City of Dublin
Bord Oideachais agus Oiliúna
Education and Training Board

City of Dublin FET College

Course Innovation Application STAGE 1
Strategic relevance

Applications for new courses to be delivered in City of Dublin FET College should meet one or more of the criteria below and align with the strategic development goals of the campus and the service sphere.

Local needs & Inclusion	Courses to provide a programme not currently available for an identified group in the campus locality
Workforce Development	Courses to provide a programme not currently available to an identified employer /employee group in City of Dublin FET College
Innovation & skills development	Courses to develop, update or enhance a skills specialisation and address a labour market shortage or an emerging subject area in City of Dublin FET College
Pathways & Progression	Courses to support access or develop pathways for progression - FE-FE & FE-HE
Targets	Courses contributing to agreed targets

City of Dublin FET College

Principles for allocation and distribution of courses

- **Campus approaches**
    - Allocation of courses in a Campus to meet local needs and inclusion
        - Demographics of the Campus (i.e. local age profile, socio-economic status of residents, employment opportunities in the area)
    - Consider courses as higher order/ lower order (i.e. based on Central Place Theory, Some courses can be offered in multiple sites while specialisations will be in only one location e.g. dental nursing)
    - Clear progression routes for learners in their local area or to specialisms available across City of Dublin FET College (vocational specialisms emerging at level 4 with progression routes to 6 or onwards)
    - Stronger links between City of Dublin ETB provision in Campus (YR, SL, AES, CFE, TC)
    - Stronger links between City of Dublin ETB centres and local employers
    - Stronger links between city of Dublin ETB and third level institutions

- **Identification of pedagogies and approaches that underpin all provision – these can be promoted in all advertisement/ become synonymous with the brand (regardless of the course you will build 21st century skills and competencies on a City of Dublin ETB course)**
    - Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
    - Creativity, artistry, curiosity, imagination, innovation, personal expression
    - Communication skills, oral and written communication, public speaking and presenting, listening
    - Collaboration, teamwork, cooperation, leadership
    - Perseverance, self-direction, planning, self-discipline, adaptability, initiative

- **Identification of areas that align with our mission that will be promoted across the ETB**
    - Diversity and Inclusion
    - Workforce Development
    - Transversal Skills
    - Lifelong Learning
    - Green Skills and Sustainability

- **Campus leading in a faculty area**
    - Campus with level 6 /tertiary degrees/apprenticeships and progression routes into these courses within the Campus or if demand is demonstrated from around the city.
    - Consideration of quantity and location of city-wide specialised provision aligned with NFQ Level 6.

- **Pairing /clustering of campus working in specialist areas (based on ELC model)**
    - Supported CoP for staff members teaching on these courses – (CPD, consistency, collective problem solving)
    - Developing shared curriculum for use across the Campus
    - Specialist EA's across all Campus to ensure consistency of standards and promote shared learning

- **That any risks associated with the allocation of courses can be mitigated**
    - What financial, reputational or operational risks are associated with the proposal?
    - Can these be mitigated?

- **Key considerations to developing campus curriculum areas / reallocation of courses across the city**
    - **Maintenance of flexibility to respond to emerging needs /trends**
        - Avoid overspecialisation in a single area for a centre to guard against the cyclical nature of course demand
    - **Space available in specific campus**
        - Number, types, and quality of classrooms in existing Campus
        - Maximum utilisation of space in FET Colleges and Centres all year around
        - City centre space a premium – avoid specialisms that require a lot of space for small number of learners
    - **Current allocation of staff**
        - staffing structures that are based on numbers of learners in campus
        - specialisms of current staff
        - existing staff contracts
        - challenges of reallocating existing staff to roles outside their existing contracts
    - **Active Travel in a campus**
        - To ensure maximum take up of courses transport links to the centre are important and may require the specialism to be available in two or more centres
    - **Upskilling/reskilling of staff**
        - If numbers stay the same but class numbers in certain sites increase the surplus of staff will be available to work on other academic related tasks (placement development and supervision, content development, programme development etc. will require upskilling of staff)
        - Considering type of delivery - balance between full and part-time provision. Options for modular provision.
        - Exploring options for blended and hybrid learning

- **Resource planning**
    - Are the resources available to invest in this development? If not, what can be paused to prioritise the development of this initiative?
    - Will enough learners benefit? Will the investment of resources benefit a significant number of learners?

- Does the ETB have the capacity to meet the initial and ongoing programme development requirements of this course?
- Does the campus have sufficient infrastructure, resources and equipment to deliver the course to a high standard?