Industry Association, Accounting Technicians Ireland, Engineers Ireland and The Irish Management Institute, Failte Ireland, Cork Vintners Federation, Irish Hotels Federation (Cork) and others.

## B. SOUTH WEST REGIONAL SKILLS FORUM

Cork ETB is represented on the South West Regional Skills Forum and the DFET acted as vice chair until January 2021.

The forum provides an opportunity for the ETB, with other bodies and agencies including, University College Cork, Cork and Tralee Institutes of Technology, Kerry Education and Training Board, Skillnets, Enterprise Ireland, IDA Ireland, Cork City and County Councils, Cork and Kerry LEOs, Intreo (DEASP), Fáilte Ireland, IBEC, Cork Business Association, Tralee Chamber Alliance, Cork Chamber of Commerce and Kerry Business Network to engage in structured dialogue between enterprise sectors and education and training providers focused on identifying skills requirements and building customised solutions responsive to regional business needs.

Priorities for the Regional Skills Forum include:

### The National Economy

- Enterprise need - supporting the supply of a skilled workforce now and the future
- Career Clusters - identification of skill gaps locally and nationally

### The Micro Economy

- Supporting need at individual and specific enterprise at local level

## C. CHAMBER OF COMMERCE

Cork ETB is a member of Cork Chamber of Commerce. This provides a forum and opportunities to engage with employers on a regular basis and identify emerging requirements within different industry segments and sectors in the region. Staff in the four planning areas have established links with the Regional Chambers in Mallow, Glanmire, Clonakilty, and Cobh. Cork ETB has also established good collaborative arrangements with the local Development Companies in the region, including SECAD, IRD Duhallow, Avondhu Blackwater Partnership and Ballyhoura Development.

## D. INDUSTRY REPRESENTATIVE GROUPS

Cork ETB also engages and interacts with other industry representative bodies, including, amongst others:

- Irish Management Institute (IMI)
- Cork Electronics Industry Association (CEIA)
- Irish Small and Medium Enterprises Association (ISME)
- The Construction Industry Federation (CIF)
- Irish Hotel Federation
- Cork Business Association

## E. LOCAL ENTERPRISE OFFICES

There are four Local Enterprise Offices (LEO's) supporting the development of local economic activity in the Cork region:

- Cork North (Mallow)
- Cork West (Clonakilty)
- Cork South (Carrigrohane)
- Cork City

Cork ETB has regular engagement with the LEO's and has assisted them in identifying appropriate training provision for enterprises in each area.

# Appendices

## 14. Appendix 1

### Cork Education and Training Boards Statement of Strategy

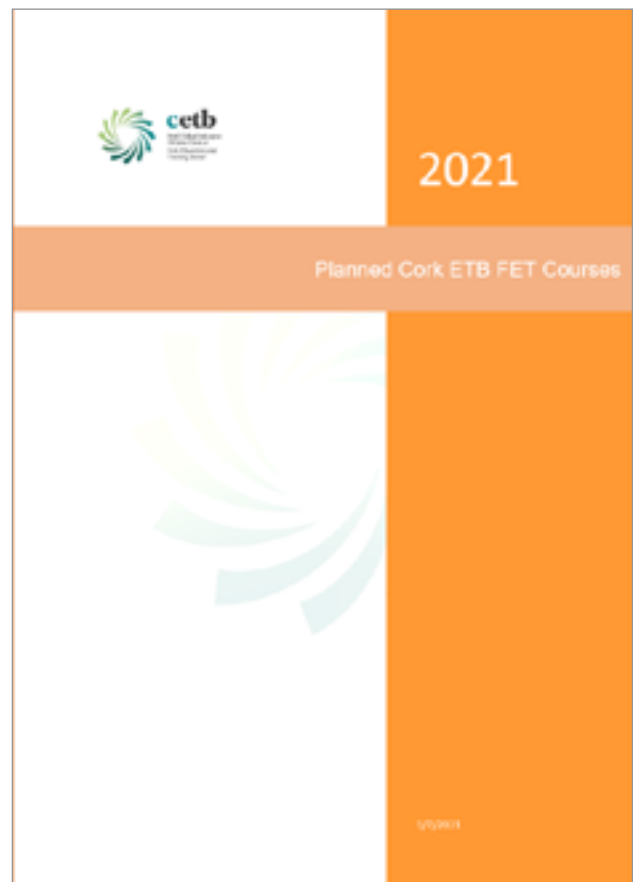
[https://www.corketb.ie/wp-content/uploads/2019/12/CETB-Strategy-Statement-2017-2021-A4-ENGLISH\\_7.pdf](https://www.corketb.ie/wp-content/uploads/2019/12/CETB-Strategy-Statement-2017-2021-A4-ENGLISH_7.pdf)



## 15. Appendix 2

### FET Courses 2021

<https://www.corketb.ie/wp-content/uploads/2021/CETB-FET-Courses-2021.pdf>





## 16. Appendix 3

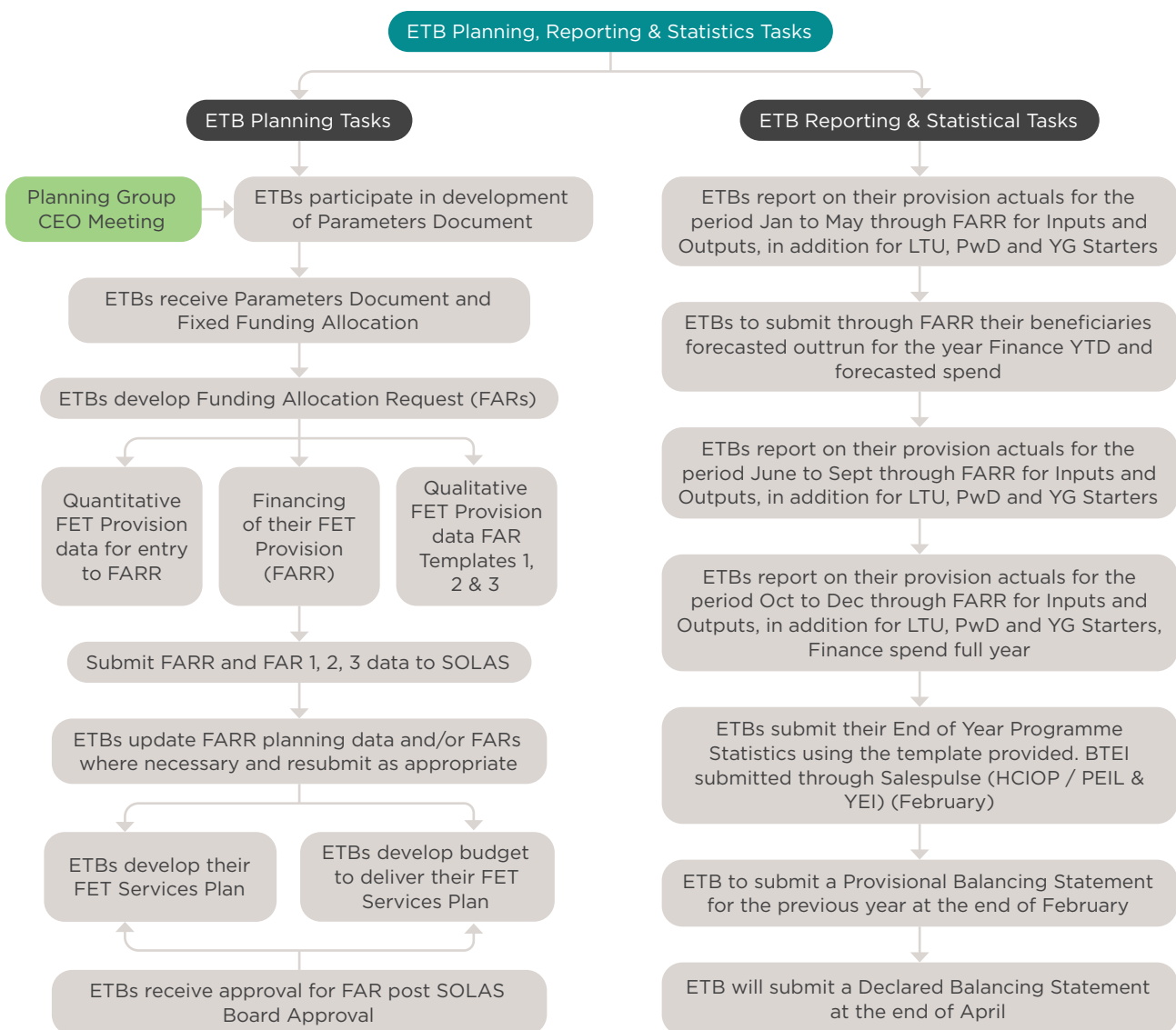
### Cork Education and Training Board Members

MEMBER	NOMINATING BODY
Cllr. Kay Dawson	Cork County Council
Cllr. Noel McCarthy	Cork County Council
Cllr. Patrick Gerard Murphy	Cork County Council
Cllr. Gobnait Moynihan	Cork County Council
Cllr. Martin Coughlan	Cork County Council
Cllr. James Kennedy	Cork County Council
Cllr. Ben Dalton O'Sullivan	Cork County Council
Cllr. Sean Martin	Cork City Council
Cllr. Mary Rose Desmond	Cork City Council
Cllr. Derry Canty	Cork City Council
Cllr. Colette Finn	Cork City Council
Ms. Maura Fitzgibbon	Staff Nominee
Mr. Patrick O'Dwyer	Staff Nominee
Mrs. Maria McGrath	National Parents Association (NPAETB)
Mr. Rob Bateman	National Parents Association (NPAETB)
Mrs. Mary Hegarty	ACC/JMB/NAPD
Mr. Denis Kirby	Chambers Ireland
Mr. Liam Ahern	Down Syndrome Ireland
Mr. Declan O'Leary	National Youth Council of Ireland
Ms. Ann Piggott	ICTU

# Appendices

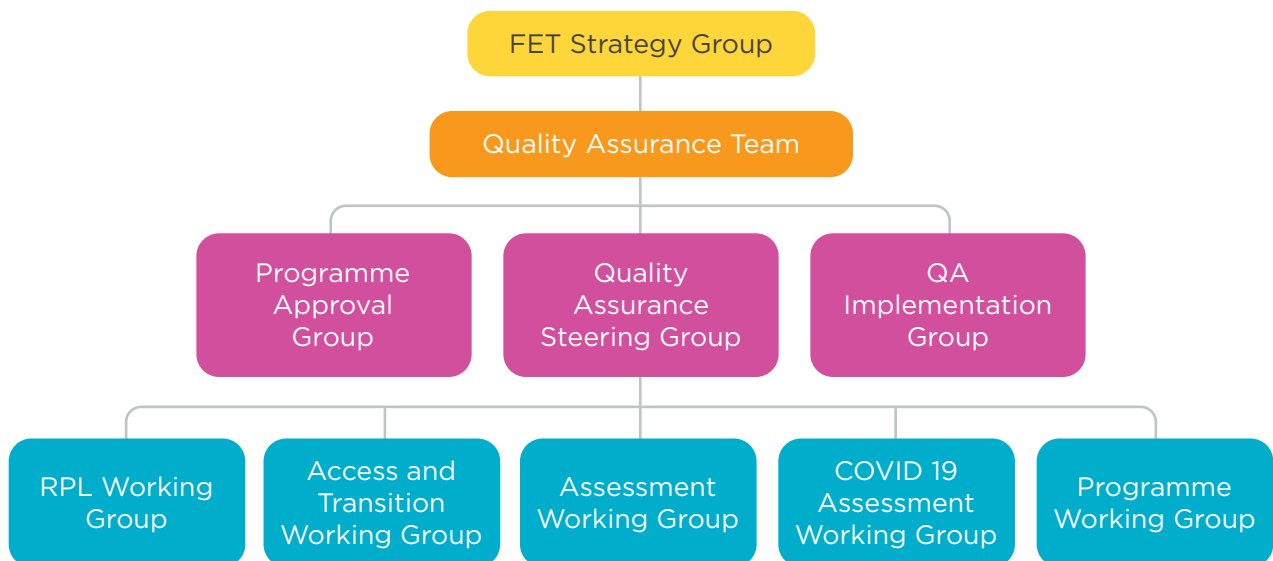
## 17. Appendix 4

### Cork Education and Training Board Planning Governance and Statistical Tasks



## 18. Appendix 5

### Cork Education and Training Board FET QA Governance and Management Structure



# Appendices

## 19. Appendix 6

### Quality Assurance Roles

#### FET STEERING GROUP

- Oversee Further Education and Training and related activities.
- Approve annual FET plan including which programmes are delivered.
- Overall strategy for Cork ETB.
- Objectives are specified at every level and are aligned with the provider's mission, strategy and obligations to external stakeholders (statutory, regulatory, professional and other).
- Reviews if CETB is meeting its objectives and reviews the suitability of objectives in light of CETB mission and other criteria.
- Undertake quality reviews of staff performance, training, academic, administrative, and service areas or units as appropriate in all constituent centres and colleges. (sector specific guidelines).

#### QUALITY ASSURANCE STEERING GROUP

- Provides oversight and governance for CETB QA System
- Oversight of self-evaluation and monitoring
- Approval of QA Policies
- Staff Development and Support
- Monitor the effectiveness of the implementation of these procedures.
- Protects the integrity of academic processes and standards.
- Consideration of risk
- Considers internal and external evaluation.
- Development and planning of systems to promote quality teaching and learning in all relevant learning environments.
- Development and planning of systems to oversee the implementation of procedures for the assessment of learners to ensure fairness, consistency and fitness-for-purpose and monitor this at centre level and at ETB level.
- Establish a procedure to ensure the reliability and integrity of learner records and results of learner assessment.

### PROGRAMME APPROVAL GROUP

- Programme and curriculum development prior to approval
- Submission of programmes for evaluation or validation.
- Programme approval
- Determining the capacity of a centre to provide a given programme of education and training (sector specific)
- Centre approval to run courses.
- Coordinates programme development, validation and approval process
- Overseeing programme reviews and follow up.

### QUALITY ASSURANCE TEAM

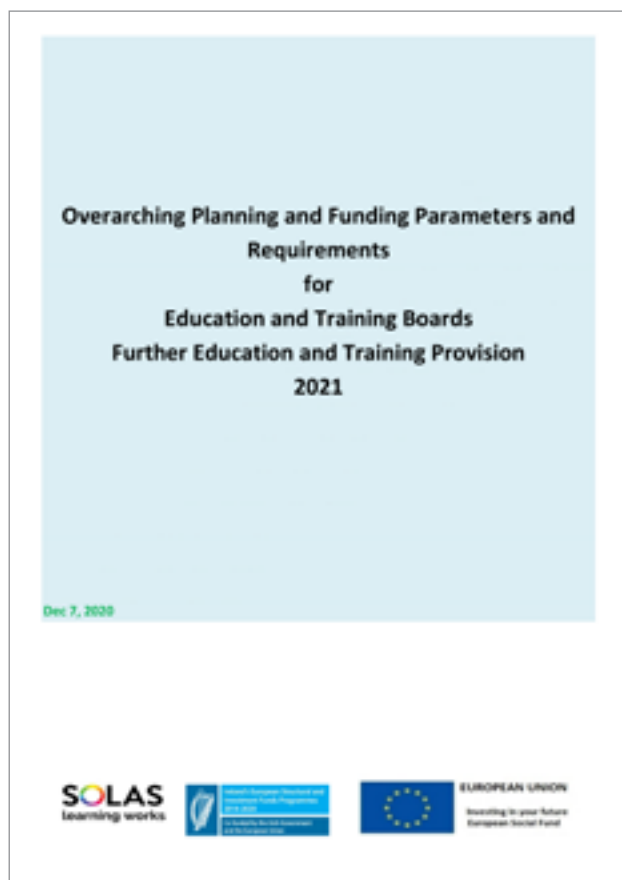
- Oversees the establishment and management of a QA and Management office.
- Oversees the development, implementation and management of Cork ETB's QA policies and procedures for all CETB FET provision, reporting to and liaising with CETB management.
- Assists CETB centres with advice, information and support.
- Coordinate programme development, validation and reviews
- Assist with and advise on staff development requirements.
- Prepares and disseminates statistical reports relating to the certification of CETB programmes.
- Quality Assurance Implementation - centre managers
- Ensuring that a centre has the capacity and necessary resources to provide the programmes it is planning to run.
- Ensuring CETB QA and other policies and procedures are followed.
- Consult with staff and learner regarding quality and give feedback.
- Staff planning, performance monitoring and capacity development having regard to the need for vocational trainers to keep up to date with their vocational skills (in addition to any pedagogical skills)
- Maintain a culture of quality and continuous improvement.
- Manages the oversight of assessment, internal verification, external authentication, and results approval in line with CETB policies and procedures.

# Appendices

## 20. Appendix 7

### Further Education and Training Planning Parameters 2020

<https://www.corketb.ie/wp-content/uploads/2021/04/2021-ETB-Parameters-and-Requirements7Dec2020.pdf>



## 21. Appendix 8

### Cork Education and Training Boards Staff Induction Presentation

<https://www.corketb.ie/wp-content/uploads/2021/04/Teacher-Induction-Presentation-2019-FINAL.pdf>



## 22. Appendix 9

### Cork Education and Training Boards Strategic Performance Agreement with SOLAS

[https://www.corketb.ie/wp-content/uploads/2021/04/14717\\_solas\\_etb\\_cork\\_web.pdf](https://www.corketb.ie/wp-content/uploads/2021/04/14717_solas_etb_cork_web.pdf)



## 23. Appendix 10

### Other Awarding Bodies

AWARDING BODY
CITY AND GUILDS
ITEC
CIBTAC
CIDESCO
Accounting Technician Ireland
CPA Ireland
ICS
RTITB
RSA
METLAB
CompTIA
Oracle
Microsoft
ERS
OFTEC
VMWare
VTCT
SEFTEC
Pearson BTEC
Department of Education Junior and Senior Trades
Department of Education Leaving Certificate (Adult)
Veterinary Council of Ireland
Irish Pharmacy Union
International Academy of Air Travel
Irish Water Safety



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