



PROFILE OF CMETB FURTHER EDUCATION AND TRAINING PROVISION



Rialtas na hÉireann
Government of Ireland



Ireland's European Structural and
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2014-2020
Co-funded by the Irish Government
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European Social Fund



QCI AWARD



cmetb

Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin
Cavan and Monaghan
Education and Training Board

STRATEGIC APPROACH

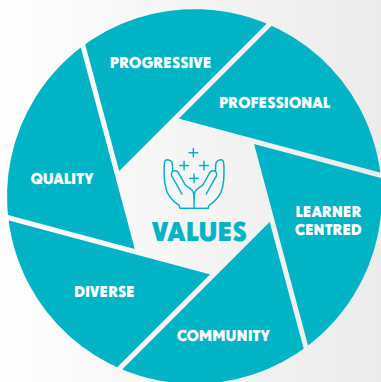
Underpinned by Governance

STRATEGIC APPROACH

Developing an integrated Quality Assurance governance system

MISSION

provide quality education and training for young people and adults through a professional, inclusive and innovative approach



LOCATION (CAVAN/MONAGHAN)

UNIQUELY LOCATED IN BORDER REGION



Serving Population of **[137,562]**¹

GROWTH SECTORS IN THE BORDER REGION²



Delivering FET at **14 CENTRES**



STAFF AND LEARNER PROFILE

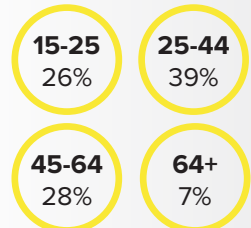
CMETB ONE OF LARGEST EMPLOYER IN REGION - 1300 STAFF MEMBERS

382 FET STAFF

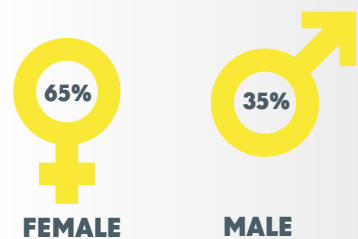
TOTAL NUMBER OF DISTINCT LEARNERS³



LEARNERS BY AGE



LEARNERS BY GENDER



¹ 2016 Census Data
² 2019 CSO data

³ 2021 figures to date

FUNDING

FET BUDGET 2020
€27.5M



PROGRAMME DELIVERY

QQI

Re-engagement with QQI - May 2018

39

Unique Target
QQI Awards in 2020⁴

19

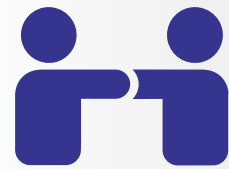
Unique Non
QQI Awards in 2020



PARTNERSHIPS

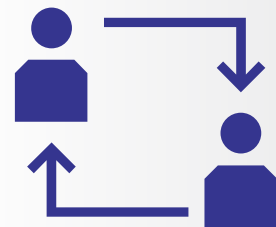
NATIONAL

SOLAS, QQI,
ETBI, DFHERIS, DSP,
AONTAS, FESS



REGIONAL/OTHER

Regional Skills Forum,
Local Enterprise Offices,
Cavan/Monaghan
County Councils,
Monaghan Integrated
Development, Breffni
Integrated



⁴ (This does not include duplicates of awards ran i.e. General Learning Level 4 only listed once although it may form the majority of awards we offer)* footnote



CONTENTS

1 BACKGROUND **6**

2 MISSION, VALUES,
STRATEGIC FOCUS
AND KEY PERFORMANCE
INDICATORS **10**

3 GOVERNANCE
AND MANAGEMENT
STRUCTURES **20**

4 APPROACH TO
QUALITY **26**

5 REGIONAL
EMPLOYMENT
PROFILE **34**

6 PROVISION
PROFILE **42**

7 LEARNER
PROFILE **62**

8 STAFFING
PROFILE **66**

9 COLLABORATION
AND
PARTNERSHIPS **70**

 GLOSSARY **80**



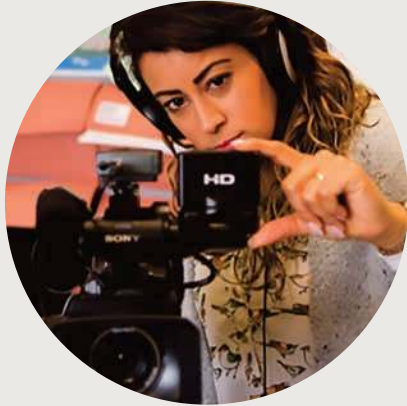
1

BACKGROUND

OVERVIEW OF CAVAN AND MONAGHAN EDUCATION AND TRAINING BOARD

Cavan and Monaghan Education and Training Board (CMETB) is a local statutory education authority providing post-primary, further education and training, prison education, youth services and music education opportunities and supports to young people and adults throughout the Cavan-Monaghan region. The Cavan-Monaghan region occupies a unique geographical location due to its proximity to the border with Northern Ireland, meaning it can benefit from cross-border linkages and interactions, but is also impacted by the ongoing and evolving difficulties posed by Brexit and differing responses to the current Covid-19 pandemic across the two jurisdictions.





One of sixteen statutory education authorities, CMETB was formed through the amalgamation of the two Vocational Education Committees (VECs) in Counties Cavan and Monaghan upon enactment of the Education and Training Boards Act 2013 on 1st July 2013. CMETB manages a budget of €27.5 million, serving a population of 137,562¹, and a staff of approximately 1,300 fulltime and part-time personnel across all CMETB services.

CMETB, as one of five non training centre ETBs, agreed the transfer of training functions previously carried out by FÁS at the Regional Skills Training Centre in Dundalk, from Louth and Meath Education and Training Board (LMETB) in September 2015. In addition, CMETB successfully completed the re-engagement process with QQI in May 2018 and since then has been proactively working on the restructuring and development of its Quality Assurance governance structures, policies, processes and procedures.

CMETB FET Services

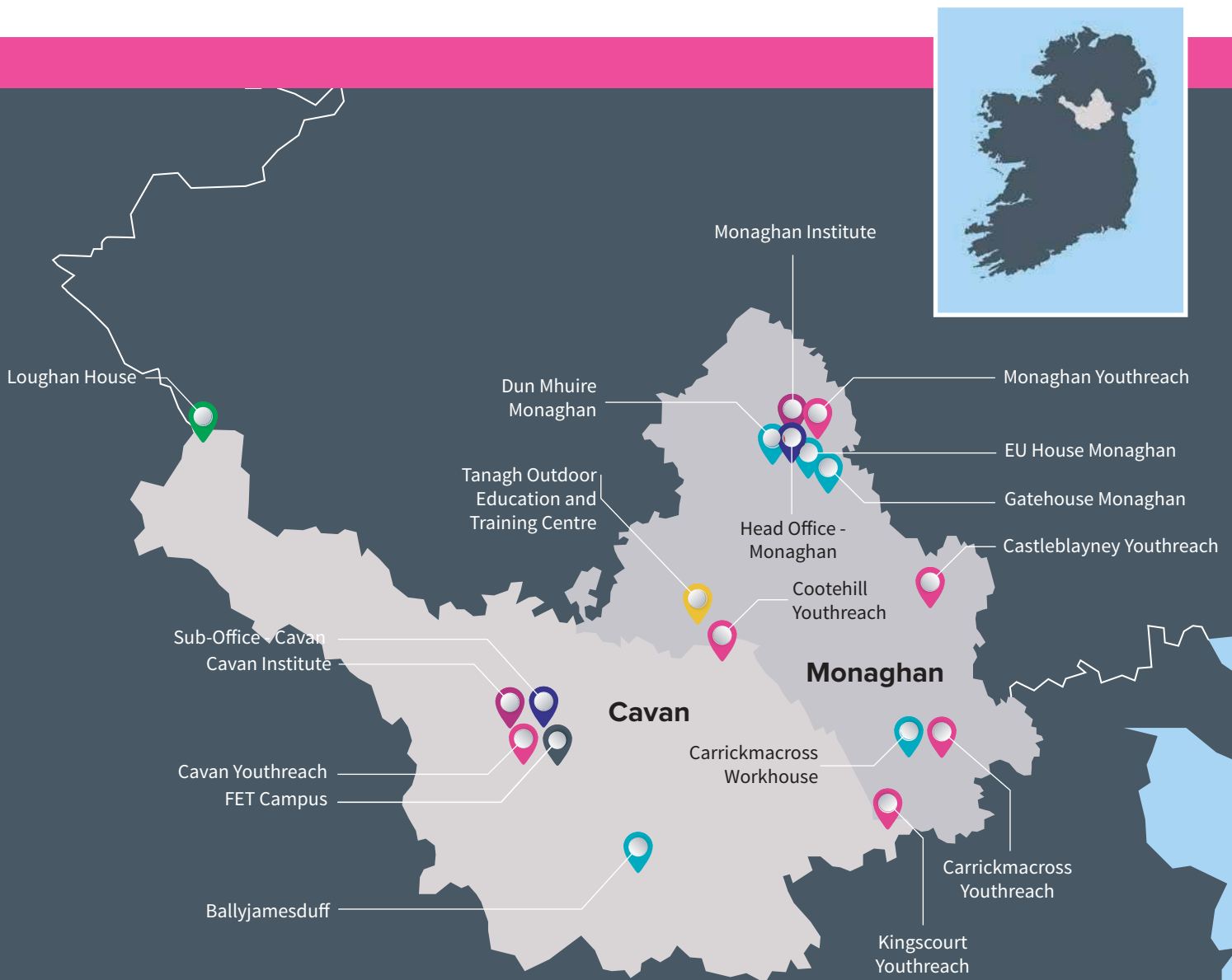
CMETB FET Services offer a diverse range of full-time and part-time education and training opportunities for all individuals over the age of sixteen² across a variety of centres and outreach locations across Cavan and Monaghan. The map in **Figure 1** shows the wide range of facilities and locations through which CMETB FET Services currently operate.

¹ The most recent national Census took place in 2016, conducted by the Central Statistics Office (CSO). The next census, scheduled for April 2021, has been postponed until April 2022 due to the ongoing Covid-19 pandemic.

² Youthreach centres do, on occasions, accept applications from learners who are 15 years old. However, there is a documented process in place and learner payments do not commence until the learner turns 16.

Cavan and Monaghan Education and Training Board

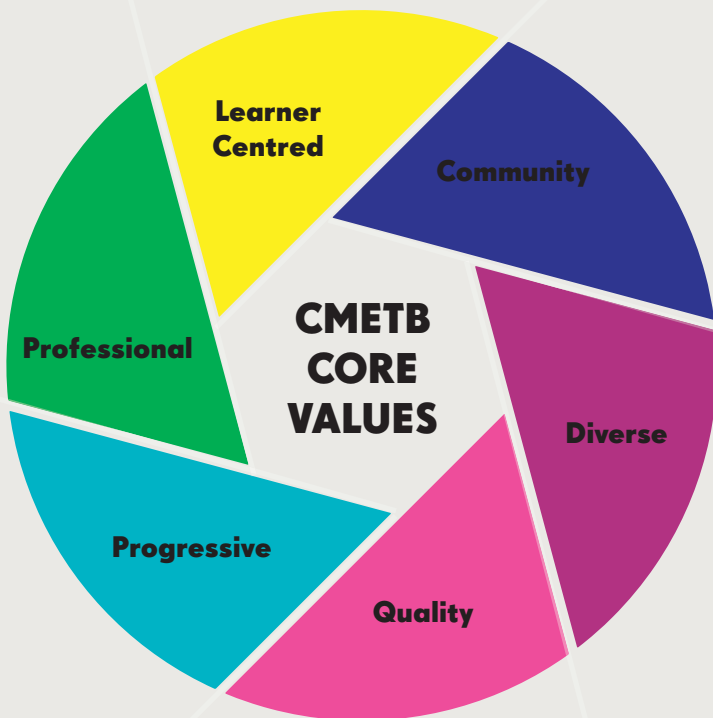
						
6	2	1	5	1	1	1
YOUTHREACH CENTRES	PLC CENTRES	OUTDOOR EDUCATION CENTRE	ADULT EDUCATION CENTRES	TRAINING CENTRE	PRISON EDUCATION CENTRE	CMETB OFFICES





2 MISSION, VALUES, STRATEGIC FOCUS AND KEY PERFORMANCE INDICATORS

Figure 2: CMETB's Core Values



CMETB's **mission** is to 'provide quality education and training for young people and adults through a professional, inclusive and innovative approach,' while its **vision** is to 'lead and deliver excellence in education and training for all.'

CMETB Further Education and Training (FET) Services expressed **purpose** is to provide relevant and leading further education and training opportunities that address the needs of all stakeholders including learners, employers and community partners in line with national policy.

CMETB has also identified, in consultation with staff, learners and relevant stakeholders, a number of core values (**Figure 2**) which underpin how CMETB delivers its services on a day-to-day basis.

In addition, **CMETB's Strategy Statement 2017 – 2021**, sets out clearly defined strategic priorities for each of the three pillars within which the wider CMETB organisation operates – Organisational Support and Development, Schools and Further Education and Training.

12/13

PROVIDER PROFILE

Regarding Further Education and Training (FET), the strategic objectives outlined in the CMETB Strategy Statement were aligned to the core priorities contained in the national Further Education and Training Strategy 2014 – 2019 and were echoed in **CMETB's FET Strategy 2017 – 2021**.

2018 saw the introduction of a new strategic dialogue process for the FET sector, culminating in the development of **Strategic Performance Agreements** (SPAs) for each of the sixteen ETBs. These SPAs outlined each ETB's strategic priorities and how they were to contribute to the achievement of key national targets for the FET sector between 2018 and 2020. The targets set out in CMETB's SPA were firmly aligned to both the national and CMETB's FET Strategies covering the period 2018 to 2020. CMETB's progress in achieving these targets has also heavily influenced the current, ongoing development of the new CMETB FET Strategy.

In achieving its targets and commitments pertaining to workforce development and employer engagement, through the creation of a dedicated, single point of contact for employer engagement, CMETB FET is now well equipped to meet critical skills needs and upskill the workforce across the Cavan-Monaghan region; interventions which will be even more critical to a post-Brexit and post



2

MISSION, VALUES, STRATEGIC FOCUS AND KEY PERFORMANCE INDICATORS



14/15

PROVIDER PROFILE



pandemic-economy. Similarly, CMETB FET is firmly focused on supporting the ‘Future FET’ model espoused in the national FET Strategy and is well positioned to build on the excellent work done in recent years in terms of promoting apprenticeships and wider FET provision locally as viable and effective progression routes for school leavers. CMETB’s key and well-established strategic partnerships with Higher Education partners such as Athlone Institute of Technology, Dundalk Institute of Technology, Institute of Technology Sligo and Letterkenny Institute of Technology ensure that CMETB is suitably positioned to support and promote progression, not only across FET, but also from FET to Higher Education.

Similarly, CMETB is proactive in fostering and promoting inclusion across all levels and types of FET provision through the targeting of priority cohorts, the embedding and sharing of good practice in inclusivity and the provision of integrating literacy and numeracy and literacy awareness training to staff across all FET centres and services. CMETB is also now working at a national level, in conjunction with SOLAS, on the development of good practice guidelines and toolkit for the initial and ongoing assessment of the English language competency of migrant learners. Scheduled for publication in 2021, the expressed aim of this important research is to make FET more accessible, inclusive, and integrated for those learners whose first language is not English. As the first ETB to lead out on a national research project of this scale for the FET sector, CMETB believes that this shines a positive light on the sector’s ability, capacity and willingness to shape policy and drive change through active promotion of the philosophy that **‘FET is for everyone.’**

In line with the publication of the new national **FET Strategy 2020 2024**, CMETB FET Services is currently in the process of developing a new FET Strategy which reflect the key priorities and enabling themes identified in the national strategy.

This new **CMETB Further Education and Training Strategy 2021 - 2024**, which will be published on the CMETB website once approved, will be aligned to the three core pillars, as outlined in the national strategy (**Figure 3**):




Figure 3: CMETB's Strategic Pillars



16/17

PROVIDER PROFILE

Within each of these pillars are associated strategic priorities for FET Services (**Figure 4**):

Figure 4: CMETB Strategic Priorities by Pillar

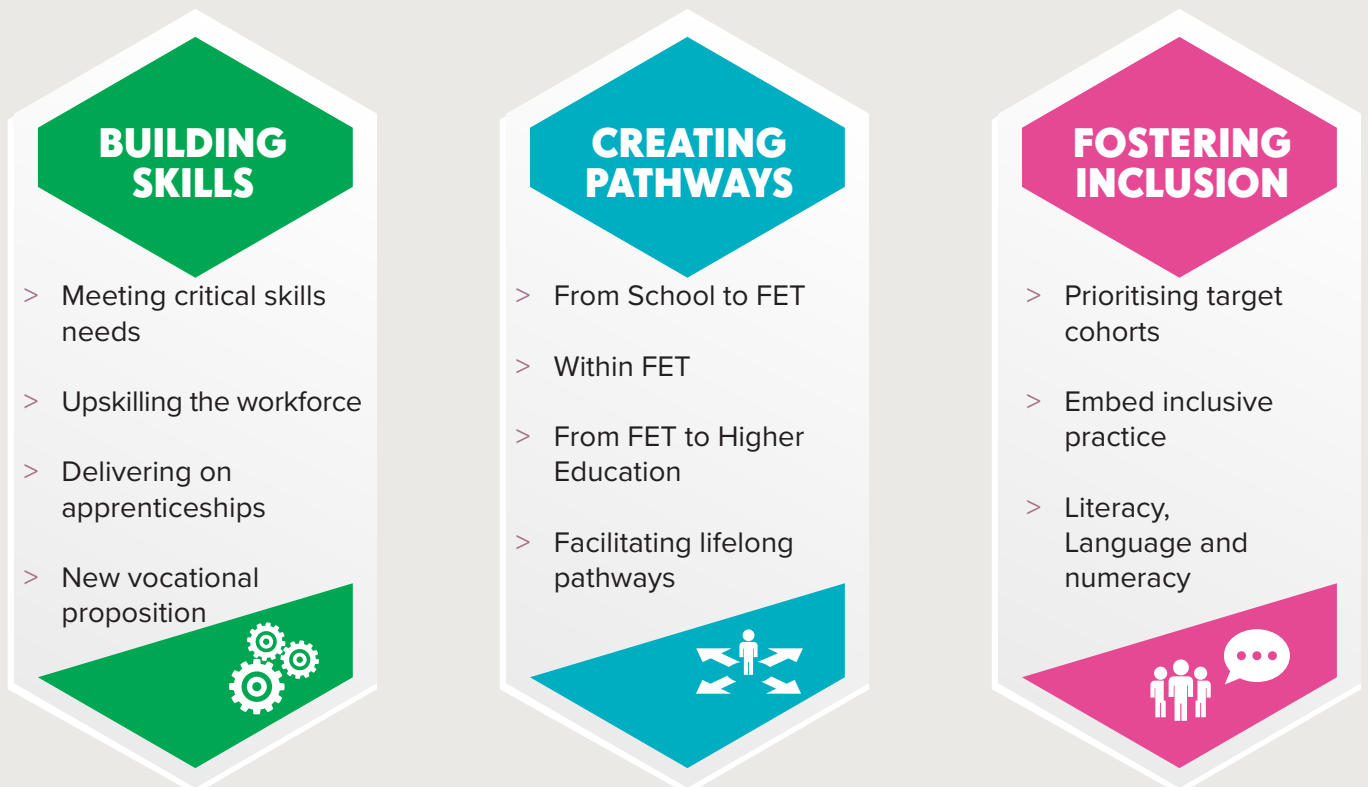


Table 1 contains examples of some of the key goals identified by CMETB under each of the strategic priorities identified in **Figure 4**.

Table 1: Specific CMETB Goals by Priority Area (Examples)

PILLAR 1: BUILDING SKILLS			
Meeting critical skills needs	Upskilling the workforce	Delivering on Apprenticeships	New vocational proposition
<ul style="list-style-type: none"> > Increase focus on STEAM programmes at all levels. > Develop and maintain traineeships. 	<ul style="list-style-type: none"> > Develop skills of teachers/tutors through relevant and timely PL&D. > Increased focus on languages throughout all CMETB services. 	<ul style="list-style-type: none"> > Further develop and enhance apprenticeship provision and support in CMETB. 	<ul style="list-style-type: none"> > Extend real world practical learning opportunities into additional vocational areas. > Extend industry certification available across a range of programmes based on skills needs and employer feedback.

PILLAR 2: CREATING PATHWAYS			
From school to FET	Within FET	From FET to HE	Facilitating lifelong pathways
<ul style="list-style-type: none"> > Strengthen recognition of FET provision for the purpose of entry requirements to work. > Development and roll out of strong 'FET Into Schools' programme. 	<ul style="list-style-type: none"> > Develop and implement transition programmes to support learner progression. > Recognition of Prior Learning (RPL). 	<ul style="list-style-type: none"> > Develop and strengthen mutually beneficial links between PLC & HE. > Develop and strengthen mutually beneficial links between Adult Education and HE. 	<ul style="list-style-type: none"> > Continued development and expansion of Guidance Service.

PILLAR 3: FOSTERING INCLUSION		
Prioritise target groups	Embed inclusive practice	Literacy and Numeracy
<ul style="list-style-type: none"> > Develop and deliver programmes and supports to facilitate inclusion and progression of learners with additional/ special needs. > Support successful delivery of Refugee Resettlement Programme in Cavan and Monaghan. 	<ul style="list-style-type: none"> > Seek to facilitate learners to access provision in a format that suits them. > Ongoing development and delivery of outreach provision to enable those living in rural/remote areas to engage in FET programmes. 	<ul style="list-style-type: none"> > Increased focus on literacy supports throughout all CMETB services.

Table 2: CMETB Strategy Enabling Themes

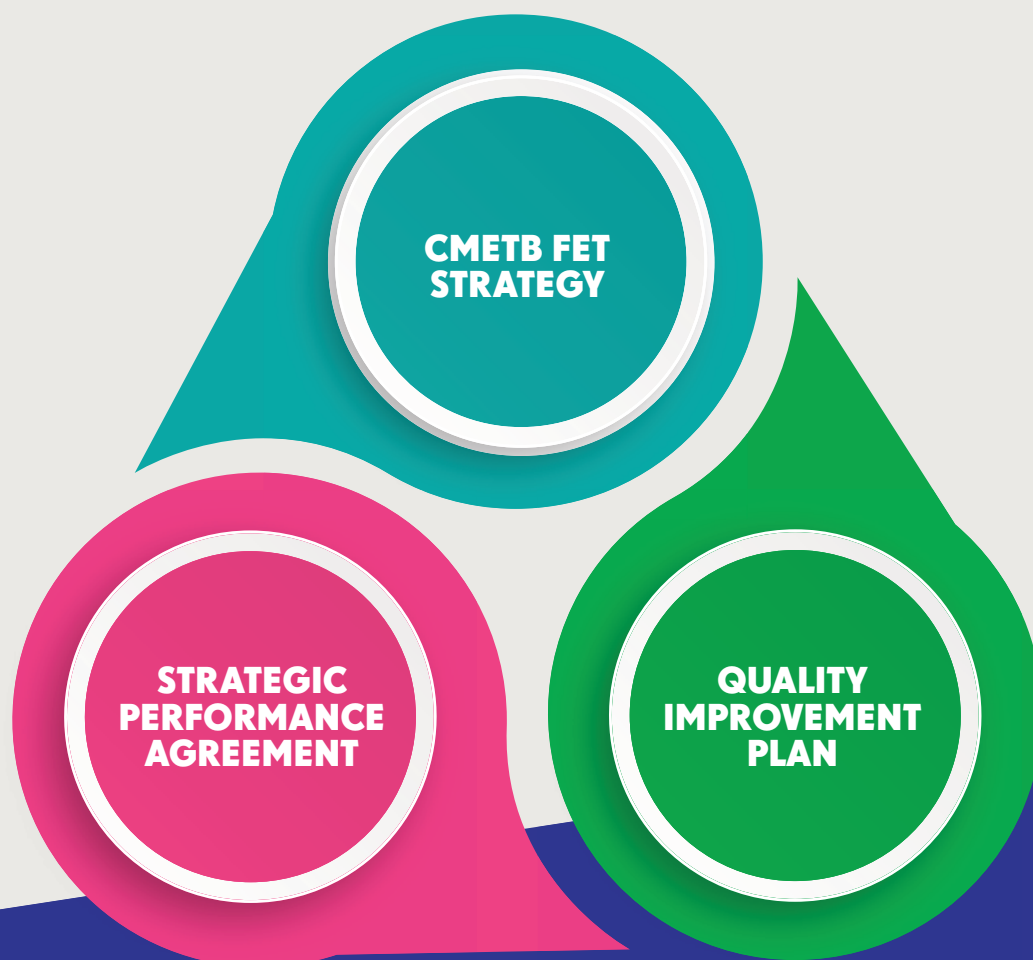
These strategic priorities are underpinned by four enabling themes as outlined in Table 2.

Staffing, Capabilities and Structures	Learner and Performance Centred	Digital Transformation of FET	Capital Infrastructure
<ul style="list-style-type: none"> > Ensure FET has sufficient staffing levels and skillset to enable programme delivery, management and administration. > Ensure CMETB can respond to meet changing needs and requirements. > Upskill and reskill FET staff through the implementation of the Professional Learning and Development Strategy 2020 – 2024. 	<ul style="list-style-type: none"> > Monitor and report on agreed indicators of success including employment outcomes, progression, active inclusion, lifelong learning, meeting critical skills needs and new modes of delivery. > Continued implementation of tripartite approach to learner feedback and engagement (learner voice) as follows: <ol style="list-style-type: none"> 1) Annual learner survey 2) Annual learner forum 3) Development of a ‘distance travelled’ metric to measure transversal skills development. > Develop operational framework and suite of policies to support the option of Blended Learning delivery in the future, beyond the emergency Covid-19 provision. 	<ul style="list-style-type: none"> > Make better use of digital technology for teaching and learning. > Develop relevant digital competencies and skills for digital society. > Improve planning, systems and processes through enhanced data and analysis. 	<ul style="list-style-type: none"> > Meet the diverse and highly specialised needs of new and emerging programmes by providing modern, fit for purpose, fully accessible facilities that learners and staff can enjoy.

The purpose of the **Quality Improvement Plan (QIP)** is to highlight the outcomes and improvement opportunities identified following completion of the QIP review process in 2019. The current QIP covers the period January 2020 to December 2021 and has been developed with due consideration of QQI's Core Statutory Quality Assurance Guidelines and their requirement of enforced separation of responsibilities whilst ensuring sufficient oversight of education and training activities – achieved through CMETB's governance structures (**Section 3**). The QIP is structured to mirror the strategic priorities and enabling themes as outlined in the national Future FET Strategy 2020 – 2024 and the CMETB FET Strategy 2021 – 2024, and a traffic light system has been adopted to clearly highlight the progress in achieving the actions set out in the plan.

Figure 5 highlights the integration between CMETB's Strategic Plan, Strategic Performance Agreement (SPA) and Quality Improvement Plan (QIP) as referenced throughout this section:

Figure 5: Integration of Key Strategies, Agreements and Plans





20/21

PROVIDER PROFILE



3

GOVERNANCE AND MANAGEMENT STRUCTURES

Operating on the philosophy that *'quality is the responsibility of all'* CMETB is governed by a Board comprised of twenty-one members as required by the **Education and Training Boards Act 2013**, which consists of elected public representatives, parent representatives, staff representatives and community representatives. The Chief Executive, Mr John Kearney, as the accounting officer, reports directly to the Board. The Board operates in accordance with a formal schedule of reserved functions as set out in the ETB Act 2013 and is supported in the exercise of these functions by a number of well-established committees (Section 44 of the ETB Act 2013):




Table 3: CMETB Board Governance Committees

Committee	Area of Responsibility
Audit and Risk Committee	Responsible for monitoring the executive in the performance of its functions, the Audit and Risk Committee assesses the adequacy and effectiveness of CMETB's internal controls. CMETB management, as well as the internal and external auditors, report to the committee. The committee is chaired by an independent external chairperson.
Finance Committee	The Finance Committee is responsible for reviewing the income and expenditure of CMETB, major contracts and the financial components of the annual education and services plans. The committee is chaired by an independent external chairperson.

CMETB also has in place a range of additional school, centre and service level Boards of Management which also provide regular reports and updates to the CMETB Board. Regarding CMETB FET Services the following governance committees are currently in operation – **Figure 6**:

Figure 6: Additional CMETB Governance Committees³

The executive functions, which relate to the day-to-day operation of the ETB, are the responsibility of the management and staff. CMETB's executive functions operate across a well-defined **three-pillar structure** as outlined in the organisational chart (**Figure 7a**).

³ The FET Board covers the areas of Adult Education and Training Services.

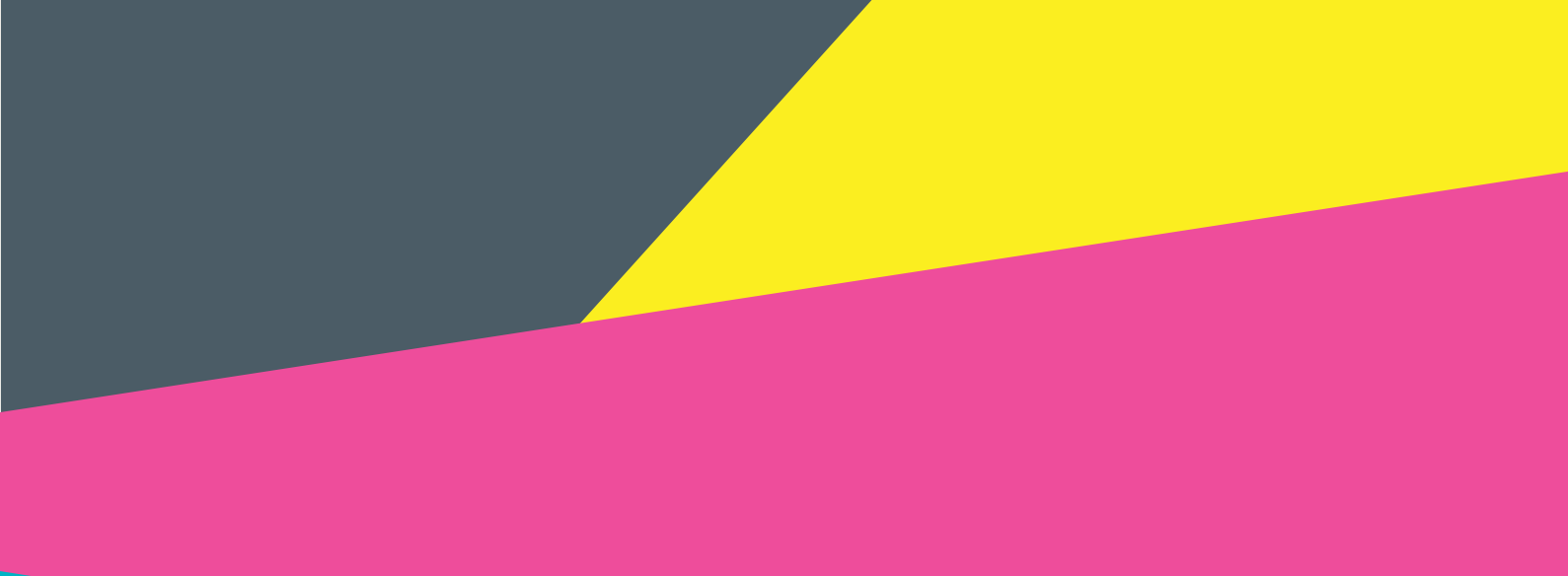


Figure 7a: CMETB Organisational Structure Chart

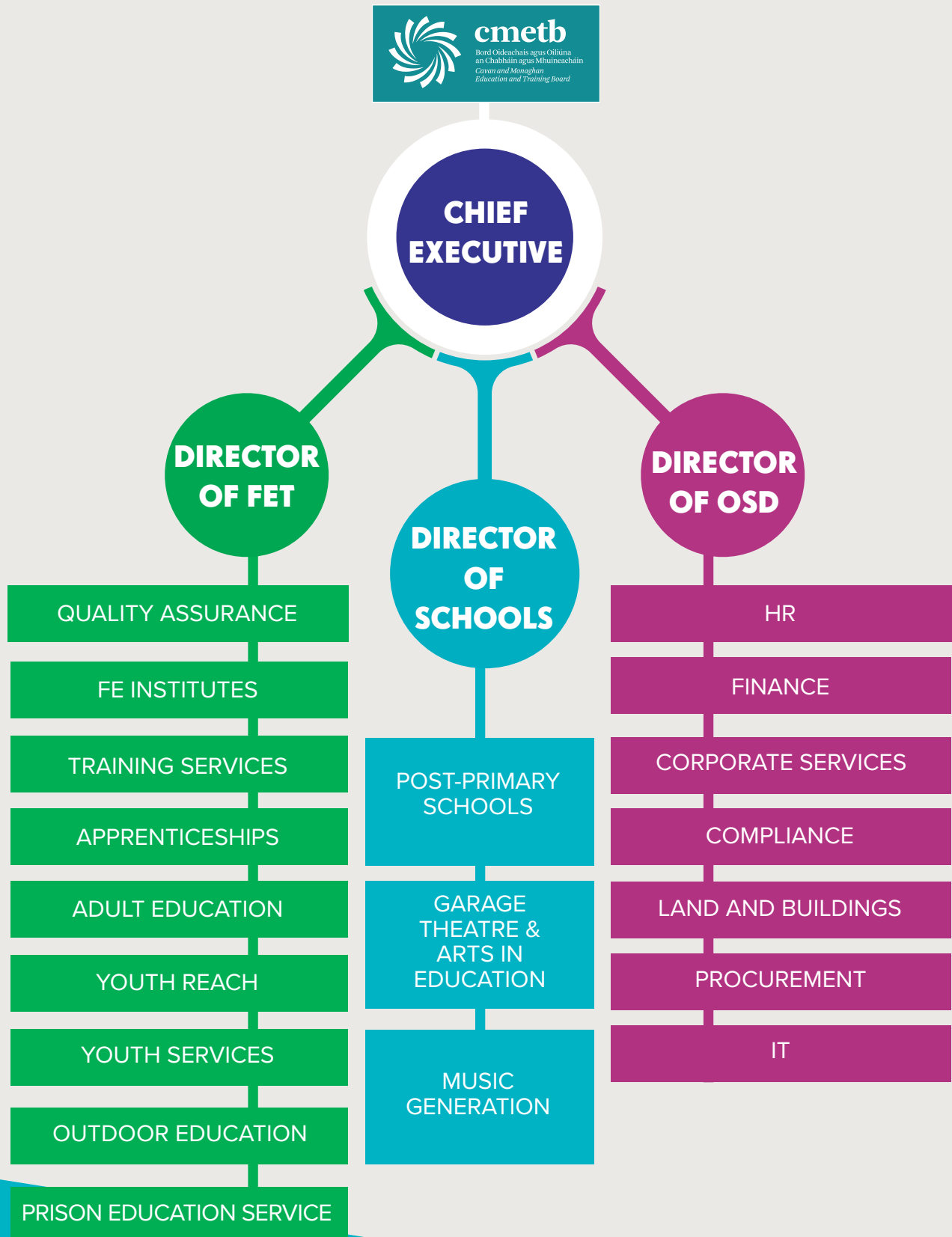
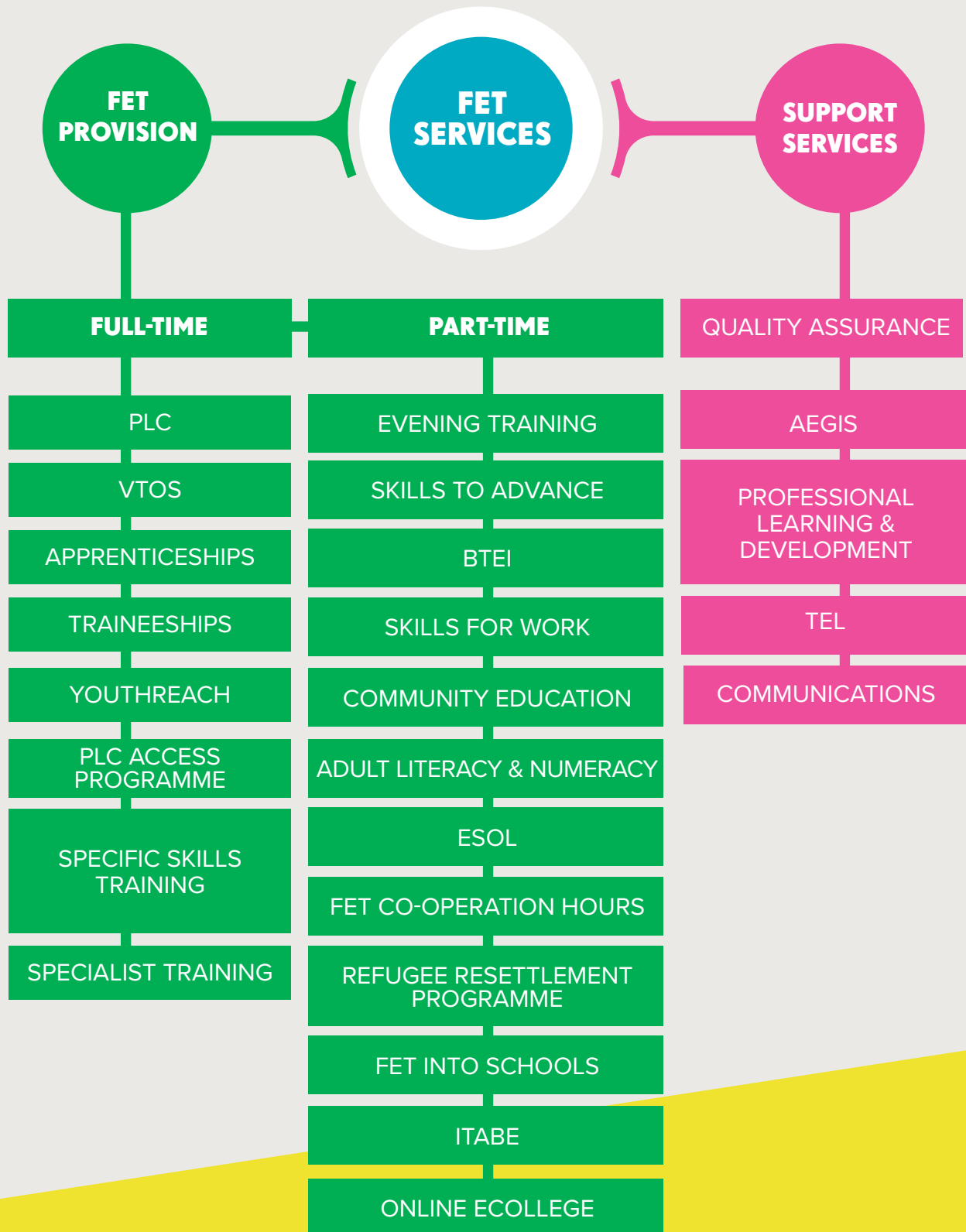


Figure 7b: CMETB FET Organisational Chart






26/27

PROVIDER PROFILE



4 APPROACH TO QUALITY

At the core of CMETB's approach to quality is the understanding and belief that **quality is the responsibility of all** and not vested in a limited cohort of staff. A shared culture of quality is to the fore of every aspect of CMETB's service delivery and places the learner firmly at the centre, as evidenced in the dedicated Quality Assurance mission statement which is *'to enable CMETB to provide learner-centred education and training that consistently conforms to the highest national standards.'*



The core **Quality Assurance principles** which inform and guide CMETB's approach to planning are:

1. Maintain a learner and employer-centred approach to education and training development and delivery.
2. Informed by evidence-based programme development and delivery.
3. Focus on employment in line with workforce development strategies and plans and ensuring these plans are actively inclusive.
4. Innovative, flexible and timely responses to needs and requirements.
5. All provision is informed through consultative processes both internally and externally.
6. Quality Assurance's role is to enable services to manage quality provision, maximising the impact of the subsidiarity principle.
7. Quality Assurance processes and procedures aim to be transparent and accountable across services.

In order to achieve its stated mission, and to keep in line with its core Quality Assurance principles, CMETB's Quality Assurance team is focused on the development, implementation and monitoring of an integrated Quality Assurance system across CMETB that will effectively and efficiently deliver to the needs of all learners and employers on a continuous basis. This is a collaborative undertaking with the ongoing support, participation and co-operation of all FET centres and services necessary for it to be successful.

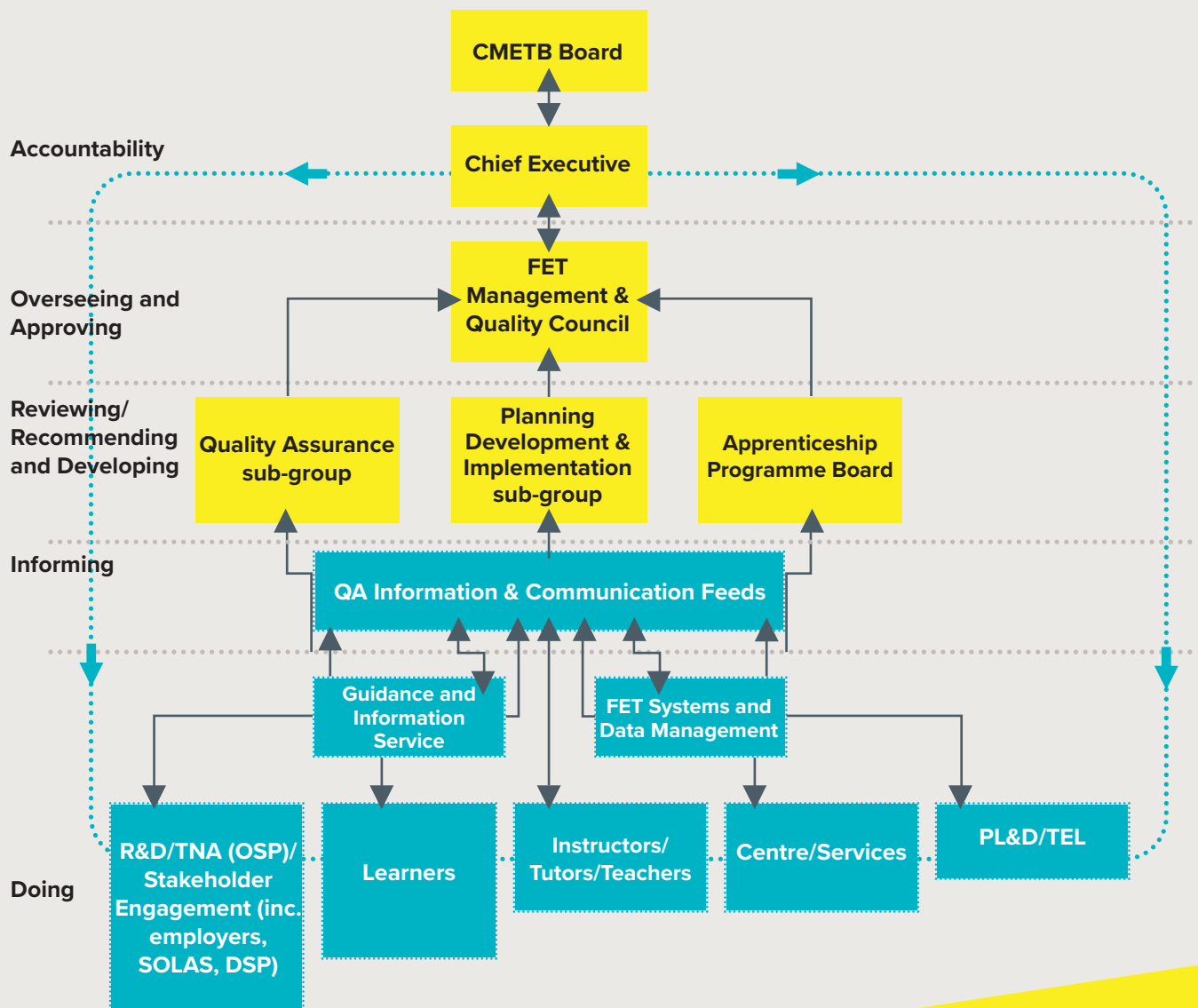
CMETB recognises that the primary responsibility for quality assured provision rests with the organisation, vesting in it accountability for the day-to-day operation and ongoing monitoring and review of Quality Assurance processes and procedures through the development and implementation of an annual Quality Improvement Plan (QIP). This is supported by the re-engagement process of May 2018.




CMETB FET Governance Structures

Since its re-engagement with QQI in May 2018, CMETB has been proactively working on the development of an integrated Quality Assurance governance system highlighting its commitment to ensuring the consistent and ongoing maintenance of quality across all its education and training, research and related services and activities. The current governance structures in place across CMETB enforce the **separation of responsibilities** between those who produce and develop materials, policies and procedures and those who approve them. **Figure 8** clearly shows the separation of duties across the various levels of CMETB’s Quality Assurance governance system. This is in keeping with QQI’s Core Statutory Quality Assurance Guidelines.

Figure 8: Separation of responsibility in CMETB’s QA governance system





While the Chief Executive is ultimately accountable for Quality Assurance across CMETB, the focus here is on the oversight, approval, reviewing and development aspects of the QA governance structure.

1) FET Management and Quality Council

The FET Management and Quality Council oversees the planning, co-ordination, quality, development and improvement of all aspects of FET across CMETB.

2) Quality Assurance Sub-group


The Quality Assurance (QA) Sub-group reports directly to the FET Management and Quality Council and assists in the development, oversight, planning, co-ordination and improvement of QA policies, procedures and processes.

3) Planning, Development and Implementation Sub-group

The Planning, Development and Implementation (PDI) Sub-group reports directly to the FET Management and Quality Council and assists in the recommendation of new programmes and programme specific policies and procedures as well as Management Information Systems (MIS), Professional Learning and Development (PL&D) and Technology Enhanced Learning (TEL).

4) Apprenticeship Programme Board

The Apprenticeship Programme Board reports directly to the FET Management and Quality Council and assists with the development, oversight, planning, co-ordination and improvement of new apprenticeship programmes for which CMETB is the co-ordinating provider.



In March 2020, 12 months following the establishment of the new governance structures, CMETB undertook a review of these structures in consultation with senior management, members of the Quality Assurance team and members of the different governance groups and sub-groups. A full analysis of the findings of this review will be detailed in the Self-Evaluation Report. This approach also highlights CMETB's commitment to enabling and promoting a culture of continuous improvement in accordance with key sectoral policies and guidelines such as QQI's Core Statutory Quality Assurance (QA) Guidelines.

Externality is also an important and active feature of the Quality Assurance governance system and is provided at various levels and stages of the overall Quality Assurance process to include:

Figure 9: Externality Features of CMETB's Quality Assurance Processes

Programme Proposal Committee (PPC) and Programme Approval Committee (PAC)

These committees are responsible for the approval of new programmes which have already been developed nationally or by other CMETB Centres or Services for use within specific CMETB centres or services. Both committees are chaired by independent chairpersons.

External Authenticators

Independent External Authenticators are used to verify assessment processes, standards and certification across all CMETB FET centres and services.

Employer-led Steering Groups


Employers are actively involved in leading steering groups linked to the development of new apprenticeships and traineeships, for example, in response to industry needs.

Learner Voice

The learner voice is important across CMETB and regular engagement is maintained through student councils class representatives, learner surveys and our annual learner forum.

External Subject Matter Experts

CMETB engages the expertise of subject matter experts as required as part of Recognition of Prior Learning (RPL), programmatic reviews, assessments and evaluations.



While a dedicated service-wide Quality Assurance Team has been in place since 2017, centre level Quality Assurance structures are intrinsic to the day-to-day management of Quality Assurance across CMETB and inform the work of the various services and governance sub-groups.

Linked to the understanding that quality is the responsibility of all, each member of management and staff has a critical role to play in the wider Quality Assurance governance system in operation within CMETB:

Figure 10: Centre Level Quality Assurance Governance

Administrative Staff

Administrative staff assist in the maintenance of Management Information Systems (MIS) such as PLSS and QBS through the inputting of learner data, certification details etc.

Teachers/Tutors/Instructors

At individual centre level, teachers /tutors/instructors are responsible for the instruction, assessment, marking and submission processes.

Centre QA Personnel


At individual centre/service level QA personnel are responsible for receiving assessed portfolios from tutors, data entry to QBS, managing the internal verification and external authentication processes, organising Results Approval Panels, circulating learner results and certification and handling appeals.

QA Department

The QA Team supports all CMETB FET centres and services in the development, management, monitoring and review of Quality Assurance policies, procedures and processes with the aim of enhancing the overall quality of service delivery across CMETB FET Services.

FET Management & Quality Council

The FET Management and Quality Council provides oversight of the planning, co-ordination, quality, development and improvement of all aspects of Further Education and Training in CMETB.








5 REGIONAL EMPLOYMENT PROFILE

This section provides an overview of the Cavan-Monaghan region in terms of employment and vacancy levels by sector. CMETB undertook extensive research in obtaining the required data. In addition to analysing data from the Central Statistics Office, CMETB reached out to SOLAS' Skills and Labour Market Research Unit (SLMRU), IBEC, Enterprise Ireland and Cavan County Council. Feedback from some of these organisations highlighted that **1)** available data is out of date, with most datasets relating to 2016⁴ or 2018 and **2)** some of the data (e.g., number of vacancies) is not available at a complete or meaningful level. While this highlights an absence of reliable and up-to-date datasets, it also highlights an opportunity for collaboration amongst relevant stakeholders on the gathering of up-to-date and more focused data. CMETB recognises the value of this data in making more informed decisions regarding the current and future skills needs of the local and regional economies and to this end have in place a Data Reporting Officer.

⁴ The last national Census was conducted by the CSO in 2016 and Census 2021 has been postponed until early 2022 as a result of the ongoing Covid-19 pandemic.





36/37

PROVIDER PROFILE

It is also important to highlight that, since much of the data presented here relates to 2016 or 2018, it does not reflect the impact the ongoing Covid-19 pandemic has had on employment levels across the Cavan-Monaghan region. According to the CSO the Covid-19 adjusted national unemployment rate for January 2021 stood at 25%⁵. This figure is inclusive of people on the Pandemic Unemployment Payment (PUP).

In the border region⁶ employment levels fell by 4.5% between Quarter 1 and Quarter 3 2020 with industry seeing the biggest drop off in employment levels, falling by 21% in the same period.⁷ At the end of Quarter 3 2020 the unemployment rate in the border region stood at 6.9% which was lower than the national average of 7.1% but left the region with the third highest unemployment rate nationally.⁸ By the end of week 44, 26,000 in the border region were in receipt of the PUP, a fall from a high of 52,600 people in May 2020.

⁵ CSO, 2021.

⁶ The border region is comprised of Counties Donegal, Sligo, Leitrim, Cavan and Monaghan.

⁷ SOLAS SLMRU, 2020.

⁸ Ibid.

Table 4a: Employment levels by sector, 2018 (CSO defined)

Sector	Active Enterprises – Cavan	Active Enterprises - Monaghan	Total Active Enterprises	Persons Engaged – Cavan	Persons Engaged – Monaghan	Total Persons Engaged
Business Economy*	4,050	3,367	7,417	18,295	17,673	35,968
Mining and Quarrying	10	0	10	40	0	40
Manufacturing	318	335	653	4,574	5,387	9,961
Electricity, Gas, Steam and Air Conditioning Supply	18	0	18	9	0	9
Water Supply, Sewerage, Waste Management and Remediation Activities	38	27	65	272	199	471
Construction	1,183	944	2,127	2,978	2,408	5,386
Wholesale and Retail Trade, Repair of Motor Vehicles and Motorcycles	866	836	1702	4,320	4,259	8,579
Transportation and Storage	297	268	565	970	1,540	2,510
Accommodation and Food Service	334	209	543	2,424	1,585	4,009

Sector	Active Enterprises – Cavan	Active Enterprises - Monaghan	Total Active Enterprises	Persons Engaged – Cavan	Persons Engaged – Monaghan	Total Persons Engaged
Information and Communication	90	46	136	158	103	261
Financial and Insurance Activities*	61	31	92	611	132	743
Real Estate Activities	222	175	397	348	191	539
Professional, Scientific and Technical Activities	412	300	712	933	750	1,683
Administrative and Support Service	201	184	385	658	1,064	1,722
Education	179	147	326	465	1,287	1,752
ICT	74	49	123	153	132	285
Human Health and Social Work	250	196	446	1,639	2,232	3,871
Arts, Entertainment and Recreation	89	86	175	171	163	334
Other Service Activities	377	278	655	731	707	1,438
Total	9,069	7,478	16,547	39,749	39,812	79,561

Source: CSO, 2018

* Excludes the activities of holding companies.

The data in **Table 4b** below provides a more representative and more easily understood overview of employment levels across the Cavan-Monaghan region from a categories point of view based on CSO data from the 2016 national census.

Table 4b: Employment levels by sector, 2016 (Census 2016)

Sector	No. employed – Male	No. employed – Female	Total No. employed	% of Total
Agriculture, Forestry and Fishing	4,501	928	5,429	10.72%
Building and Construction	3,325	235	3,560	7.03%
Manufacturing Industries	5,836	2,048	7,884	15.57%
Commerce and Trade	5,269	5,168	10,437	20.62%
Transport and Communication	2,000	555	2,555	5.05%
Public Administration	1,069	1,246	2,315	4.57%
Professional Services	2,360	8,439	10,799	21.33%
Other	3,716	3,932	7,648	15.11%
Total	28,076	22,551	50,627	100

Source: CSO, 2016

Furthermore, based on Gross Value Added (GVA)⁹ data published by the Central Statistics Office in 2019, **key growth sectors** across the wider border region have been identified as **Professional Services** (26%), **Construction** (16%) and **Insurance Activities** (15%).

Based on the results of Census 2016 there are 3 **unemployment blackspots**¹⁰ in the Cavan-Monaghan region as outlined in **Table 5**:

⁹ Gross Value Added (GVA) is similar to Gross Domestic Product (GDP) in that it measures the value added to an economy by the production of goods and services.

¹⁰ An unemployment blackspot is an electoral district with a labour force of more than 200 persons and an unemployment rate greater than 27%.

Table 5: Unemployment Blackspots Cavan-Monaghan, 2016

Electoral District	County	Unemployment Rate (2016)
Cavan Urban	Cavan	35.8%
Belturbet Urban	Cavan	33.5%
Castleblayney Urban	Monaghan	27.7%

Source: CSO, 2016

Despite engagements with SOLAS SLMRU, IBEC, Enterprise Ireland and Cavan County Council, it was not possible to locate a comprehensive dataset for the number of vacancies in the CMETB region. Given the current volatile nature of the domestic labour market owing to the ongoing Covid-19 pandemic, it has proven difficult to extract any meaningful data to accurately reflect the number of current vacancies in the region. **Table 6**, however, provides a representative sample of the type and level of vacancies available across the Cavan-Monaghan region as of 1st March 2020 based on data derived from the Jobs Ireland website.

40/41

Table 6: Number of Vacancies in CMETB Region (Representative)

Vacancy Advertised	No. of Vacancies	Location	Employment Type
Chef/Cook	1	Cavan	Part-time
Kitchen Assistant	1	Cavan	Part-time
Relief Instructor	3	Multiple	To be confirmed
Welders (Experienced)	4	Cavan	Full-time
Resource Teacher	1	Cavan	Part-time
Healthcare Assistant	11	Cavan	Part-time
Carer (Live-in)	16	Multiple	Full-time
Office Assistant	1	Cavan	Full-time
Chef de Partie	1	Cavan	Full-time
Sales Assistant	1	Cavan	Part-time
Interior Design Assistant	1	Monaghan	Part-time
Labourer	1	Monaghan	Full-time
Resource Teacher	1	Monaghan	Part-time
Healthcare Assistant	8	Monaghan	Full-time
CAD Technician	1	Monaghan	Full-time
Design Engineer	1	Monaghan	Full-time
Estimator	1	Monaghan	Full-time
Architectural Technologist	1	Monaghan	Full-time
General/Semi-skilled Operative (Forklift)	4	Monaghan	Full-time
Rigid/Artic Truck Driver	4	Monaghan	Full-time
HGV Mechanic	1	Monaghan	Full-time
Structural Engineer	1	Monaghan	Full-time
Dispatch Co-Ordinator	1	Monaghan	Full-time
General Operative	1	Monaghan	Full-time
Packhouse General Operative	20	Monaghan	Full-time
Mushroom Harvesters	40	Multiple	Full-time
Total number of vacancies	127		

Source: www.jobsireland.ie as of 3rd May 2021.





42/43

PROVIDER PROFILE



6 PROVISION PROFILE

a) CMETB Centres

Tables 7a and 7b shows the total number of beneficiaries (internal provision) – full-time and part time – in 2019. Data for 2019 is presented first as it was the last full, normal year of FET delivery in CMETB prior to the onset of the Covid-19 pandemic. The data presented here has been extracted directly from MIS¹¹ through data captured via the PLSS system¹².

¹¹ MIS is a database of learner data collected through PLSS and made available to ETBs on a monthly and year end basis.

¹² PLSS or the Programme Learner Support System is a central data repository utilised across the sixteen ETBs for the purpose of gathering and tracking key data relating to FET provision, to include, a national course database and calendar, a learner database. The PLSS system is also used for the purpose of reporting to SOLAS on learner outcomes and progression routes achieved.

Table 7a: CMETB Beneficiaries¹³ by Centre/Provision Type, 2019

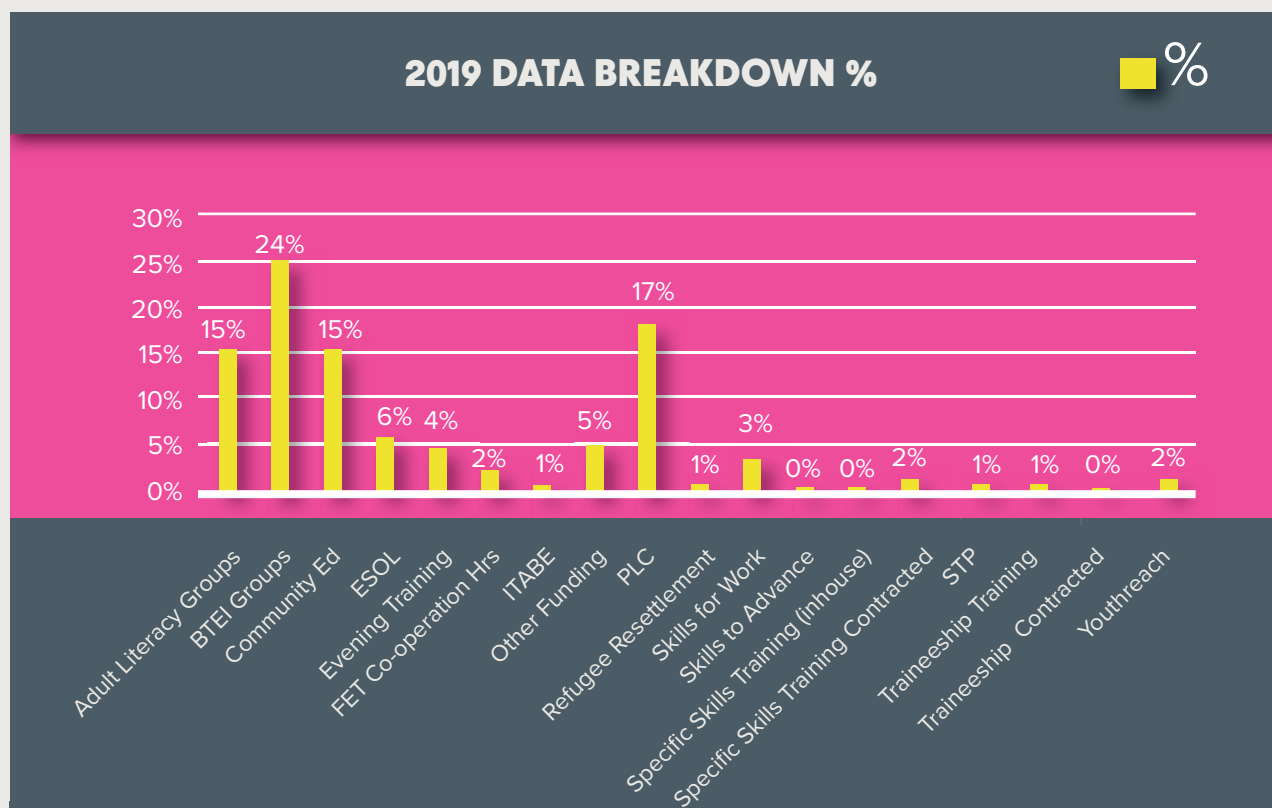
Centre Type	F/T Learners (2019)		P/T Learners (2019)		Total Learners	
Adult Literacy Groups			2,119	15%	2,119	15%
BTEI Groups			3,477	25%	3,477	25%
Community Education	85	1%	2,046	15%	2,131	15%
ESOL			821	6%	821	6%
Evening Training			615	4%	615	4%
FET Co-Operation Hours			253	2%	253	2%
ITABE			85	1%	85	1%
Other Funding	89	1%	564	4%	653	5%
PLC	2,491	18%			2,491	18%
Refugee Resettlement			87	1%	87	1%
Skills for Work			474	3%	474	3%
Skills to Advance	11	0%	30	0%	41	0%
Specific Skills Training (Inhouse)	29	0%			29	0%
Traineeship Training	178	1%			178	1%
Youthreach	288	2%			288	2%
Total:	3,171	23%	10,571	77%	13, 742	100%

Table 7b: CMETB Beneficiaries – Apprenticeships, 2019

Apprenticeships	Full-time Learners (2019)	
	Number	%
Electrical Phase 2	55	60%
Apprenticeships 2016+		
ATI (Year 1)	12	13%
ATI (Year 2)	14	15%
Commis Chef (Year 2)	7	1%
OEM (Year 1)	10	11%
Total	98	100%

¹³ For the purpose of the data presented here, a beneficiary means the learner multiplied by the number of courses which they have attended (or completed) within a programme or across different programmes or providers.

Figure 11: CMETB Beneficiaries Data Breakdown (Internal and External) 2019 (%)



Data for 2020 is presented in **Tables 8a and 8b** as the most recent dataset available and when compared to the 2019 data above, highlights the impact of the Covid-19 pandemic between March and December 2020. The 2020 data also includes the number of beneficiaries who engaged in online learning¹⁴, which helps highlight the growing importance and significance of online engagements and learning arising out of the pandemic. Again, the data represented here has been extracted directly from MIS using data captured via the PLSS system.

¹⁴ Online learning should not be confused with the Emergency Remote Learning that has been taking place since March 2020 in response to the public health restrictions introduced to help contain the Covid-19 pandemic. The number of learners engaged in ERL are included in the F/T Learners and P/T Learners figures outlined in Table 8a. The online figures outlined in Table 8a specifically relate to learners who engaged in fully online learning via eCollege, for example.

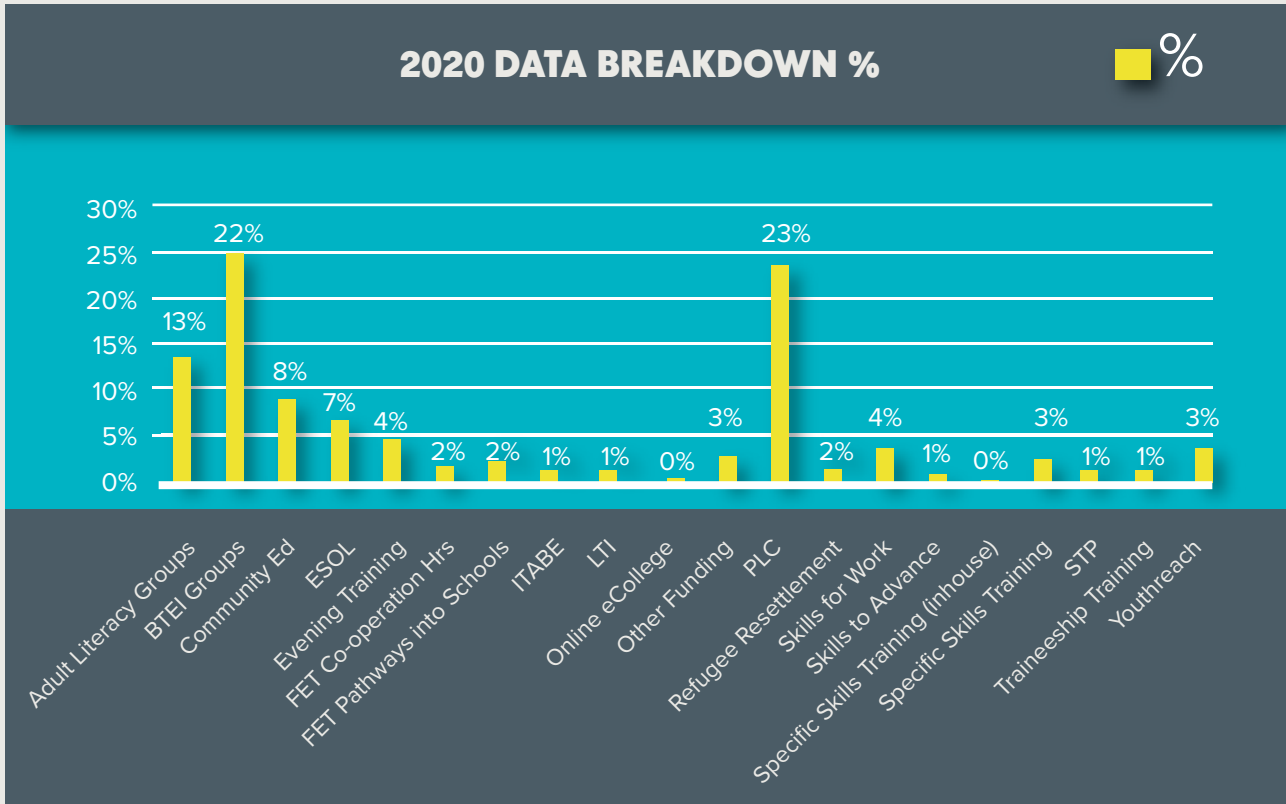
Table 8a: CMETB Beneficiaries by Centre/Provision Type, 2020

Centre Type	F/T Learners (2020)		Online (2020)		P/T Learners (2020)		Total Learners	
	Number	%	Number	%	Number	%	Number	%
Adult Literacy Groups					1,287	14%	1,287	14%
BTEI Groups					2,113	23%	2,113	23%
Community Education					823	9%	823	9%
ESOL					715	8%	715	8%
Evening Training			1	0%	421	5%	422	5%
FET Co-Operation Hours					152	2%	152	2%
FET Pathways into School					163	2%	163	2%
ITABE					91	1%	91	1%
Online eCollege			4	0%			4	0%
Other Funding	12	0%			239	3%	251	3%
PLC	2,264	24%					2,264	24%
Refugee Resettlement					155	2%	155	2%
Skills for Work					341	4%	341	4%
Skills to Advance	12	0%	38	0%	36	0%	86	1%
Specific Skills Training (Inhouse)	10	0%					10	0%
Traineeship Training	146	2%					146	2%
Youthreach	305	3%					305	3%
Total:	2,749	29%	43	0%	6,536	70%	9,328	100%

Table 8b: CMETB Beneficiaries – Apprenticeships, 2020

Apprenticeships	Full-time Learners (2020)	
	Number	%
Electrical Phase 2	62	60%
Apprenticeships 2016+		
ATI (Year 1)	15	15%
ATI (Year 2)	9	9%
OEM (Year 1)	9	8%
OEM (Year 2)	9	8%
Total	104	100%

Figure 12: CMETB Beneficiaries Data Breakdown (Internal and External) 2020 (%)



Figures 13a and 13b provide a visual reputation of trends in the number of beneficiaries availing of part-time or full-time education and training opportunities with CMETB between 2018 and 2020. The decline in numbers noted in 2020 is directly attributable to the impact of Covid-19 since restrictions were first introduced in March 2020.

Figure 13a: Number of Beneficiaries - 2018 - 2020 (%)

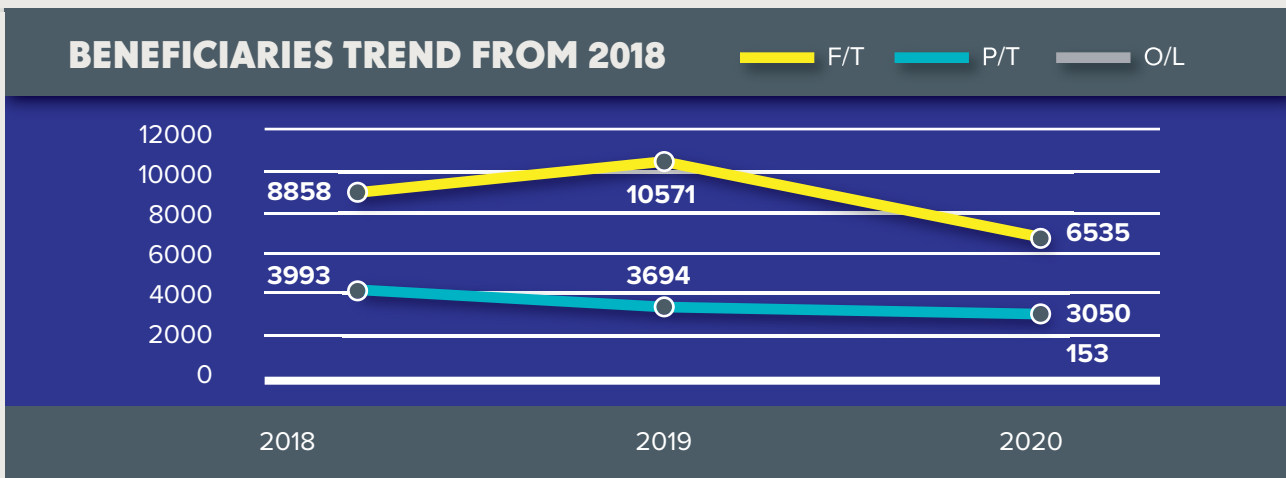
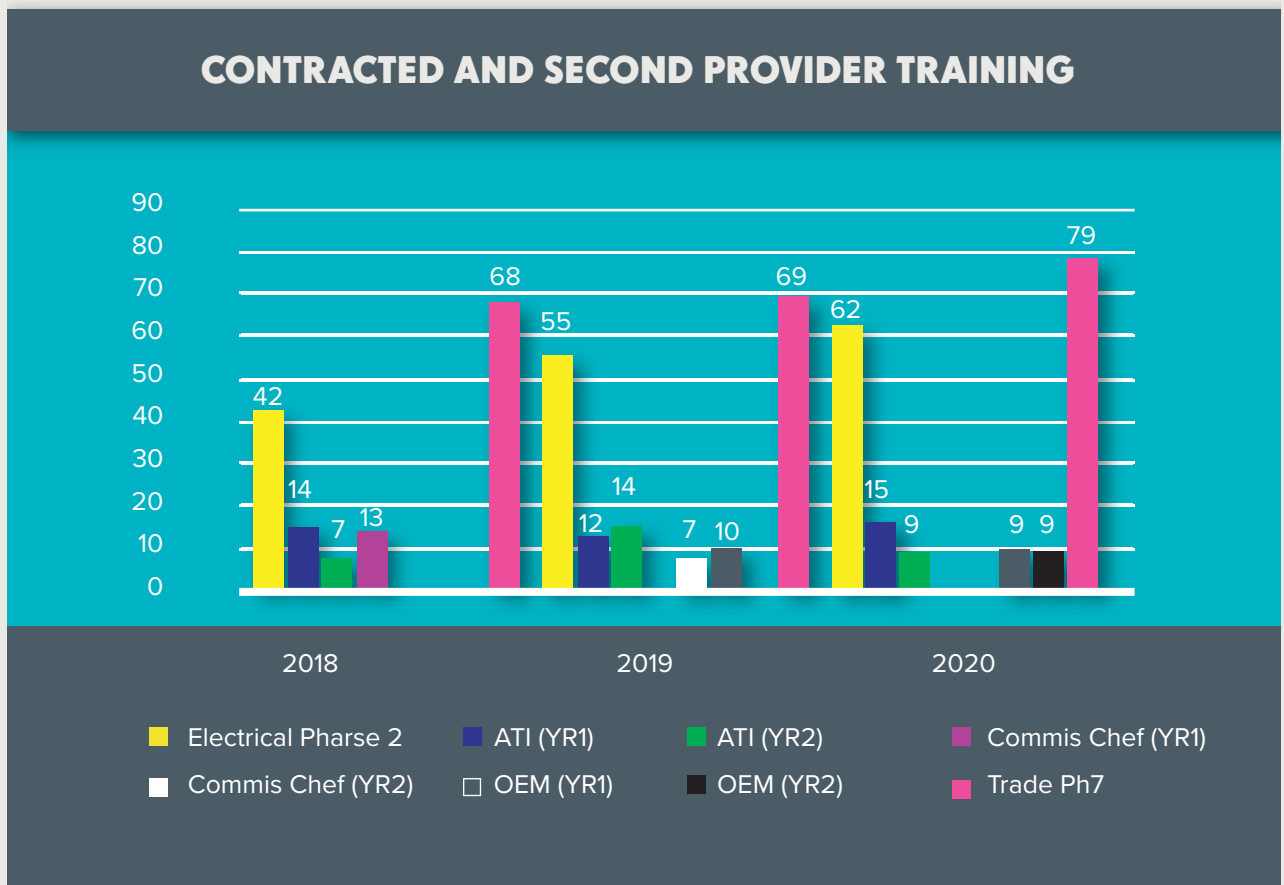


Figure 13b: Apprenticeship Activity in CMETB, 2018 – 2020

b) Contracted Training and Second Provider Training with which CMETB is engaged



Contracted Training refers to education and training provision and associated support services that are outsourced to external contractors by CMETB. The purpose of the training and education provision procured via contracted training is to respond in a timely and responsive manner to the current and emerging needs of the labour markets across the Cavan-Monaghan region.

Data for 2019 and 2020 is presented in the **Tables 9a, 9b, 9c and 9d** to help show the impact the ongoing Covid-19 pandemic has had on the provision and delivery of contracted training services in CMETB. The data for 2020 has also been expanded to highlight the introduction of online learning as an emergency response to the Covid-19 pandemic.

Table 9a: Contracted Training and Second Provider Beneficiaries, 2019

Centre Type	F/T Learners (2019)	
Local Training Initiative	124	24%
Specialist Training Providers	91	17%
Specific Skills Training (Contracted)	305	57%
Traineeship Training (Contracted)	13	2%
Total:	533	100%

Table 9b: External Beneficiaries – Apprenticeships, 2019

Full-time Learners (2019)		
Apprenticeships	Number	%
Phase 7 Trades	69	100%
Total	69	100%

Table 9c: Contracted Training and Second Provider Beneficiaries, 2020

Centre Type	F/T Learners (2020)		Online Learners (2020)		Total Learners	
Local Training Initiative	78	26%			78	26%
Specialist Training Providers	49	16%			49	16%
Specific Skills Training (Contracted)	174	42%	110	27%	284	69%
Total:	301	62%	110	27%	411	100%

Table 9d: External Beneficiaries – Apprenticeships, 2020

Apprenticeships	Full-time Learners (2020)	
	Number	%
Phase 7 Trades	79	100%
Total	79	100%

Regarding contracted training beneficiaries (**Tables 9a and 9c**), a comparison of these two tables shows how CMETB’s contracted training endeavoured to bridge the deficit caused by the Covid-19 pandemic through online provision. Without the introduction of online provision in 2020, 110 less learners would have been engaged due to the cessation of training between March and September 2020 when the country was in lockdown. By engaging with online learning, the forecasted negative impact on participant numbers was reduced by 50%.

c) CMETB Services

In addition to its education and training provision, CMETB provides a range of support services for learners based on learner needs and national and local strategic priorities. Specific, targeted support services are also available for CMETB staff to assist with the planning and development of current and emerging education and training provision, as well as providing staff with the opportunity to develop their skills and upskill in new and evolving teaching, learning and assessment initiatives and resources.

i) Learner-Focused Services


Table 10a: CMETB Learner-Focused Services

Service	Description
Adult Education Guidance and Information Service (AEGIS) To access a short video outlining the services and supports provided by AEGIS, please click here .	AEGIS is a free and confidential service providing comprehensive, professional and quality guidance and information to adult learners. AEGIS offers one-to-one tailored appointments or group supports and provides advice on training, career and funding opportunities available locally, as well as nationally.
Adult Literacy Service	The Adult Literacy Service provides literacy, numeracy and basic digital skills training to adults who need to develop their listening, speaking, reading, writing, numeracy and basic technology skills. This service is free and confidential and is open to all individuals over the age of sixteen who are early school leavers, out of education and training for a prolonged period and/or have specific learning difficulties.
Employer Engagement	CMETB now has dedicated employer engagement personnel working within the wider FET Services. Their role is to engage with employers and employees in the Cavan-Monaghan region to assess and address their specific staff training needs through the Skills to Advance and Skills for Work initiatives.

ii) Staff-Focused Services

Table 10b: CMETB Staff-Focused Services

Service	Description
Professional Learning and Development Support	In line with the national Professional Learning and Development Strategy, CMETB has a Professional Learning and Development Co-Ordinator whose role is to co-ordinate, identify and procure relevant professional learning and development opportunities for CMETB FET staff in line with national and local staff upskilling priorities. CMETB develops an annual Professional Learning and Development Plan and Calendar with the 2021 Plan identifying 8 core priority areas aligned to national strategic priorities as well as local areas of need.
Technology Enhanced Learning Support	CMETB has appointed a dedicated Technology Enhanced Learning (TEL) Co-Ordinator whose role is to co-ordinate, develop, deliver and procure relevant training and support aimed at enhancing the digital and technology linked skills of all staff, especially teaching and instruction staff. The TEL Co-ordinator has been central and critical to the success of CMETB's response to the Covid-19 pandemic and the necessitated move to remote emergency learning.
Quality Assurance Team	CMETB has in place a dedicated Quality Assurance Team led by the Director of Quality Assurance. The core objectives of the Quality Assurance Team are to: provide Quality Assurance guidance and assistance to all CMETB Services. provide Quality Assurance support to Training Services. provide development and management support across CMETB centres with a view to integrating Quality Assurance policies and procedures across all services.
Planning, Monitoring and Reporting	A member of the Quality Assurance Team acts as Data Reporting Officer for CMETB FET Services and whose role is to co-ordinate and support the collection, completion, collation, monitoring and reporting of key data to help inform the current and future planning, monitoring and evaluation of CMETB's programmes of education and training.



d) CMETB Provision by Field of Learning

The data presented in **Table 11** outlines the number of beneficiaries of CMETB education and training programmes by Skills Cluster for each of 2018, 2019 and 2020. This data helps highlight the diverse nature of CMETB's education and training provision, with a particular emphasis on **Core Personal, General Learning** and **Health, Family and Other Social Services**.

While the 2020 data shows a fall-off in the number of beneficiaries across most Skills Clusters, this is attributable to the impact of Covid-19 on provision rather than any other internal or external factors. Notwithstanding the impact of Covid-19, the data presented highlights a number of Skills Clusters which are growing in popularity. The most notable growth areas include **Built Environment, Financial Services, Engineering (Electrical), Management, Media Graphics and Communication and Research and Education**.




Table 11:¹⁵ CMETB Provision by Field of Learning, 2018 – 2020

Field of Learning	Beneficiaries 2018	Beneficiaries 2019	Beneficiaries 2020
Agriculture, Horticulture and Mariculture	92	152	68
Animal Science	172	158	135
Arts and Crafts	146	110	87
Built Environment	77	125	111
Business & Administration	1,141	1,650	1,338
Core ICT	409	467	200
Core Personal	4,214	4,523	3,131
Engineering	38	66	74
Engineering (Electrical)	34	108	132
Engineering (IT)	16	16	0
Engineering (Mechanical)	31	31	34
Engineering (Transport)	56	45	29
Financial Services	73	101	90
Food & Beverage	215	194	141
General Learning	2,474	2,635	1,182
Hairdressing, Beauty and Complementary Therapies	429	369	294
Health, Family and Other Social Services	2,011	2,301	1,717
Information Technology	157	144	132
Management	0	20	77
Manufacturing	57	16	15
Media, Graphics and Communication	81	99	122
Research and Education	18	82	65
Sales and Marketing	13	48	15
Science and Technology	188	140	130
Security, Guarding and Emergency Services	41	35	24
Skills Sampling	21	78	35
Sports and Leisure	280	209	102
Tourism	64	92	61
Transport, Distribution and Logistics	67	133	24
Web Development and Design	113	118	84
Total	12,728	14,265	9,739

¹⁵ The data presented in this table represents all awarding bodies including QQI and City and Guilds, for example.

According to QQI Infographics¹⁶ for CMETB, the **Top 10 Compound and Component Award Titles** in 2020 were (Tables 12a and 12b):

Table 12a: Top 10 Compound Award Titles – CMETB, 2020

Compounds	Awarded
Early Childhood Care and Education	133
Level 5	77
Level 6	56
General Learning	92
Level 2	68
Level 3	7
Level 4	17
Health Service Skills	76
Level 5	76
Nursing Studies	61
Level 5	61
Business Studies	40
Level 5	40
Applied Social Studies	31
Level 5	31
Sports, Recreation and Exercise	31
Level 5	20
Level 6	11
Animal Care	30
Level 5	30
Social and Vocational Integration	28
Level 6	28
Laboratory Techniques	28
Level 5	28

Source: QQI Infographics (2020)

¹⁶ <https://infographics.qqi.ie/Provider/Details/PE00154>

Table 12b: Top 10 Component Award Titles – CMETB, 2020

Components	Awarded
Work Experience	1,020
Level 3	2
Level 4	79
Level 5	719
Level 6	220
Communications	843
Level 3	28
Level 4	65
Level 5	625
Level 6	125
Word Processing	631
Level 3	88
Level 4	34
Level 5	466
Level 6	43
Mathematics	236
Level 4	33
Level 5	194
Level 6	9
Anatomy and Physiology	172
Level 5	172
Personal Effectiveness	167
Level 3	40
Level 4	75
Level 5	52
Team Working	146
Level 4	10
Level 5	136
Safety and Health at Work	141
Level 5	141
Customer Service	138
Level 4	29
Level 5	109
Child Development	134
Level 5	96
Level 6	38

Source: QQI Infographics (2020)

e) CMETB Provision by NFQ Level

Tables 13a and 13b highlights the number of beneficiaries of CMETB's programmes of education and training between 2018 and 2020 by National Framework of Qualification (NFQ) level. CMETB provides a broad range of provision across NFQ levels 1 to 6.

This data does not include KEATS¹⁷ (unaccredited) programmes or programmes certified by non-QQI awarding bodies except for Leaving Certificate & Senior Trade Examinations (Hairdressing), captured in the level 4/5 category of the table. This data does not capture apprenticeship programmes either. Only those that are recognised as aligning to the National Framework of Qualifications are displayed on **Table 13a**. Not every award programme is officially mapped to the NFQ, but some are, for example, Level 3 City and Guilds is recognised as an NFQ Level 5 qualification.

Table 13a: CMETB Provision by NFQ Level, 2018 – 2020

NFQ Level	Beneficiaries 2018	Beneficiaries 2019	Beneficiaries 2020
1	17	8	0
2	760	911	698
3	1,362	1,409	880
4	1,577	1,704	1,026
4/5	21	28	17
5	4,087	4,316	3,264
6	797	1,114	980
Total	8,621	9,490	6,865

In addition, CMETB also certifies pre-2016 craft apprentices at NFQ Level 6 in a number of areas which include electrical, plumbing, tool making, carpentry and joinery and motor mechanics, for example.

¹⁷ The KEATS (Key Skills, ESOL, Access to FET & Employment, and Thematic and Social Inclusion) Framework is a nationally agreed framework for the capturing and classification of non-accredited FET provision on PLSS.

Table 13b: CMETB Provision by NFQ Level - Apprenticeships, 2018 – 2020

Apprenticeships			
NFQ Level	Beneficiaries 2018	Beneficiaries 2019	Beneficiaries 2020
Electrical Phase 2(Aligning to Craft: Electrical 6M18175)	42	55	62
2016 + Apprenticeships			
Commis Chef(Aligning to Advanced Certificate in Culinary Arts 6M20876)	13		
Commis Chef (Year 2) (Aligning to Advanced Certificate in Culinary Arts 6M20876)		7	
ATI (Year 1) (Aligning to Advanced Certificate in Accounting 6M20866)	14	12	15
ATI (Year 2) (Aligning to Advanced Certificate in Accounting 6M20866)	7	14	9
OEM (Year 1) (Aligning to Advanced Certificate in Original Equipment Manufacturing 6M20689)		10	9
OEM (Year 2) (Aligning to Advanced Certificate in Original Equipment Manufacturing 6M20689)			9
Level 6 Trade Certification - Phase 7	68	69	79
Apprenticeship Total	144	167	183

f) Awarding Bodies

The data presented in **Tables 14** pertains to all accredited courses, including QQI.

Table 14: CMETB Provision by Awarding Body, 2018 – 2020¹⁸

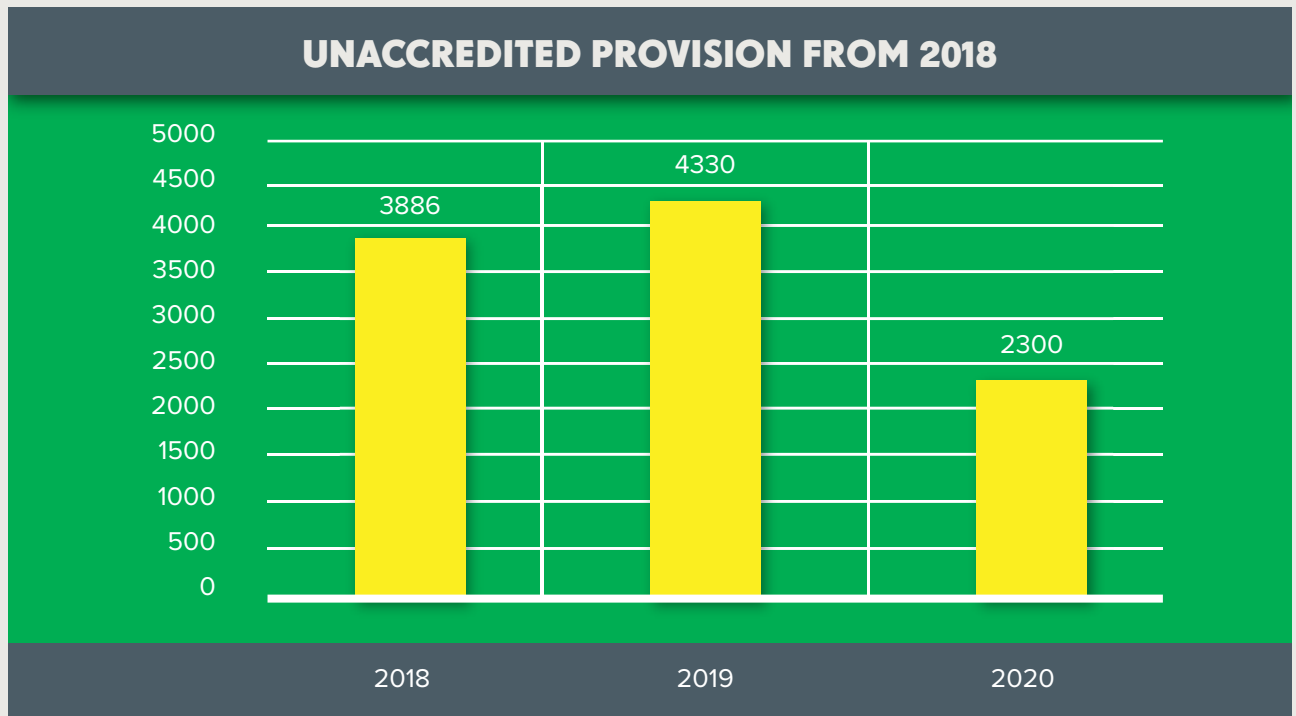
Awarding Body	Awards 2018		Awards 2019		Awards 2020	
	No.	%	No.	%	No.	%
Adobe	0	0%	0	0%	28	0%
Approved EN Certifying Body	0	0%	0	0%	6	0%
ATI	44	0%	51	1%	56	1%
Autodesk	0	0%	29	0%	7	0%
Axelos (Prince)	0	0%	0	0%	24	0%
BHSAI (Horse)	9	0%	0	0%	0	0%
CIBTAC	0	0%	9	0%	0	0%
CIDESCO	27	0%	7	0%	13	0%
City & Guilds	157	2%	184	2%	210	3%
CompTIA	25	0%	13	0%	0	0%
Dept Ed & Skills	77	1%	55	1%	45	1%
EHAI	0	0%	18	0%	58	1%
IAOT	6	0%	6	0%	6	0%
ICS Skills	0	0%	0	0%	1	0%
Irish Pharmacy Union	0	0%	10	0%	5	0%
ITEC	76	1%	36	0%	61	1%
Microsoft	43	0%	129	1%	322	4%
Pearson	3	0%	0	0%	7	0%
PHECC	53	1%	120	1%	63	1%
PMI	0	0%	0	0%	2	0%
QQI	8,454	93%	9,200	93%	6,516	88%
RSA	26	0%	11	0%		0%
RTITB	16	0%	82	1%	12	0%
Specialist Coffee Association (SCA)	52	1%	0	0%	8	0%
	9,068	100%	9,960	100%	7,450	100%

¹⁸ The data outlined here has been extracted from the PLSS/MIS system.

Figure 15 depicts the non-accredited provision available under the KEATs framework from 2018 – 2020. The KEATS framework encompasses programmes that are not accredited but enable:

- > Key Skills
- > ESOL
- > Access, Transfer & Progression
- > Thematic & Social Inclusion

Figure 15: CMETB Provision (Unaccredited), 2018 – 2020










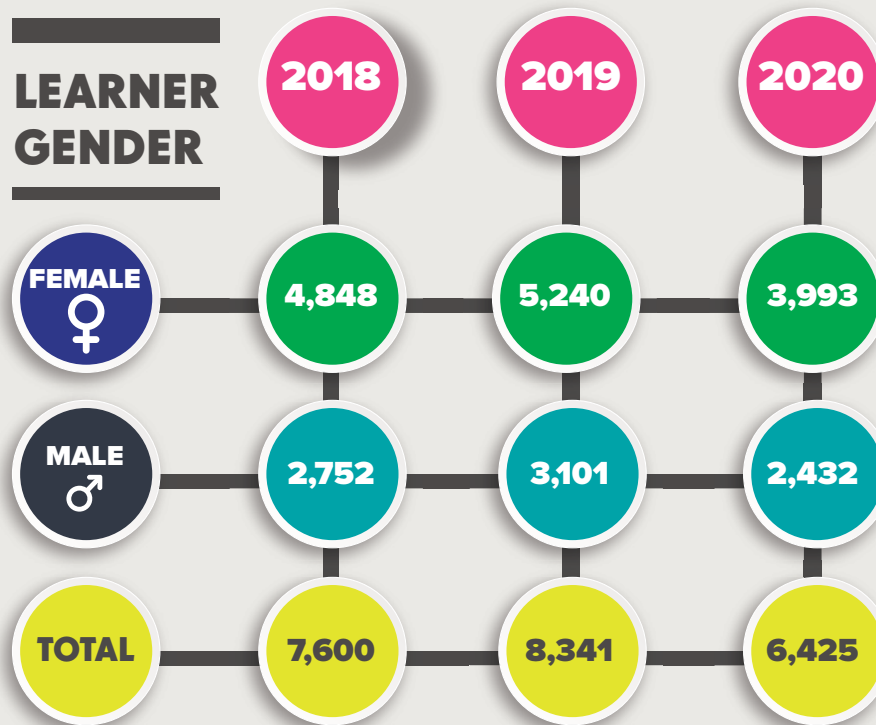
7 LEARNER PROFILE

The data contained in the various tables in this section has been extracted from MIS via capture through the PLSS system and does not include apprenticeship provision or prison education as these two types of provision are not captured on PLSS.



a) Gender Profile

Table 15: CMETB Distinct Learner by Gender, 2018 – 2020



Traditionally, CMETB has had more female participants but is actively working to address this and ensure a greater gender balance. In 2020 62% of learners were female and 38% were male, while in 2019 63% of learners were female and 37% male. However, we will need to assess the full impact of Covid-19 in efforts to achieve a greater gender balance.

b) Age Profile

Table 16: CMETB Learner Enrolments by Age Group, 2018 – 2020

Learner Age	2018	2019	2020
0 – 14	5	5	0
15 – 24	2,210	2,588	1,869
25 – 44	3,678	4,780	2,858
45 – 64	3,692	3,805	2,041
Over 64	910	1129	509
Total	10,495	12,307	7,277

Table 16 shows that in 2020 100% of provision was provided to learners over the age of 15. 39.5% were aged between 25 and 44 while 7% were aged over 64.

Figure 16: Age Profile of CMETB Beneficiaries, 2018 – 2020

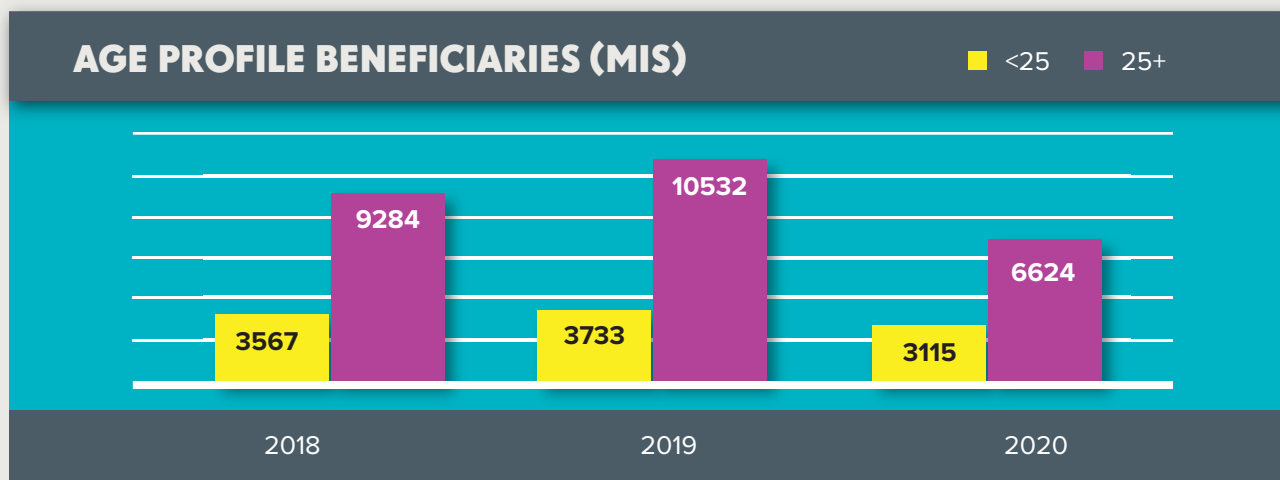


Figure 16 identifies beneficiaries by multiple engagements while **Table 15** only identifies learners once. **Figure 16** shows that we are retaining a one-third : two-thirds split year on year, possibly driven by the nature of adult education activity.

c) Nationality Profile

The data outlined in **Table 17** is based on SOLAS findings regarding learner nationality. The statement of nationality was an optional question on the PLSS application form but since has become a mandatory field for PLSS input.

Table 17: CMETB Beneficiaries by Nationality, 2018 – 2020

Region	2018	2019	2020
Africa	452	325	168
Asia	348	403	202
Europe	1,810	1,343	777
Ireland	9,065	7,912	3,748
United Kingdom	309	249	157
North America	36	18	8
Oceania	8	3	3
South America	182	110	105
Total	12,210	10,363	5,168






8 STAFFING PROFILE

CMETB FET Services employs **382 staff**, inclusive of 302 full-time and part-time learning practitioners (teachers, tutors, instructors, Youthreach resource persons and Youthreach teachers). In other words, learning practitioners account for approximately 79% of FET staff.

Between 2019 and 2020 a number of new roles have been created across CMETB FET Services – for example, TEL Officer, Communications Officer, Evening Provision Co-Ordinator, Workforce Development Officer and Data Reporting Officer – to reflect both national strategic priorities and initiatives, and new programmes of education and training.



a) Staffing Overview

Table 18: CMETB Staff by Role 2020

Role	Comment	Total 2020
Director of Further Education and Training		1
Training Manager		1
Assistant Training Manager		1
Adult Education Officer		1
PLC Directors	2 x PLC Colleges – Cavan Institute and Monaghan Institute	2
PLC Deputy Directors	2 x PLC Colleges – Cavan Institute and Monaghan Institute	4
Provision Co-Ordinators	Adult Literacy Organisers	5
	Community Education Facilitators	2
	Youthreach Co-Ordinators – 6 Centres	6
	ESOL Co-Ordinator	1
	Professional Learning and Development Co-Ordinator	1
Director of Quality Assurance		1
Quality Assurance Officer		1
Training Standards Officer		1
Quality Assurance Support		1
Data Reporting Officer		1
TEL Officer		1
TEL Support		1
Communications Officer		1
OEM Apprenticeship Manager		1
Workforce Development Officer		1
Evening Provision Co-Ordinator		1
Contracted Training Officers		2
Authorised Officers – Service to Business/ Apprenticeships		2
Recruitment Officer		1
Recruitment Officer Administration		1
Adult Guidance Counsellor		1
Adult Guidance Co-Ordinator		2
Adult Guidance Information Officer		2
Caretakers		6
Finance and Administration		27
Learning Practitioners (full-time and part-time)	Teachers	111
	Tutors	135
	Instructors	8
	Youthreach Resource Persons	26
	Youthreach Teachers	22
Total		382



b) Teacher: Learner Ratio

The relevant operational guidelines for FET provision with regard to teacher/learner ratios is as follows:

Provision Type	Provision Sub-Type	Ratio
Vocational and Employee Skills Development	Level 3 and 4	1:7/12
	Level 5	1:10/14
Core Skills	Group classes	6:1
	Individual	1:1
PLC		1:19
VTOS		1:10
Youthreach		1:5/10
Apprenticeship/Workshops		1:14

70/71

PROVIDER PROFILE





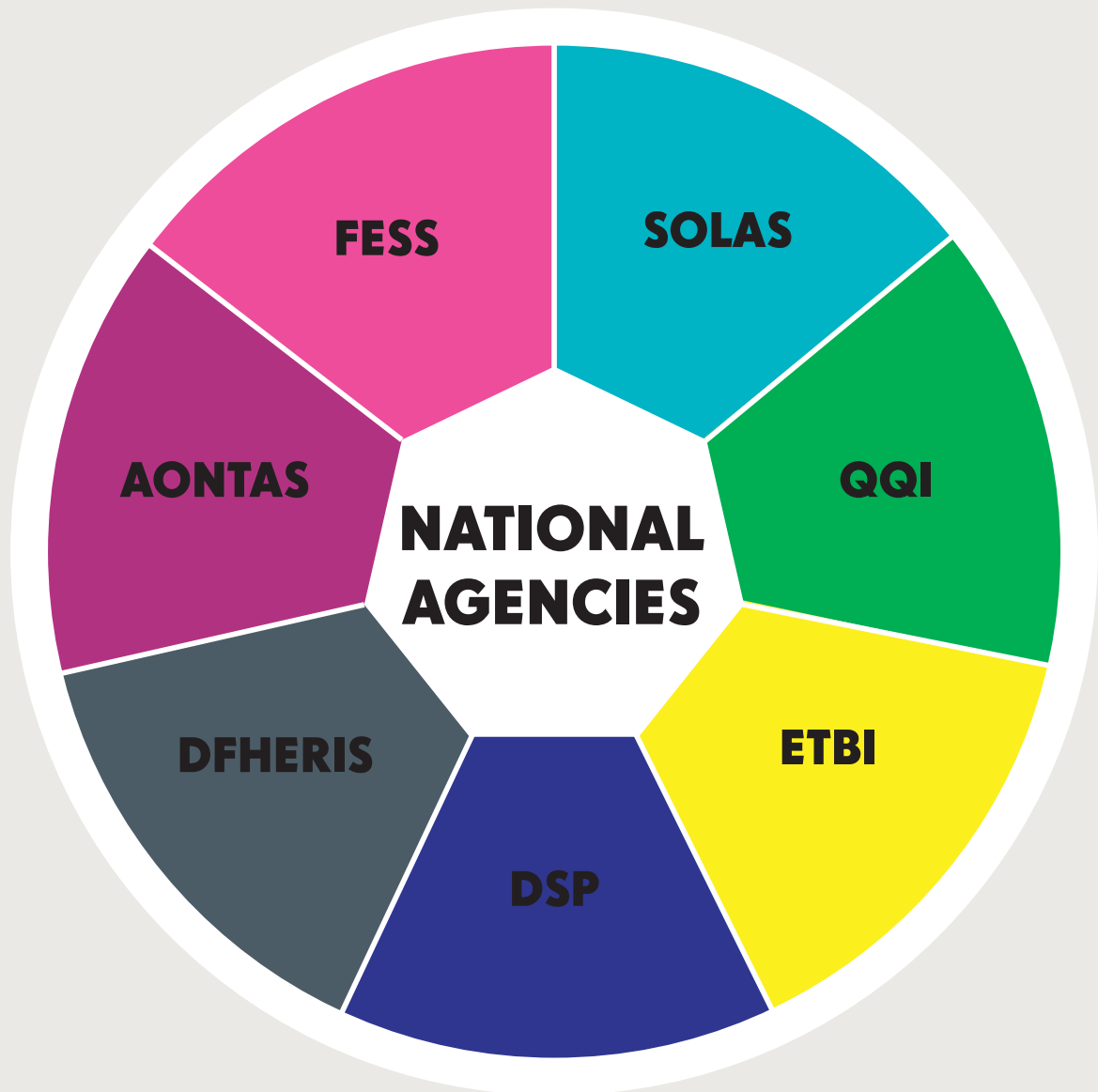
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**COLLABORATION
AND
PARTNERSHIPS**



Table 19: Teacher: Learner Ratios – Operational Guidelines

a) National Agencies



SOLAS

SOLAS is a statutory authority with responsibility for funding, planning and co-ordinating Further Education and Training.

CMETB reports on pre-agreed targets to SOLAS three times a year through the FARR database and the submission of financial reports. Currently, CMETB also runs electrical craft apprenticeships for which SOLAS has statutory responsibility as co-ordinating provider. There are two Senior Training Advisors employed by CMETB who act as Authorised Officers (on behalf of SOLAS) and approve employers in companies based across the CMETB region.

Quality and Qualifications Ireland (QQI)

In May 2018, the QQI Programmes and Awards Executive Committee (PAEC) approved CMETB's Quality Assurance Procedures, in line with QQI's 2014 policy "Re-engagement with QQI, Overarching Policy for All Providers." The agreed re-engagement process required CMETB to develop an Executive Self-Evaluation Report (ESER) addressing QQI's Core Statutory QA (Quality Assurance) guidelines and as a result of this self-evaluation to develop a Quality Improvement Plan (QIP). This plan is reviewed with QQI annually. In addition, CMETB engage with QQI on quality assurance policy, programme development and data management matters on an ongoing basis.

Education and Training Boards Ireland (ETBI)

Education and Training Boards Ireland (ETBI) is an association established to collectively represent the sixteen Education and Training Boards and promote their interests. Through its various constituent groups including the Chief Executives Forum, FET Directors Forum, Directors of FET Quality Assurance Strategy Group, the Quality Network and New Apprenticeship Development Network, ETBI supports collaboration and facilitation across the sector and provides Human Resources, Training, Procurement, Legal and Corporate Services to CMETB and other ETBs across the sector.



74/75

PROVIDER PROFILE

Department of Social Protection (DSP)

The Department of Social Protection's (DSP) statement mission is *'to promote active participation and inclusion in society through the provision of income supports, employment services and other services.*

In this context, DSP is the largest payment organisation in the State which directly funds a wide range of employment programmes.

Among its key functions, DSP advises government and designs, develops and delivers effective and cost-effective income supports, activation and employment services, advice to customers and other related services. CMETB is a key partner in the delivery of training and education supports to DSP recipients thereby assisting with the efficient operation of the supply side of the labour market. Collaboration with DSP involves quarterly strategic meetings, as well as regular PLSS briefings with DSP Case Officers in the Cavan-Monaghan region. This engagement assists with the identification of priority cohorts, in particular the Long-Term Unemployed or those displaced because of redundancy or Covid-19. It then delivers the appropriate, targeted responses required by local FET provision and Services.

Department of Further and Higher Education, Research, Innovation and Science (DFHERIS)

The Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) is a new government department, officially established on 2nd August 2020, with responsibility for policy, funding and governance of Ireland's Further and Higher Education and research sectors and for the oversight of the work of State agencies and public institutions operating in those areas.

Central to the new department's role is ensuring that the Further Education and Training sector plays its part in supporting Ireland's social and economic development and that the opportunities provided by public investment and policy in the sectors are made more widely available to everyone including the most vulnerable in society. CMETB FET Services now come under this department as part of the restructuring of Further and Higher Education. In this context CMETB FET Services assist in the delivery of the Further Education agenda from a strategic and operational perspective.

AONTAS

AONTAS – The Irish National Adult Learning Organisation is an Irish non-governmental organisation for the promotion and facilitation of adult learning. ETBs make up the membership of AONTAS as do community education organisations, trade unions, Institutes of Technology, providers of learning, and community projects amongst others.


AONTAS produces a number of publications and periodicals such as *The Adult Learners Journal* as well as various research publications. CMETB contributes to and utilises AONTAS reports to inform strategy. In addition, CMETB engages with AONTAS to deliver learner surveys and to facilitate amplified learner voice through learner fora on an annual basis since 2018.

Further Education Support Service (FESS)

The Further Education Support Service (FESS) was established in 1997 as a full-time support and consultancy service for FET operated through the ETBs. FESS provides a range of supports to ETBs in the areas of Quality Assurance, programme development, assessment, teaching and learning resources, and professional learning and development. The service operates on a regional basis, with a Support Officer operating across each region. The Support Officer covering counties Cavan, Donegal, Leitrim, Longford, Mayo, Monaghan, Sligo, and Westmeath is based in the CMETB offices in Cavan.

b) Regional Partners





Regional Skills Forum

CMETB keenly participates in the North East Regional Skills Forum in order to support enterprise engagement in the region. CMETB proactively assists with identifying skills needs through Occupational Skills Profiling (OSP) and with this information seeks to offer innovative, effective educational and training solutions to employers in the region.

Other Regional Agencies


Regional intelligence is also gathered through CMETB's representation on the Local Community Development Committees (LCDC) and through involvement with the Local Enterprise Offices in Cavan and Monaghan. CMETB assists with the dispersal of market intelligence through its engagement with the SOLAS Skills and Labour Market Research Unit (SLMRU) and provides key statistical data about skills needs and labour market trends to these regional discussions. This facilitates the sharing of well-informed regional labour market intelligence and allows industry needs to be matched closely to education and training.

In addition, CMETB works directly with Breffni Integrated (County Cavan Local Development), Monaghan Integrated, Cavan County Council and Monaghan County Council on a number of initiatives to provide outreach education and training to a variety of community groups and by accessing funding streams to support these initiatives.

c) Other Partnerships/Networks

Local Training Initiatives

CMETB's FET division maintains a number of agreements with local partner organisations. CMETB is part of a national agreement to collaborate with second providers for Local Training Initiatives (LTIs) which includes education and training delivery and monitoring processes.



Post 2016+ Apprenticeships

CMETB is the co-ordinating provider for the national Original Equipment Manufacturing Apprenticeship (OEM) which was developed by a consortium led by mid-tier engineering companies nationwide and by Enterprise Ireland. Limerick and Clare ETB (LCETB) is a collaborating partner in this initiative.

There is also extensive collaboration evidenced between CMETB and other ETBs nationally in the apprenticeship space. For instance, memoranda of understanding are in place with Kerry ETB for the Commis Chef Apprenticeship and with LCETB for the Hairdressing Apprenticeship.

In addition, CMETB is a collaborating provider with Accounting Technicians Ireland (ATI) for the Accounting Technician Apprenticeship.

78/79


PROVIDER PROFILE

Access, Transfer and Progression Arrangements with Institutes of Technology

The North East Further and Higher Education Alliance (NEFHEA) is a major regional higher and further education initiative comprising higher and further education institutions in the North East region of Ireland.

Its members include Monaghan Institute, Cavan Institute as well as Dundalk Institute of Technology, Drogheda Institute of Further Education, O’Fiaich College, Dundalk, Dunboyne College of Further Education and Beaufort College.

Formed in 2007, NEFHEA is underpinned by a memorandum of understanding. Members are committed to working to promote greater take up of further and higher educational opportunities among learners in the North East region. Working through this alliance, Monaghan Institute and Cavan Institute and the other participating Further Education colleges will ensure balanced provision of education opportunities across the North East region and co-operate in the joint development of programmes. Another priority of the alliance is to increase the transition rates of students from Further Education colleges in the region to Dundalk Institute of Technology. Currently students with a QQI award from Monaghan Institute and Cavan Institute can use their qualifications to progress to Dundalk Institute of Technology under the Higher Education Links Scheme and also via direct entry links to the second year of related degree programmes.



In addition, CMETB's Post Leaving Certificate (PLC) colleges have access, transfer and progression arrangements in place with Athlone Institute of Technology, Letterkenny Institute of Technology, Dundalk Institute of Technology and Sligo Institute of Technology for a variety of its Science, Healthcare, and Business programmes.


Many well-established progression pathways exist for students through the UCAS system to degree courses in England and Scotland. Cavan Institute has excellent links with a range of UK universities to facilitate progression to degree programmes in Healthcare and Science areas such as Physiotherapy, Occupational Therapy, Radiography, Nursing and Midwifery.

In addition, Cavan Institute has developed links with universities in Europe (primarily in the Netherlands) where courses in the same discipline areas as those listed above, are taught through English. There are generous funding opportunities available to students who choose this route of study.

d) Progression Routes

Higher Education Links Scheme

The Higher Education Links Scheme facilitates learners from Cavan and Monaghan Institutes who have achieved a full QQI Level 5 Certification or Level 6 Advanced Certificate to progress to a range of courses at Higher Education Institutions (HEIs) throughout Ireland. There are approximately forty HEIs offering progression to a wide variety of Level 6 Higher Certificate, Level 7 Ordinary Degree and Level 8 Honours Degree programmes. Specific examples include links with Athlone Institute of Technology's (AIT) Level 7 Bachelor of Arts in Applied Social Studies in Social Care, Institute of Technology Sligo's BSC in General Science and St Angela's College, Sligo, Access to Post Primary Teaching Programme (APT).





80/81

PROVIDER PROFILE





GLOSSARY



Term	Definition	Description
AEGIS	Adult Education Guidance and Information Service	Support service providing information and guidance to adults to assist them in making informed decisions regarding their education, training and career choices.
AONTAS		AONTAS is Ireland's national adult learning organisation, working to promote the importance and benefits of adult learning. AONTAS advocates and actively lobbies on behalf of the adult education sector in Ireland.
ATI	Accounting Technicians Ireland	Professional body which represents and advocates for accounting technicians across Ireland, providing nationally and internationally recognised qualifications and ongoing professional development opportunities.
BHSAI	British Horse Society Assistant Instructor	Instructors should have considerable experience and be able to look after horses unsupervised and should also have experience of riding different horses in a variety of situations.
BTEI	Back to Education Initiative	Part-time provision for individuals over the age of sixteen and who have less than Leaving Certificate standard of education and/or are unemployed or not active in the labour market.
CAO	Central Applications Office	Responsible for oversight of applications to undergraduate programmes to colleges and universities across Ireland.
CIDESCO	Comité International d'Esthétique et de Cosmétologie	International beauty therapy organisations providing the world's leading qualifications in aesthetics and beauty therapy.

Term	Definition	Description
CIDESCO	Comité International d'Esthétique et de Cosmétologie	International beauty therapy organisations providing the world's leading qualifications in aesthetics and beauty therapy.
CMETB	Cavan and Monaghan Education and Training Board	One of sixteen national statutory Education and Training Boards responsible for the delivery of Further Education and Training in the Cavan-Monaghan region.
CSO	Central Statistics Office	National Statistics Office responsible for the collection, analysis and reporting of key statistics relating to the Irish population and residents of the state, society and the economy.
DEASP	Department of Employment Affairs and Social Protection	See DSP
DES	Department of Education and Skills	Irish government department of the Irish State with responsibility for education and training.
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science	Newly formed Irish government department with responsibility for policy, funding and governance of Ireland's Further and Higher Education and research sectors.
DSP	Department of Social Protection	Irish government department which directly funds a wide range of employment programmes and provides welfare supports to individuals.
EHAI	Environmental Health Association of Ireland	National organisation providing qualifications in food safety and hygiene.
ESER	Executive Self-Evaluation Report	Report on the governance and management of quality assurance in ETBs and submitted to QQI as part of the provider re-engagement process.



Term	Definition	Description
ESOL	English to Speakers of Other Languages	Process of learning English as a second/additional language to reach functional competence in personal, social, work-related and cultural settings.
ETBI	Education and Training Boards Ireland	Representative body for Ireland's sixteen Education and Training Boards.
FÁS	Foras Áiseanna Saothar	Former statutory training and employment authority formally dissolved in July 2013 with the formation of Education and Training Boards.
FET	Further Education and Training	Post-compulsory programmes of education and training generally aimed at individuals over the age of sixteen and offered up to and including Level 6 on the National Framework of Qualifications.
GVA	Gross Value Added	Measures the value added to an economy by the production of goods and services.
HE	Higher Education	An umbrella term used to describe third-level institutions in Ireland, including Institutes of Technology and Universities.
HEI	Higher Education Institution	Colleges, Institutes of Technology and Universities providing third level education across Ireland.
IBEC	Irish Business Employers Confederation	Body representing the interests of Irish businesses nationally and internationally. IBEC also provides services to over 7,500 member businesses.
ICS	Irish Computer Society	Organisation which promotes and represents the interests of Information Communication Technology professionals across Ireland.
IOT	Institute of Technology	Tertiary education institutions offering a range of qualifications at certificate, diploma, degree, masters and doctorate level across Ireland.

Term	Definition	Description
ITABE	Intensive Tuition in Adult Basic Education	Intensive training programme for adults who are educationally disadvantaged.
ITEC	International Therapy Examinations Council	Provides internationally recognised qualifications in beauty, hair, complementary therapies, customer services and sports and fitness.
KEATS	Key Skills, ESOL, Access to FET and Employment, and Thematic Social Inclusion	Nationally agreed framework for the capturing and classification of non-accredited FET provision on PLSS.
LCDC	Local Community Development Committee	Responsible for the co-ordination, planning and oversight of local and community development programmes and funding across Ireland's local authorities.
LCETB	Limerick and Clare Education and Training Board	One of sixteen national statutory Education and Training Boards responsible for the delivery of Further Education and Training in the Limerick-Clare region.
LMETB	Louth and Meath Education and Training Board	One of sixteen national statutory Education and Training Boards responsible for the delivery of Further Education and Training in the Louth-Meath region.
LTI	Local Training Initiative	Community-based education and training programme aimed for unemployed persons aged between 18 and 35.
MIS	Management Information System	Computer system designed to aid the collection, analysis, and reporting of data relevant to the provision of core services and supports.



Term	Definition	Description
NALA	National Adult Literacy Agency	Registered charity dedicated to supporting adults with literacy and numeracy difficulties to participate in society and have equal access to appropriate learning opportunities and supports.
NEFHEA	North East Further and Higher Education Alliance	Regional higher and further education initiative comprising higher and further education institutions in the North East region of Ireland.
NFQ	National Framework of Qualifications	10 level framework used in the development, recognition and awarding of certified qualifications across the Irish education system.
OEM	Original Equipment Manufacturing	Refers to the QQI Level 6 Original Equipment Manufacturing Apprenticeship launched in 2019 to address demands from the machine manufacturing industry.
OSD	Organisational Support and Development	Refers to the Human Resources, Finance, Information Technology, Corporate Services and Procurement sections of an Education and Training Board.
OSP	Occupational Skills Profile	Summarises the core, essential skills and characteristics required for a specified job role.
PAC	Programme Approval Committee	Responsible for approving new programme proposals and recommends programmes for validation to QQI.
PAEC	Programme and Awards Executive Committee	QQI's Programme and Awards Executive Committee is part of the organisation's overall governance structures and is responsible for ensuring the appropriateness and consistency of programmes and awards.

Term	Definition	Description
PD	Professional Development	See PD
PDI	Planning, Development and Implementation	Planning, Development and Implementation sub-group is one of CMETB's governance groups which assists in the recommendation of new programmes and programme specific policies and procedures, as well as a range of other related supports.
PHECC	Pre-Hospital Emergency Care Council	Independent statutory body responsible for standards, education, and training programmes in pre-hospital emergency disciplines.
PLC	Post Leaving Certificate	Full-time education and training programme for adults generally leading to awards at Levels 5 and 6 on the National Framework of Qualifications.
PL&D	Professional Learning and Development	A continuous process of professional skills development, upskilling and reskilling for staff of Education and Training Boards.
PLSS	Programme Learner Support System	Central data repository utilised across the sixteen ETBs for the purpose of gathering and tracking key data relating to FET provision, to include, a national course database and calendar and a learner database. The PLSS system is also used for the purpose of reporting to SOLAS on learner outcomes and progression routes achieved.
PMI	Project Management Institute	Leading global authority for project management professionals.
PPC	Programme Proposal Committee	Responsible for reviewing applications submitted by CMETB centres who wish to offer a new programme.



Term	Definition	Description
PUP	Pandemic Unemployment Payment	A social welfare payment introduced by the Irish government to support employees and self-employed individuals who have lost their employment due to the ongoing Covid-19 pandemic.
QA	Quality Assurance	The processes employed to ensure that the teaching, learning and assessment environments achieve and retain an appropriate level of quality.
QBS	Quality Business System	Online portal operated by QQI to enable the making of QQI certified awards to learners.
QIP	Quality Improvement Plan	Education and Training Boards are required to develop annual Quality Improvement Plans outlining areas for improvement across a provider's Quality Assurance processes and procedures.
QQI	Quality and Qualifications Ireland	Independent state agency responsible for the promotion, maintenance and development of Ireland's National Framework of Qualifications.
R & D	Research and Development	
RPL	Recognition of Prior Learning	Process used by education institutions, employers and other bodies to access, recognise and validate an individual's knowledge and skills against agreed national standards and qualifications.
RSA	Road Safety Authority	Organisation promoting greater road safety and working to save lives and prevent injuries as a result of road traffic accidents.
RTITB	Road Transport Industry Training Board	Organisation which determines standards for workplace transport training.
SCA	Speciality Coffee Association	Non-profit organisation which represents coffee professionals globally.

Term	Definition	Description
SLMRU	Skills and Labour Market Research Unit	Based in SOLAS the SLMRU, provides data gathering, analytical and research services to identify skills needs. The SLMRU works in close collaboration with the National Skills Council.
SOLAS	An tSeirbhís Oideachais Leanúaigh agus Scileanna/Further Education and Training and Skills Authority	SOLAS is responsible for managing, co-ordinating and supporting the effective delivery of Further Education and Training programmes and support services by Education and Training Boards.
SPA	Strategic Performance Agreement	Agreement between SOLAS and individual Education and Training Boards outlining the context, strategic priorities and the ETB's contribution to the achievement of key national Further Education and Training targets and strategic priorities over a two-year period.
STEAM	Science, Technology, Engineering, Arts and Mathematics	
SUSI	Student Universal Support Ireland	National awarding body for further and higher education student grants in Ireland.
TEL	Technology Enhanced Learning	Term used to describe the application of technology to support teaching and learning processes.
TNA	Training Needs Analysis	Process used by organisations to determine the specific professional learning and development needs of staff.
UCAS	Universities and Colleges Admissions Service	UK based organisation with responsibility for overseeing the application process to universities and colleges in the United Kingdom.
VEC	Vocational Education Committee	Former providers of Further Education and Training in Ireland, replaced on 1 st July 2013 by Education and Training Boards.
VTOS	Vocational Training Opportunities Scheme	Full-time education and training programme aimed at support long-term unemployed adults.

The image features a dark blue background with several geometric elements. At the top, a thick white diagonal line runs from the left edge towards the top right. A bright yellow diagonal band is positioned above it, also running from the top right towards the right edge. In the lower half, there are three vertical bars of varying heights. Each bar is composed of a cyan base and a pink top section. The top section of each bar is a trapezoid that tapers towards the top. The bars are positioned on the left and right sides of the page, with the tallest bar on the right.

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