



Quality Assurance Procedures FOR



The National Hairdressing
Apprenticeship
A Reference Handbook



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Introduction and Purpose

Limerick and Clare Education and Training Board has been appointed by the National Consortium Steering Group to act as the Coordinating Provider to deliver a National Apprenticeship Programme. It will act with approved Collaborating Providers and industry to deliver the new national apprenticeship programme as validated by QQI (Quality and Qualifications Ireland).

This document is part of the overall Quality Assurance governance system in Limerick and Clare Education and Training Board and must be read in conjunction with The Limerick and Clare Education and Training Board Quality Assurance Policy Statement' which provides the overarching policies and principles that underpin our approach to QA for the delivery of our Education and Training Services.

This document outlines Limerick and Clare Education and Training Board Quality Assurance Procedures (QAPs) as Coordinating Provider, for the establishment, provision, maintenance and review of the validated National Apprenticeship Programme, in compliance with QQI Topic Specific Quality Assurance (QA) Guidelines for providers of statutory apprenticeship programmes.

Statutory apprenticeship programmes are governed by the Industrial Training Act 1967. Under this Act, the Further Education and Training Authority, SOLAS, has a range of statutory responsibilities, including the designation of statutory apprenticeships via Industrial Training Orders.

Limerick and Clare Education and Training Board have extensive experience at delivering traditional craft apprenticeships and numerous other programmes at level 6. We are also Collaborating Providers with the new Accounting Technician, Commis Chef, and OEM apprenticeships. Limerick and Clare Education and Training Board are now expanding their scope of provision into becoming a Coordinating Provider for new/post 2016 apprenticeship programmes. This document outlines the quality assurance procedures for the National Hairdressing Apprenticeship.



Table of Acronyms

<i>Acronym</i>	<i>Meaning</i>
QC	FET Quality Council
SAO	SOLAS Authorised Officer
CSG	Consortium Steering Group
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
ICSG	Initial Consortium Steering Group
NPB	National Programme Board
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
MIPLOs	Minimum Intended Programme Learning Outcomes
MIMLOs	Minimum Intended Module Learning Outcomes
MOA	Memoranda of Agreement
MOU	Memoranda of Understanding
QAP	Quality Assurance Procedures



Glossary of Terms

Assessor	The assessor is the teacher or mentor with responsibility for conducting assessments in accordance with the quality assurance requirements set out in the apprenticeship programme.
Award	An award is conferred by the awarding body when an apprentice successfully completes a programme of study. An example of an award is a Certificate in Hairdressing.
Awarding Body	A body that makes awards. It includes National Awarding Bodies, Professional Awarding Bodies and Private Awarding Bodies
Award Type	An award type is a category of named awards which have common features and the same NFQ Level e.g. Advanced Certificate (NFQ level 6)
Blended Learning	The integration of classroom face to face learning experiences with online learning experiences
Competency	Competency for the purpose of the hairdressing apprenticeship is defined as the application of skills, knowledge and competence to perform tasks or combinations of tasks to industrial and commercial standards under operational conditions.
DES	Department of Education and Skills
ETB	Education and Training Board; a statutory local education body that administers education at secondary, Post Leaving Certificate (PLC) and adult education levels
EQF	European Qualifications Framework is an overarching qualifications framework. It links the qualifications of member countries and acts as a translating mechanism making qualifications more transferable across borders
External Authenticator (EA)	The EA is a subject matter expert that provides independent confirmation of fair and consistent assessment of the learners, in accordance with the national standards. The EA event establishes the credibility of the provider's assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirement for the award.
FET Credit	Estimated apprentice credit expressed in multiples of 10 hours - 1 FET Credit is 10 hours effort

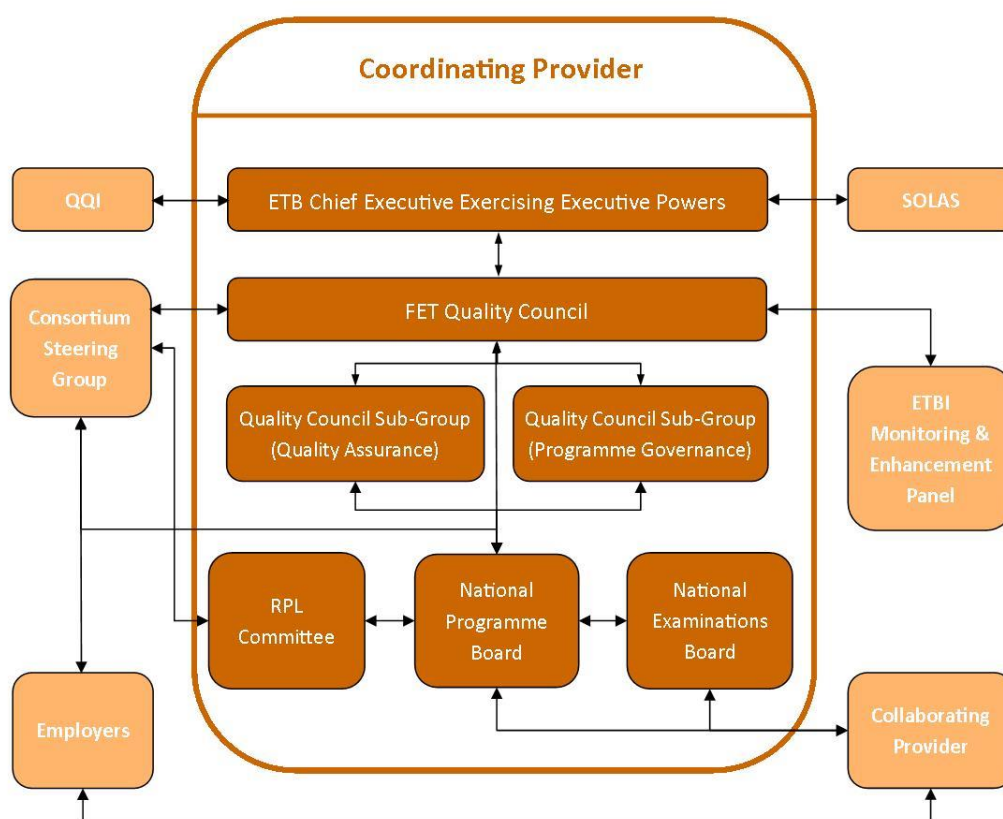


Graduate	A person who has attained a qualification at undergraduate or postgraduate level
Internal Verifier (IV)	The Internal Verifier verifies that the programme's assessment procedures have been applied across the range of assessment activities, confirms the assessment results by checking learner evidence exists, confirming marks and grades are compiled correctly, recorded and transferred correctly, and completes an internal verification report.
NFQ	National Framework of Qualifications is a 10-level system giving academic or vocational value to qualifications obtained in Ireland (Level 1 lowest attainment - Level 10 highest attainment)
PLC	The Post Leaving Certificate (PLC) programme is a full-time programme for young people who have completed their Leaving Certificate and adults returning to education. PLC courses are mostly provided in vocational schools with some provision in voluntary, secondary and community and comprehensive schools. PLC courses are generally at Quality and Qualifications Ireland (QQI) Level 5 or Level 6.
QQI	QQI (Quality and Qualifications Ireland) is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012 by the Qualifications and Quality Assurance (Education and Training) Act 2012.
SOLAS	SOLAS is the new Further Education and Training Authority, which has responsibility for funding, planning and co-ordinating Further Education and Training programmes.
Teacher	For the purpose of this programme, a teacher refers to the role of the teacher/tutor/instructor delivering training in classroom contact hours, in the off-the-job apprentice training provision.
TEL	Technology Enhanced Learning
VLE	Virtual Learning Environment
Workplace Mentor	The workplace mentor is employer nominated, with a minimum of five years' experience working as a Senior Stylist in a salon environment. The workplace mentor will have completed programme specific mentoring training, and is responsible for mentoring and assessing apprentices in the workplace.

Section 1 – QA Governance Structures and Procedures

Title	QA Governance Structures, Organisation and Administration
Date approved	25/2/2019
Effective From	25/2/2019
Date for Review	25/2/2024 or as recommended by QQI
Summary	<p>Limerick and Clare Education and Training Board as Co-ordinating Provider has developed a Quality Assurance system which is in compliance with the QQI Statutory Quality Assurance Guidelines for New Apprenticeship Programmes.</p> <p>The key structures of this system are:</p> <ul style="list-style-type: none"> • National Consortium Steering Group • FET Quality Council (incorporating the functions of the Apprenticeship Quality Council (AQC) • FET Quality Council Sub-Groups (Quality Assurance) and (Programme Governance) • National Programme Board • National Examination Board • ETBI New Apprenticeship Monitoring and Enhancement Panel • Quality Assurance Arrangements with Employers • Quality Assurance of Collaborating Providers • The Apprentice <p>All governance units established within this QA system have prescribed membership, terms of reference and operating procedures concerning their responsibilities and remit. A designated Chair and Secretary are identified. Agendas and minutes are maintained and available to all members. Communication is mapped within the structures and associated roles to support the feedback and feedforward of outputs, specific decisions made, and actions undertaken by individual governance units.</p>

Quality Assurance Governance Structures



1.1 Further Education and Training Quality Council Terms of Reference

PURPOSE

The purpose of the Further Education and Training Quality Council is to oversee all Quality Assurance aspects related to the design, development, approval, implementation, monitoring and review of all aspects of the Further Education and Training offering of Limerick and Clare Education and Training Board. It protects, maintains and develops the standards of education and training programmes and related activities. In doing so, the Further Education and Training Quality Council is ensuring, as far as possible, that all apprentices receive an equivalent experience.

TERMS OF REFERENCE

The Chief Executive (CE) of Limerick and Clare Education and Training Board (LCETB), supported by the Senior Management Team, has delegated certain governance responsibilities to the Further Education and Training Quality Council, as detailed below. The Further Education and Training Quality Council is accountable to the CE for carrying out its functions, regardless of whether it forms governance sub-groups or working groups to advance these tasks.

The Further Education and Training Quality Council is responsible for the following:

Operational matters

- Agreeing its operating procedures;
- Establishing one or more sub-groups of governance, as required, and delegating responsibilities to those sub-groups through defined terms of reference;
- Establishing ad-hoc working groups to assist it in fulfilling its functions, if required;
- Receiving recommendations from sub-groups of governance on specified matters to inform its functions;
- Receiving annual reports from sub-groups of governance on their activities;
- Providing a Further Education and Training Quality Council Annual Report to the CE, identifying key decisions and actions taken by the Further Education and Training Quality Council and making any recommendations to the CE, as appropriate;
- Participating in the review of its terms of reference and formally making recommendations to the CE for amendments and additions, if required;
- Reviewing the outcomes of reviews of terms of reference by its sub-groups and making recommendations to the CE as appropriate;
- Exercising any other functions, which may be formally delegated to it by the CE.

Quality Assurance policies and procedures

- Approving the Further Education and Training Quality Assurance policies and procedures of the ETB as recommended by the Further Education and Training Quality Council Sub-Group (Quality Assurance);
- Approving revisions to Further Education and Training Quality Assurance policies and procedures of the ETB as recommended by the Further Education and Training Quality Council Sub-Group (Quality Assurance).

Programme responsibilities

- Recommending proposals to the CE, as appropriate, for the development of new programmes that are consistent with the mission and strategy of the ETB and SOLAS Strategic Performance Agreements, as recommended by the Further Education and Training Quality Council Sub-Group (Programme Governance);
- Approving programme documentation prior to its submission to the awarding body for validation, as recommended by the Further Education and Training Quality Council Sub-Group (Programme Governance);
- Making recommendations to the CE—for the establishment of appropriate structures to support new or existing programmes;
- Making recommendations for staff development where it is necessary or desirable for the improved delivery or development of programmes.

Monitoring and Review responsibilities

- Noting the annual schedule of reviews submitted by the Further Education and Training Quality Council Sub-Group (Quality Assurance);
- Approving programme and organisational review documentation prior to its submission to the awarding body;
- Receiving reports from the Further Education and Training Quality Council Sub-Group (Quality Assurance) of progress against action plans arising from quality reviews;
- Receiving observations arising from programme feedback reports and other internal and external stakeholder reports, as appropriate;
- Escalating areas of risk associated with further education and training to the CE.

Assessment responsibilities

- Ratifying the agreement of persons to act as External Authenticators and External Examiners;
- Noting assessment reports received by the Further Education and Training Quality Council Sub-Group (Programme Governance) and confirming they are in line with agreed assessment processes and procedures;
- Noting assessment results and final results presented by the Quality Assurance Officer (or equivalent).

Apprenticeship Responsibilities

- Considering reports from the Consortium Steering Group established by the Apprenticeship Council on matters affecting apprenticeship programmes;
- Considering reports from programme coordinators on the delivery of programmes;
- Receiving named annual and bi-annual reports from the National Programme Board(s);
- Receiving reports from the ETBI New Apprenticeship Quality Assurance Monitoring and Enhancement Panel;
- Considering proposals from the National Programme Board(s) and from the Consortium Steering Group for new partnerships and for new members of partnerships;
- Ensuring that the proposals received from the National Programme Board(s) and from the Consortium Steering Group for new partnerships conform to the requirements of the programme and that suitable Memorandums of Agreement are in place;
- Fulfilling any reporting requirements to external authorities on apprenticeship activities.

MEMBERSHIP

Chair: The Chair is appointed by the Chief Executive.

Secretary: The ETB Quality Assurance Officer, or equivalent staff member designated by the CE.

Ordinary Members:

The members of the group will be nominated by the Director of Further Education and Training and will consist of senior management representatives from the different types of provision within Limerick and Clare Education and Training Board.

These are:

- Apprenticeships
- Back to Education Initiative
- Community Education and Training
- Core Skills
- Employability Skills
- Post-Leaving Certificate
- Specific Skills Training
- Traineeships
- Vocational Training Opportunities Scheme
- Youth Provision
- Support Services
- 2 representatives from the National Programme Board(s)

Where possible, every effort should be made to achieve a gender balance. The Quality Council will be represented on both the Further Education and Training Quality Council Sub-Group (Quality Assurance) and the Further Education and Training Quality Council Sub-Group (Programme Governance). One member from the Quality Council (not necessarily the same person), will be a member of each of the Further Education and Training Quality Council Sub-Groups.

External Members:

The Chair of the Further Education and Training Quality Council may from time to time recommend to the CE the appointment of external members to the Council. These will be persons who can bring an external perspective to the working of the Council, such as employers or experts in Further Education and Training or in quality systems. Persons with expertise from other ETBs may also be invited to join the Further Education and Training Quality Council for a defined period.

Tenure

In its first iteration, the tenure for members of the Further Education and Training Quality Council shall be 3 years; thereafter, tenure shall be for two years. At the end of a period of tenure, members will be asked to indicate whether or not they wish to remain on the Council. Every effort shall be made to have tenure staggered, so as to avoid a turnover of all members at the same time.

ROLE AND RESPONSIBILITIES OF THE CHAIR

The responsibilities of the Chair of the Further Education and Training Quality Council include:

- working closely with the Secretary to agree meeting agendas;
- ensuring meetings function efficiently and effectively;
- providing adequate time for discussion of agenda items;
- ensuring that members have been provided with materials in advance of the meeting to support informed decision-making;

- ensuring that a quorum is present before commencing a Further Education and Training Quality Council meeting;
- Ensuring that decisions are taken in the context of the Further Education and Training Quality Council's remit and that they are recorded.

ROLE AND RESPONSIBILITIES OF THE SECRETARY

The Secretary of the Further Education and Training Quality Council is a full member of the Council. His/her responsibilities include:

- agreeing a schedule of meetings with the Chair in consultation with the Council members and having regard to the business of the Further Education and Training Quality Council and the meeting dates of the governance units reporting into the Further Education and Training Quality Council;
- convening meetings of the Further Education and Training Quality Council and determining the agenda of the meetings, in consultation with the Chair;
- circulating the agendas for meetings and associated documentation and reports for review by Further Education and Training Quality Council members;
- liaising with the secretaries of the governance units reporting into the Further Education and Training Quality Council to manage a smooth flow of information;
- preparing draft minutes of meetings and circulating these to members;
- ensuring that the decisions of the Further Education and Training Quality Council are made known to the appropriate individuals / governance sub-groups;
- reporting to the Chair and the Further Education and Training Quality Council on the implementation of the decisions of the Further Education and Training Quality Council;
- Ensuring that membership terms are managed, and new member induction/briefing provided.

OPERATING PROCEDURES

- The Further Education and Training Quality Council will meet at least 3, but no more than 5 times a year. In the case of exceptional circumstances, an Extraordinary Meeting may be called;
- In order for a quorum to be established, 50% of members + 1 additional member must be in attendance;
- The meeting agenda and supporting documentation must be circulated to members at least one week in advance of a scheduled meeting and external members may be invited to present agenda items;
- Decisions are made by consensus or by the exercise of a vote if necessary; the Chair has the deciding vote in the event of a split decision;
- Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting
- The minutes of meetings are approved at the beginning of the subsequent meeting of the Further Education and Training Quality Council;
- In some cases, at the discretion of the Chair, an incorporeal meeting of the Further Education and Training Quality Council may be held where reports can be circulated virtually and accepted by the Further Education and Training Quality Council without the Further Education and Training Quality Council having to meet.

REVIEW

The Terms of Reference for the Further Education and Training Quality Council shall be reviewed within 2 years of first coming into effect, and thereafter every 5 years. The effectiveness of the Further Education and Training Quality Council shall be reviewed annually by its members, and this review shall be included in the Further Education and Training Quality Council Annual Report.

1.2 Further Education and Training Quality Council Sub-Group (Quality Assurance) Terms of Reference

PURPOSE

The purpose of the Further Education and Training Quality Council Sub-Group (Quality Assurance) is to fulfil the role and responsibilities delegated to it by the Further Education and Training Quality Council, for the development, oversight, planning, co-ordination and improvement of Quality Assurance policies, procedures, and processes. In doing so, it assists the Further Education and Training Quality Council in protecting, maintaining and developing the standards of education and training programmes and the related activities of Limerick and Clare Education and Training Board.

TERMS OF REFERENCE

The Further Education and Training Quality Council of Limerick and Clare Education and Training Board has delegated certain governance responsibilities to the Further Education and Training Quality Council Sub-Group (Quality Assurance), as detailed below. The Further Education and Training Quality Council Sub-Group (Quality Assurance) is accountable to the Further Education and Training Quality Council for carrying out its functions, regardless of whether governance sub-groups or working groups are formed to advance these tasks.

The Further Education and Training Quality Council Sub-Group (Quality Assurance) is responsible for the following:

Operational matters

- Agreeing its operating procedures in consultation with the Chair and Secretary of the Further Education and Training Quality Council;
- Establishing sub-groups or working groups to advance Quality Assurance-related matters, if required;
- Making recommendations to the Further Education and Training Quality Council to inform its decision-making and in line with its terms of reference;
- Preparing an Annual Report for the Further Education and Training Quality Council on key decisions and actions taken, and making any recommendations to the Further Education and Training Quality Council, as appropriate;
- Participating in the review of its terms of reference and formally making recommendations to the Further Education and Training Quality Council as appropriate;
- Exercising any other functions, which may be formally delegated to it by the Further Education and Training Quality Council.

Quality Assurance policies and procedures

- Approving a schedule for review, amendment and development of quality assurance policies and procedures and submitting this to the Further Education and Training Quality Council for noting;
- Reviewing and commenting upon draft quality assurance policies and procedures;
- Recommending quality assurance policies and procedures to the Further Education and Training Quality Council for approval;
- Recommending revisions to quality assurance policies and procedures to the Further Education and Training Quality Council for approval.

Monitoring and Review responsibilities

- Approving a schedule for quality reviews and submitting this to the Further Education and Training Quality Council for noting;
- Reviewing and commenting upon the quality review schedule and submitting this to the Further Education and Training Quality Council for noting;
- Making recommendations to the Further Education and Training Quality Council for the approval of programme and other quality review documentation and outcomes that is required to be submitted to an awarding body;
- Receiving reports on follow-up on actions arising from quality reviews and reporting to the Further Education and Training Quality Council on issues or recommendations arising;
- Receiving reports on significant and common issues arising through monitoring processes and reporting to the Further Education and Training Quality Council on any recommendations arising;
- Escalating identified areas of risk to the Further Education and Training Quality Council.

MEMBERSHIP

Chair: The Chair is appointed by the Director of Further Education and Training.

Secretary: The Secretary is appointed by the Director of Further Education and Training and should be an individual capable of liaising closely with the Secretary of the Further Education and Training Quality Council and with any sub-groups of governance that are reporting to the Further Education and Training Quality Council Sub-Group (Quality Assurance), or other groups providing information to inform the Further Education and Training Quality Council Sub-Group (Quality Assurance).

Ordinary Members:

- normally, up to 6 staff members with relevant experience drawn from across Limerick and Clare Education and Training Board, as the Director of Further Education and Training determines appropriate
- 1 representative from the Further Education and Training Quality Council
- 1 apprentice representative
- 1 representatives from the Quality Assurance Working Group

External Members:

The Chair of the Further Education and Training Quality Council Sub-Group (Quality Assurance) may from time to time recommend to the Chair of the Further Education and Training Quality Council the appointment of external members to the sub-group.

Additional Expertise:

From time to time, the Further Education and Training Quality Council Sub-Group (Quality Assurance) may request that its Secretary source specialist expertise to inform its deliberations if necessary.

ROLE AND RESPONSIBILITIES OF THE CHAIR

The responsibilities of the Chair of the Further Education and Training Quality Council Sub-Group (Quality Assurance) include:

- working closely with the Secretary to agree meeting agendas;
- ensuring meetings function efficiently and effectively;
- providing adequate time for discussion of agenda items;
- ensuring that members have been provided with materials in advance of the meeting to support informed decision-making;
- ensuring that a quorum is present before commencing a Further Education and Training Quality Council Sub-Group (Quality Assurance) meeting;
- Ensuring that decisions are taken in the context of the remit of the Further Education and Training Quality Council Sub-Group (Quality Assurance) and that they are recorded.

ROLE AND RESPONSIBILITIES OF THE SECRETARY

The Secretary is a full member of the Further Education and Training Quality Council Sub-Group (Quality Assurance). His/her responsibilities include:

- agreeing a schedule of meetings with the Chair in consultation with members and having regard to the business of the Further Education and Training Quality Council Sub-Group (Quality Assurance) and the meeting dates of the Further Education and Training Quality Council;
- convening meetings of the Further Education and Training Quality Council Sub-Group (Quality Assurance) and determining the agenda of the meetings, in consultation with the Chair;
- circulating the agendas for meetings and associated documentation and reports for review by Further Education and Training Quality Council Sub-Group (Quality Assurance) members;
- liaising with the Secretary of the of the Further Education and Training Quality Council, and with the secretaries of any governance units reporting into the Further Education and Training Quality Council Sub-Group (Quality Assurance), to manage a smooth flow of information;
- preparing draft minutes of meetings and circulating these to members;
- ensuring that the decisions of the Further Education and Training Quality Council Sub-Group (Quality Assurance) are made known to the appropriate individuals / governance units;
- reporting to the Chair on the implementation of the decisions of the Further Education and Training Quality Council Sub-Group (Quality Assurance);
- Ensuring that membership terms are managed, and new member induction / briefing provided.

OPERATING PROCEDURES

- The Further Education and Training Quality Council Sub-Group (Quality Assurance) will meet at least 4 times a year;



- In order for a quorum to be established, 50% of members + 1 additional member must be in attendance;
- The meeting agenda and supporting documentation must be circulated to members at least one week in advance of a scheduled meeting and external members may be invited to present agenda items;
- Decisions are made by consensus or by the exercise of a vote if necessary; the Chair has the deciding vote in the event of a split decision;
- Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting
- The minutes of meetings are approved at the beginning of the subsequent meeting of the Further Education and Training Quality Council Sub-Group (Quality Assurance);
- Confirmed minutes are submitted for noting to the next meeting of the Further Education and Training Quality Council.

In some cases, at the discretion of the Chair, an incorporeal meeting of the Further Education and Training Quality Council Sub- Group (Quality Assurance) may be held where reports can be circulated virtually and accepted by members without the Further Education and Training Quality Council Sub-Group (Quality Assurance) having to meet.

REVIEW

The Terms of Reference for the Further Education and Training Quality Council shall be reviewed within 2 years of first coming into effect, and thereafter every 5 years. The effectiveness of the Further Education and Training Quality Council shall be reviewed annually by its members, and this review shall be included in the Further Education and Training Quality Council Annual Report.

1.3 Further Education and Training Quality Council Sub-Group (Programme Governance) Terms of Reference

PURPOSE

The purpose of the Further Education and Training Quality Council Sub-Group (Programme Governance) is to fulfil the role and responsibilities delegated to it by the Further Education and Training Quality Council, for the oversight, planning, co-ordination, development and quality of the programmes of Limerick and Clare Education and Training Board. In doing so, it assists the Further Education and Training Quality Council in protecting, maintaining and developing the standards of education and training programmes, and apprentice achievement, and the related activities of Limerick and Clare Education and Training Board.

The Further Education and Training Quality Council Sub-Group (Programme Governance) is overseeing all programme developments, however, its role and responsibilities below do not apply directly to apprenticeship programmes, unless otherwise specified. Governance of apprenticeship programmes is managed by the national Programme Board(s) and reports are provided to the Further Education and Training Quality Council Sub-Group (Programme Governance).

TERMS OF REFERENCE

The Further Education and Training Quality Council of Limerick and Clare Education and Training Board has delegated certain governance responsibilities to the Further Education and Training Quality Council Sub-Group (Programme Governance), as detailed below. The Further Education and Training Quality Council Sub-Group (Programme Governance) is accountable to the Further Education and Training Quality Council.

Education and Training Quality Council for carrying out its functions, regardless of whether governance sub-groups or working groups are formed to advance these tasks.

The Further Education and Training Quality Council Sub-Group (Programme Governance) is responsible for the following:

Operational matters

- Agreeing its operating procedures in consultation with the Chair and Secretary of the Further Education and Training Quality Council;
- Establishing sub-groups or working groups to advance programme-related matters, if required;
- Making recommendations to the Further Education and Training Quality Council to inform its decision-making and in line with its terms of reference;
- Preparing an Annual Report for the Further Education and Training Quality Council on key decisions and actions taken, and making any recommendations to the Further Education and Training Quality Council, as appropriate;
- Participating in the review of its terms of reference and formally making recommendations to the Further Education and Training Quality Council as appropriate;
- Exercising any other functions, which may be formally delegated to it by the Further Education and Training Quality Council.

Programme Responsibilities

- Reviewing proposals for the development of new programmes and making recommendations to the Further Education and Training Quality Council;
- Approving the appointment of the Programme Development Group to develop draft programme documentation;
- Reviewing and commenting upon draft programme validation documentation submitted by the Programme Development Group;
- Recommending programme validation documentation to the Further Education and Training Quality Council for approval and making recommendations to the Further Education and Training Quality Council for submission to the awarding body;
- Reviewing proposals for the provision of newly validated or existing programmes and making recommendations to the Further Education and Training Quality Council;
- Making recommendations to the Further Education and Training Quality Council for the establishment of appropriate structures to support new or existing programmes;
- Approving the assignment of the Programme Development Group to implement minor modifications and additions to programmes, where these do not affect module outcomes;
- Approving modified programme documentation submitted by the Programme Development Group.

Assessment responsibilities

- Agreeing individuals to act as External Authenticators and submitting details to the Further Education and Training Quality Council for ratification;
- Receiving reports on the outcomes of assessment appeals processes;

- Receiving and considering quantitative and qualitative analysis reports from Results Approval Panels and making any recommendations arising to the Further Education and Training Quality Council on teaching, learning and/or assessment matters;
- Reviewing analyses of Internal Authenticators and External Authenticators reports and making recommendations to the Further Education and Training Quality Council;
- As part of programme reviews, questioning the effectiveness of teaching, learning and assessment strategies being implemented for validated programmes.

Apprenticeship responsibilities

- Receiving reports from the national Programme Board(s) on its activities;
- Noting proposals from the national Programme Board(s) to the Further Education and Training Quality Council for new apprenticeship partnerships and for new members of partnerships;
- Noting annual and biannual specified reports provided by the national Programme Board(s) to the Further Education and Training Quality Council for approval.

MEMBERSHIP

The membership of the Further Education and Training Quality Council Sub-Group (Programme Governance) is designed to enable professional colleagues to collectively contribute to the oversight, planning, coordination, development and quality of Limerick and Clare Education and Training Board's education and training programmes.

Chair: The Chair is appointed by the Director of Further Education and Training and can be internal or external.

Secretary: The Secretary should be appointed by the Director of Further Education and Training and an individual capable of liaising closely with the Secretary of the Further Education and Training Quality Council and with any sub-groups of governance that are reporting to the Further Education and Training Quality Council Sub-Group (Programme Governance), or other groups providing information to inform the Further Education and Training Quality Council Sub-Group (Programme Governance).

Ordinary Members:

- Normally, up to 6 staff members with relevant experience drawn from across the ETB, as the Director of Further Education and Training determines appropriate
- 1 representative from the Further Education and Training Quality Council
- 1 apprentice representative
- 1 industry representative
- 1 representative from the Programme Development Group

External Members:

The Chair of the Further Education and Training Quality Council Sub-Group (Programme Governance) may from time to time recommend to the Chair of the Further Education and Training Quality Council the appointment of external members to the sub-group.

Additional Expertise:

From time to time, the Further Education and Training Quality Council Sub-Group (Programme Governance) may request that its Secretary source specialist expertise to inform its deliberations if necessary.

ROLE AND RESPONSIBILITIES OF THE CHAIR

The responsibilities of the Chair of the Further Education and Training Quality Council Sub-Group (Programme Governance) include:

- working closely with the Secretary to agree meeting agendas;
- ensuring meetings function efficiently and effectively;
- providing adequate time for discussion of agenda items;
- ensuring that members have been provided with materials in advance of the meeting to support informed decision-making;
- ensuring that a quorum is present before commencing a Further Education and Training Quality Council Sub-Group (Programme Governance) meeting;
- Ensuring that decisions are taken in the context of the Further Education and Training Quality Council Sub-Group (Programme Governance) remit and that they are recorded.

ROLE AND RESPONSIBILITIES OF THE SECRETARY

The Secretary is a full member of the Further Education and Training Quality Council Sub-Group (Programme Governance). His/her responsibilities include:

- agreeing a schedule of meetings with the Chair in consultation with members and having regard to the business of the Further Education and Training Quality Council Sub-Group (Programme Governance) and the meeting dates of the Further Education and Training Quality Council;
- convening meetings of the Further Education and Training Quality Council Sub-Group (Programme Governance) and determining the agenda of the meetings, in consultation with the Chair;
- circulating the agendas for meetings and associated documentation and reports for review by Further Education and Training Quality Council Sub-Group (Programme Governance) members;
- liaising with the Secretary of the of the Further Education and Training Quality Council, and with the secretaries of governance units reporting into the Further Education and Training Quality Council Sub-Group (Programme Governance), to manage a smooth flow of information;
- preparing draft minutes of meetings and circulating these to members;
- ensuring that the decisions of the Further Education and Training Quality Council Sub-Group (Programme Governance) are made known to the appropriate individuals / governance units;
- reporting to the Chair on the implementation of the decisions of the Further Education and Training Quality Council Sub-Group (Programme Governance);
- Ensuring that membership terms are managed, and new member induction / briefing provided.

OPERATING PROCEDURES

- The Further Education and Training Quality Council Sub-Group (Programme Governance) will meet at least 4 times a year (it is recommended that it meets 6 times in its first year);
- In order for a quorum to be established, 50% of members + 1 additional member must be in attendance;
- The meeting agenda and supporting documentation must be circulated to members at least one week in advance of a scheduled meeting and external members may be invited to present agenda items;
- Decisions are made by consensus or by the exercise of a vote if necessary; the Chair has the deciding vote in the event of a split decision;
- Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting;
- The minutes of meetings are approved at the beginning of the subsequent meeting of the Further Education and Training Quality Council Sub-Group (Programme Governance);
- Confirmed minutes are submitted for noting to the next meeting of the Further Education and Training Quality Council;
- In some cases, at the discretion of the Chair, an incorporeal meeting of the Further Education and Training Quality Council Sub-Group (Programme Governance) may be held where reports can be circulated virtually and accepted by members without the Further Education and Training Quality Council Sub-Group (Programme Governance) having to meet.

1.4 Apprenticeship Consortium Steering Group

Role and Purpose	<p>The key function of the National Consortium Steering Group (CSG) is to ensure the National apprenticeship programme conforms to and evolves with the requirements of the occupation. It is industry led and acts to bring together the employers, the Co-ordinating Provider and other collaborating providers involved in the programme.</p> <p>*The CSG at this point has evolved from the Initial Consortium Steering Group (ICSG) whose role was to identify and appoint the Coordinating Provider. The key role of the ICSG was to ensure that the employers are fully cognisant of the role of the Coordinating Provider.</p>
Membership	<p>It comprises of the National apprenticeship programme's key stakeholders including SOLAS as the Statutory Regulating Authority, employers, occupational associations, any occupational regulators and the Co-ordinating Provider.</p> <p>Chair: Person of Authority from an enterprise or the community of practice</p>



	<p>involved in the occupation.</p> <p>Others: The majority of the Consortium Steering Group will comprise of representatives from enterprises, employer's associations, and community of practice or relevant professional bodies. The Co-ordinating Provider as well as representatives from other "off-the-job" providers shall also be members. The Co-ordinating Provider should provide secretariat for the committee.</p>
Accountable to	The FET Quality Council
Responsibilities	<p>The Consortium Steering Group is part of the overall national development structure of all new apprenticeship programmes. The role, membership and purpose of the CSG are set out in QQI Topic Specific QA Guidelines for New Apprenticeships.</p> <p>The Coordinating Provider for the Apprenticeship plays a lead role in liaising with the employers and other providers through the Consortium Steering Group. The role of the Consortium Steering Group is to ensure the apprenticeship programme complies with the requirements of the occupation. The CSG has a key role in the development and review of the occupational profile and in promoting public awareness of that profile.</p> <p>Develop in conjunction with relevant stakeholders binding MOAs/MOUs which commit all parties to the implementation process.</p> <p>The CSG contributes to the decision-making process in collaboration with the ETB and national stakeholders on the expansion of apprenticeships, and the addition of new employers and providers. Approval for establishment of the Consortium Steering Group is vested in the Apprenticeship Council.</p> <p>The governance and operating processes for the Consortium Steering Group are being further developed by SOLAS in collaboration with national stakeholders. This may change some of the relationships and operations outlined below.</p>



	<p>On validation of the programme, the role of the Consortium Steering Group will transition from a developmental role in the establishment of the occupational profile and the appointment of a Coordinating Provider, to a continuing role in supporting and improving the validated apprenticeship programme.</p> <p>To carry out this role the CSG will interact with employers, the regulatory authorities, the occupational bodies, the National Programme Board and the Coordinating and Collaborating Providers.</p> <p>Seek to ensure that recruitment and delivery arrangements adequately support equity and inclusion of applicants and provide relevant learning support for these groups if needed.</p>
Operations	<p>The Consortium Steering Group will:</p> <p>Consortium Steering Group – Inputs</p> <p>The Consortium Steering Group will receive its information from a number of sources.</p> <ul style="list-style-type: none"> • During the development and validation phase of the programme the CSG will receive ongoing reports on the structure and outcomes of the programme. • Limerick and Clare Education and Training Board will inform the CSG of issues pertaining to the management and delivery of the programme. This will be accomplished formally through the reports as specified in section 4 and informally through the secretariat and through the provider membership on the CSG. • SOLAS will inform the CSG on developments in labour market conditions both regionally and nationally as reports are generated by state bodies. The SOLAS Authorised Officer may also liaise with the CSG on issues concerning the statutory apprenticeship system. A particular area of concern might be the management of fluctuating demand for apprentices and for dealing with deficits in an individual apprentice's training. • Employers, through membership of the CSG, may communicate concerns over the programme, its delivery or management or the apprenticeship itself. This will also be achieved by formal surveys of employers initiated by the CSG. • Apprentices, through feedback mechanisms, can bring their concerns to the CSG using the reporting system referred to in section 4. • The review of the occupational profile gives industry in general the

	<p>opportunity to inform the CSG of particular and also broad changes in the sector that might require the CSG's attention.</p> <p>Consortium Steering Group – Outputs</p> <ul style="list-style-type: none"> • In its operation, the CSG will report to the Coordinating Provider, SOLAS, the public and the employers. Some of this activity may be delegated to the Coordinating Provider through the secretariat. • The CSG provides Limerick and Clare Education and Training Board with the approved occupational profile for the apprenticeship. • During the development phase, it will comment and agree the structure of the programme and on the MIPLOs. Pending the establishment of Limerick and Clare Education and Training Board Apprenticeship Quality Council, it will also agree the final submission to QQI. • It will comment on reports received from the National Programme Board on the recruitment and assessment of apprentices and on the delivery of the programme. It may advise the ETB to take specific action on foot of feedback from employers or apprentices. • The CSG will act to support SOLAS by informing it of local and regional demand for apprentice programmes, by assessing capacity of employers and enterprises to train apprentices in conjunction with SOLAS and by suggesting new employers and providers. • The CSG has a public role in supporting the promotion of the occupation and the apprenticeship. It will do this by providing information on the programme to the potential apprentices and to the media. • Through its employer members and professional bodies, it will inform the industry of matters relating to the programme. • Through surveys and reports on surveys, it will inform the industry of shared and particular issues in relation to the programme.
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1.5 National Programme Board

Role	The National Programme Board is the single national entity with responsibility for the effective management, operation, monitoring and review of the National Apprenticeship Programme.
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Membership	<p>Membership of the National Programme Board comprises of</p> <p>Chair: National Programme Manager for the Apprenticeship Programme</p> <p>Secretary: Coordinating Provider Programme Leader</p> <p>Other Members:</p> <ul style="list-style-type: none">- At least one teacher from the Coordinating Provider and one teacher or representative from each of the Collaborating Providers.- Two employers who are occupationally qualified in the areas, nominated by the Consortium Steering Group- Two persons who will act as mentors of apprentices in employment, nominated by the group of employers- One representative of apprentices (who may be a graduate) nominated by the apprentices.
Accountable to	The FET Quality Council
Schedule of Meetings	<ul style="list-style-type: none">- At least three times per on commencement of the new apprenticeship programme. Additional meetings may be required during the set-up phase of the programme.- In order for a quorum to be established, 50% of members + 1 additional member must be in attendance- The meeting agenda and supporting documentation must be circulated to members at least one week in advance of a scheduled meeting- Decisions are made by consensus or by the exercise of a vote if necessary; the Chair has the deciding vote in the event of a tie- Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting- The minutes of meetings are approved at the beginning of the subsequent meeting of the CSG- In some cases, at the discretion of the Chair, an incorporeal meeting of the CSG may be held where reports can be circulated virtually and accepted by the CSG without them having to be present.
Responsibilities	<p>Day to day oversight of the operation of the validated apprenticeship programme</p> <ul style="list-style-type: none">- Establish a Recognition of Prior Learning (RPL) Committee, where required, to manage the operation of RPL as it applies to the programme, as validated.- Devise the assessment strategy and types of assessment to be used in a programme cycle to ensure that the module outcomes are being assessed, that cumulatively the MIPLOs are assessed.



- Generate a bank of assessment resources
- Agree the assessment schedules for the programme on the advice of the National Programme Manager.
- Consider inputs from the External Authenticator on issues of delivery and assessment. This will be done on receipt of the External Examiner's report and in advance of new cycle starting.
- Consider reports from Collaborating Providers, Workplace Mentors and teachers on the progress of apprentices and on delivery and assessment of the approved programme.
- Encourage the sharing between workplace mentors and providers of best practice in the delivery and assessment of apprentices.
- Consider the effectiveness of the teaching, learning and assessment strategies being implemented as per the validated programme.
- Ensure as far as possible that the apprentices in each centre get an equivalent experience.

(2) Programme monitoring, review and improvement.

- Agree and implement minor modifications and additions to the programme where these do not affect module outcomes. This will include suggestions from the External Authenticator, or improvements suggested by mentors or by teachers.
- Monitor the on-going operations of the programme nationally
- Monitor examination and continuous assessment results nationally to ensure an appropriate mix of learning modes and associated assessment methods.
- Seek feedback from significant stakeholders on the delivery of the programme and on possible minor modifications.
- Regularly consider results of surveys of apprentices and other stakeholders of programmes.
- Contribute to the occupational review process.
- Suggest necessary equipment and facilities requirements and upgrades as well as skills enhancement initiatives.
- Examine the effectiveness of support services such as administrative services and Moodle.
- Make recommendations on the use of existing resources and the need for new resources.
- Introduce improvements in the programme arising out of the monitoring



	<p>and review process. Perform a detailed self-evaluation of the operation of the National Programme Board periodically (usually every five years)</p> <ul style="list-style-type: none"> - Suggest appropriate external experts to play a role in designing, monitoring and reviewing programmes. - Recommend appropriately qualified persons as External Authenticators.
Reports	<p>The following reports will be submitted to the National Programme Board by relevant stakeholders</p> <p>After each new intake</p> <ul style="list-style-type: none"> • Admissions Reports from each Collaborating Provider submitted by the Collaborating Providers Programme Leader (and the Coordinating Providers Programme Leader) <p>Annual Reports</p> <ul style="list-style-type: none"> • Consolidated Admissions Report • External Authenticators Report • On-the-job Site Visit Reports • Apprentice Feedback Reports from each Collaborating Provider • Consolidated Apprentice Feedback • Apprentice Graduate Reports from each Collaborating Provider • Consolidated Apprentice Graduate Report • Staff and Mentor Feedback Report • Provider Reports from each Collaborating Provider • Draft Annual National Programme Board Report <p>Biannual Reports</p> <ul style="list-style-type: none"> • Examinations Report from each collaborating provider (dependant on number of intakes per year) • Consolidated Examinations Report
Standing Committee of The National	<p>The National Programme Board, may establish a Standing Committee, which would meet between scheduled meetings of the Programme Board, at the request of the National Programme Manager, to discuss urgent items that may require some action before the next scheduled meeting of the Programme Board.</p>



Programme Board	<p>The National Programme Manager will act on the decisions of the Committee.</p> <p>Membership of the Committee could include:</p> <ul style="list-style-type: none">- National Programme Manager- Programme Manager- One teacher on the programme from the Co-ordinating Provider- Representative from one of the Collaborating Providers, who is a member of the Programme Board- One employer who is a member of the Programme Board- One representative of apprentices who is a member of the Programme Board
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1.6 National Examinations Board

Role	<p>The role of the National Examination Board is to meet and to consider the delivery and the assessment of the national apprenticeship programme. It will also ratify the results of the National Apprenticeship Programme.</p> <p>Following and separate from the formal business of the meeting, teachers and mentors will be afforded an opportunity to reflect on the programme and to share experiences.</p> <p>The size and membership are dependent on the range of providers involved in the consortium and the number of collaborating providers.</p>
Membership	<p>The membership of the National Examination Board shall consist of:</p> <p>Chair: National Programme Manager</p> <p>Secretary: Coordinating Provider Programme Leader</p> <p>Members:</p> <ul style="list-style-type: none"> - At least one teacher from the Co-ordinating Provider At least one teacher from each Collaborating Provider - At least one nominated mentor(s) from employers - A representative from ETBI's External Monitoring and Enhancement panel (for the first cycle of the programme). - External Authenticator(s) - One representative from Limerick and Clare ETB Quality Assurance Support Service. - Collaborating Programme Leaders from all providers where assessments have taken place
Accountable To	The FET Quality Council
Schedule of Meetings	After each assessment period
Responsibilities	<ul style="list-style-type: none"> - Operate in accordance with the appropriate rules and regulations of QQI - Reviews results and final assessment grades and take into consideration internal verification reports and external authenticator reports. Have the capability of dealing authoritatively with the results presented to it



	<ul style="list-style-type: none">- Consider any issues arising in relation to the results and make recommendations regarding corrective action.- Ratify the national results of the apprenticeship programme.- Recommend, based on the assessment results that apprentices be permitted to proceed to the following year of their training.- Recommend results to the FET Quality Council for noting at their next meeting.- Promote best practice in assessment and the development of a community of practice among teachers.- Submit results to the awarding authority QQI to request awards- Undertake a review of the operations of the National Examination Board itself at the end of each programme cycle.
	<ul style="list-style-type: none">- Following the robust exam and assessment processes in each ETB, the National Examination Board will convene to ratify the programme results- The National Examination Board may act once the Chair of the Board is satisfied that an appropriate quorum for the proper discharge of the board's responsibilities is in place.- Normally decisions should be reached by consensus. However, where a consensus cannot be achieved, the members of the National Examination Board shall arrive at a decision via a majority.- The proceedings and deliberations of the examinations boards of Limerick and Clare Education and Training Board are strictly confidential. Under no circumstances should any person attending a meeting of the National Examination Board disclose to any other person a decision of the board or any document, information or opinion considered, conveyed or expressed at the meeting.- The Chair of the National Examination Board may, however communicate appropriately with The Limerick and Clare Education and Training Board FET Quality Council with regard to any matter requiring such communication, arising out of the proceedings of the National Examination Board.- At the meeting of the National Examination Board, a Table or Broadsheet of Results, or equivalent, shall be endorsed which shall record the total marks awarded to each apprentice in each Examination Module and which shall indicate, in relation to each apprentice's overall result, whether the apprentice has passed, has passed with Distinction, has passed with Merit, or is being referred.- Any dissenting opinion by an External Authenticator which shall have



	<p>been recorded upon the Examination Report shall be brought to the attention of the FET Quality Council by the Chair.</p> <ul style="list-style-type: none">- Meetings of the National Examination Board should allow for full and frank discussion of all borderline cases before a final decision is made. That final decision should be based on the cumulative evidence presented rather than on the view of one examiner.- The Report of Results shall be signed by the Chair and Secretary of the meeting, and by all the Examiners present at the meeting. It shall be forwarded by the Secretary of the National Examination Board to the National Programme Manager at the earliest opportunity.- The Secretary of the National Examination Board will forward the Broadsheet of Results, together with any additional reports, to the next meeting of the FET Quality Council.- Where clear-cut recommendations emerge at a meeting of the National Examination Board, the Chair of the National Examination Board may cause a provisional list of results to be issued to apprentices by the National Programme Manager- The National Programme Manager shall not issue a provisional result in the case of any apprentice whose result is in dispute, indeterminate, the subject of a recorded dissenting opinion, or whose entry is regarded as provisional. The name of any such apprentice may not be included in any provisional list of results issued by Limerick and Clare Education and Training Board, nor should any information in relation to results be communicated to any such apprentice pending a decision thereon from the FET Quality Council.- The following guidelines shall be followed with a view to arriving at definite recommendations:<ul style="list-style-type: none">o In the case of apprentices in the first year of the programme, the National Examination Board shall accord the apprentices a greater degree of latitude, given reasonable grounds.o In the case of final (award stage) examinations/assessment the results should be interpreted in such a manner as to require the apprentice to have demonstrated an entitlement, based on examination performance, to the result being sought.- The National Examination Board may, in the case of illness, bereavement or other unavoidable circumstances that have been verified and are deemed significant in terms of the apprentice's assessment performance, recommend that a final decision on an apprentice's result be deferred to enable the apprentice to complete specific outstanding
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	<p>requirements of the programme or examination.</p> <ul style="list-style-type: none">- The National Examination Board must be cognisant of fairness to all apprentices in granting individual apprentices referrals.- The final consensus of the Board is agreed and noted in the minutes.
	<p>It is the policy of Limerick and Clare Education and Training Board as Co-ordinating Provider, to endeavour insofar as is practicable to</p> <ul style="list-style-type: none">- Deal with all reviews, appeals and disputes in relation to assessment matters in accordance with the principles of natural and constitutional justice.- Provide arrangements in relation to reviews, appeals and disputes in relation to assessment matters which ensure that they are dealt with fairly, transparently and in a timely way and which may involve, as necessary, experienced ETB staff and wholly independent persons of appropriate knowledge and experience in the process.- Ensure that any potential lessons are learned from the processing of rechecks, reviews and appeals and where appropriate that this learning is captured in revised processes and procedures.- It is a requirement of Limerick and Clare Education and Training Board that any complaint or dispute arising in relation to any result considered or to be considered by it for the purposes of an award of Quality and Qualifications Ireland (QQI) shall fall to be resolved as a matter of first recourse, via its procedures.- Details of the procedures are given in Appendix N.

1.7 ETBI New Apprenticeship QA Monitoring and Enhancement Panel

Role	The FET Quality Council established in Limerick and Clare ETB will oversee the monitoring and review of quality assurance procedures for new apprenticeship programmes. This will be supported and facilitated by ETBI who will establish an external Quality Assurance and Enhancement Panel at sectoral level. This panel will assist ETBs in demonstrating the effective development and implementation of their QA procedures and to further develop and enhance these procedures in the sector, ensuring consistency with QQI requirements.
Membership	<p>Members will comprise of external independent professionals and/or sectoral colleagues who have expertise in quality assurance and improvement in education. They will be familiar with quality assurance guidelines of QQI and will have had direct experience in designing, implementing and reviewing the effectiveness of quality assurance instruments.</p> <p>Members will be selected to establish a nationally formed panel and membership and terms of reference will be reviewed after one year of operation.</p>
Accountable To	FET Quality Council
Schedule of Meetings	Per arrangement with ETBs and through ETBI
Responsibilities	<ul style="list-style-type: none"> - Work with designated ETBI Structures to assist ETBs in demonstrating the effective development and implementation of their QA procedures and to further develop and enhance these procedures, ensuring consistency with QQI requirements. - Develop processes and procedures to monitor and enhance quality assurance for new apprentice programmes in the ETB sector, in particular with regards to: <ul style="list-style-type: none"> o Transparency – ensuring that relevant information is accessible to stakeholders. o Apprentice Participation – strengthening methods for systematically gathering apprentice feedback on the programmes and support services.



	<ul style="list-style-type: none">○ Learning – helping to create the environment in which apprentices can take responsibility for their own learning.○ Apprentice Support – developing and improving the academic and pastoral support services available to apprentices. Teaching & Training – supporting innovative teaching/training methods both on and off-the-job, by recognising and promulgating best practice.○ Assessment – ensuring that the examination and assessment system is fair, consistent and effective in measuring the extent to which apprentices achieve the stated learning outcomes, for both on and off- the-job assessment.○ Lifelong Learning – fostering and developing in apprentices a lifelong learning ethos to help them develop their careers through Continuing Professional Development. <ul style="list-style-type: none">- Assist ETBs in demonstrating the effectiveness of their QA procedures for new apprenticeship programmes.- Advise FET Quality Council where appropriate, where appropriate, on developing policy responses to reporting requirements of statutory stakeholders pertaining to new apprenticeship programmes.- Assist ETBI structures in developing appropriate training for key ETB staff on specific elements of quality assurance.- Assist in the development of ETB staff capacity for self-study and peer review. These will play a pivotal role in monitoring the effectiveness of quality policy and procedures.- Participate in the monitoring and review of the new apprenticeship programmes in the sector.- Provide a structured feedback report to the Limerick and Clare ETB's FET Quality Council within one month of the review.
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Section 2 – Quality Assurance Roles and Responsibilities

Title	Quality Assurance Roles and Responsibilities
Date Approved	25/2/2019
Effective From	25/2/2019
Date of Review	25/2/2024
Summary	This chapter outlines the organisational roles which underpin the quality assurance governance and operation of the National Apprenticeship Programme within the Co-ordinating and Collaborating Providers.

2.1 National Programme Manager

Following appointment by the CSG, Limerick and Clare Education and Training Board will appoint a National Programme Manager who will be responsible for coordinating the roll out and implementation of the national apprenticeship programme as laid out in the MOA between the Coordinating and Collaborating Providers.

It is the responsibility of the National Programme Manager to:

- 1) Take responsibility for the development of a programme proposal to go forward for validation
- 2) Establish a Programme Board comprising of both employers and educational providers
- 3) Ensure through adequate consultation with stakeholders that the apprenticeship programme is industry led and meets the needs of the market and that the programme evolves with the requirements of the occupation
- 4) Ensure strong reporting and communication links between the Coordinating Provider, Collaborating Providers, the FET Quality Council, Consortium Steering Group, the National Programme Board and the National Examination Board.
- 5) Ensure through the MOA and programme specification that procedures both on and off-the-job are implemented correctly and consistently across the Collaborating Providers nationally.
- 6) Provide an Information Workshop on the national programme for Workplace Mentors
- 7) Engage with the Provider Programme Leader and Collaborating Provider Programme Leaders to ensure all responsibilities are carried out to ensure quality and consistency amongst each of the providers.
- 8) Engage with the Coordinating and Collaborating Provider Programme Leaders to ensure that Instructors, Internal Verifiers and Workplace Mentors are familiar with the recording systems, documentation and procedures for assessment and internal verification of Limerick and Clare Education and Training Board
- 9) Ensure any recommendations implemented and/or corrective actions of the National Programme Board or FET Quality Council are progressed.
- 10) Manage the provider approval application process
- 11) Manage the provider re-approval process
- 12) Establish and manage a database of employers, providers and mentors
- 13) Convene meetings of the Consortium Steering Group and the National Programme Board

2.2 National Programme Leader

Limerick and Clare Education and Training Board will assign a National Programme Leader to support the Collaborating Provider implementation team with roll out.

The National Programme Leader will:

- 1) Assist Collaborating Providers with the programme for incoming apprentices, including introduction to the training location, programme structure and on and off the job content and timetable
- 2) Ensure teachers, Internal Verifiers and Workplace Mentors understand their role and are supported.
- 3) Ensure teachers, Internal Verifiers and Workplace Mentors are familiar with the Programme they are assessing and verifying and have sufficient knowledge to enable them to interpret the knowledge requirements, values and documentation.
- 4) Ensure teachers, Internal Verifiers and Workplace Mentors are familiar with the recording systems, documentation and procedures for assessment and internal verification quality assurance.
- 5) Liaise with apprentice employers.
- 6) Provide the National Programme Manager with reports on programme outputs and inputs as per the monitoring schedule.
- 7) Ensure any corrective actions required are implemented within the agreed timescales.
- 8) Attend meetings of the National Examinations Board.
- 9) Ensure any corrective actions required at the on-the-job site are communicated to the Programme Manager and FET Quality Council when cases arise where an employer no longer has capacity to provide on-the-job training.
- 10) Contribute to Workplace Mentor training if required.

2.3 Coordinating/Collaborating Provider Programme Leaders/Manager

Each provider (including the Coordinating Provider) is required to nominate a staff member to act as a Provider Programme Leader/Manager with overall responsibility for the apprenticeship programme for that/within that provider.

The Provider Programme Leader/Manager will:

- 1) Programme for incoming apprentices, including introduction to the training location, programme structure and on and off the job content and timetable

- 2) Ensure teachers, Internal Verifiers and Workplace Mentors understand their role and are supported.
- 3) Ensure teachers, Internal Verifiers and Workplace Mentors are familiar with the Programme they are assessing and verifying and have sufficient knowledge to enable them to interpret the knowledge requirements, values and documentation.
- 4) Ensure teachers, Internal Verifiers and Workplace Mentors are familiar with the recording systems, documentation and procedures for assessment and internal verification quality assurance.
- 5) Liaise with apprentice employers.
- 6) Provide the National Programme Manager with reports on programme outputs and inputs as per the monitoring schedule.
- 7) Ensure any corrective actions required are locally implemented within the agreed time scales.
- 8) Attend meetings of the National Examinations Board.
- 9) Ensure any corrective actions required at the on-the-job site are communicated to the Programme Manager and FET Quality Council when cases arise where an employer no longer has capacity to provide on-the-job training.
- 10) Contribute to Workplace Mentor training if required.

2.4 Teachers

Establishment of eligibility to deliver/teach on the programme is the responsibility of the Co-ordinating and Collaborating Providers, based on the specification in the validated programme documentation.

The Teacher on the National Apprenticeship Programme shall:

- 1) Be responsible for the pastoral care and the academic progress of the apprentice, mentoring the apprentice in small groups and on a one-to-one basis. They will liaise with the apprentices' workplace mentor on the work-based competencies and will visit the apprentice in his/her workplace at least once a year (unless this responsibility is assigned to another staff member at the discretion of the provider).
- 2) Provide high-quality teaching and instruction to the apprentices aligned with the validated programme objectives, minimum intended learning outcomes and indicative content, teaching, learning and assessment strategies as per the programme specification
- 3) Ensure validity, authenticity, currency and sufficiency of evidence produced by apprentices. Brief the workplace mentors on the on-the-job assessments.

- 4) Work closely and in collaboration with the Limerick and Clare ETB Programme Leader in a technical subject matter advisory role
- 5) Maintain apprentice records and documentation, including up to date attendance records and grades.
- 6) Monitor safety of apprentices, classroom and tools according to safety guidelines.
- 7) Fully brief and provide information to the apprentice on the assessment process.
- 8) Evaluate apprentices progress and provide them with prompt, accurate and constructive formative feedback
- 9) Organise repeat assessment for apprentices when required as per the Limerick and Clare Education and Training Board procedures
- 10) Enter results into the online system/gradebook.
- 11) Ensure safe practices in the classroom.
- 12) Identify any learning support needs of the apprentice and provide support where required.
- 13) Contribute and collaborate with colleagues on the National Programme Board in the establishment of a community of practice to support the on-going development and enhancement of the National Apprenticeship Programme.
- 14) Comply with anti-discriminatory practice and uphold equal opportunities.
- 15) Attend scheduled sessions with relevant stakeholders
- 16) Attend and contribute to National Examination Board meetings.
- 17) Maintain confidentiality for sensitive information.

2.5 SOLAS Authorised Officers

A network of SOLAS Authorised Officers based in ETBs manage, support and administer a portfolio of apprentice approved companies and apprentices within their region on behalf of SOLAS. They operate under a certificate of appointment as SOLAS Authorised Officers by the Chief Executive Officer of SOLAS under section 43 of the Industrial Training Act 1967, as amended.

The SOLAS Authorised Officers provide an independent brokerage through which the integrity of the overall Apprenticeship programme is maintained and are a critical link between the Co-ordinating and Collaborating Providers, the apprentice and the employer. They currently carry out a range of functions on behalf of SOLAS including, but not limited to:

- 1) Conducting an assessment site visit to assess the employer's suitability to train apprentices
- 2) Briefing employers on their roles and responsibilities in relation to the on-the-job elements of the apprenticeship on behalf of the statutory regulator.

- 3) Assessing and approving employers to register apprentices, through SOLAS Employer Approval and Code of Practice
- 4) Approving and registering new apprentices and apprentices changing employers
- 5) Providing an objective information and guidance service to all apprentices registered
- 6) Monitoring of employers during the apprentice's on-the-job phases
- 7) Maintaining apprentice and employer records.
- 8) Collaborate and communicate with the National Programme Manager in the delivery of the Programme

Limerick and Clare Education and Training Provider as Co-ordinating Provider, will work in collaboration with the network of SOLAS Authorised Officers and will fully brief them on the programme-specific criteria for employer suitability to train apprentices, as outlined in the validated programme documentation. On validation of the programme, a schedule of briefings will be conducted for SOLAS Authorised Officers by the National Programme Manager and National Programme Board representatives.

2.6 Workplace Mentors

Workplace Mentors will be experienced practitioners with a minimum of five years' experience working as a senior stylist in a salon.

They will occupy a role in the workplace that corresponds to a senior practitioner level. They will be appointed by the employer and approved by the SOLAS Authorised Officer supported by the Programme Manager or the Programme Leader as required.

Employers and Workplace Mentors will be briefed on the Workplace competency requirements by the programme team in collaboration with the Consortium Steering Group. They will be trained to ensure that they understand their responsibility in relation to training and assessing an apprentice on-the-job, to industry and awarding body standard. They will be responsible for mentoring and assessing apprentices in the workplace.

Models and approaches to workplace mentoring will be further developed within the ETB sector. In advance of national developments in this regard, the workplace mentoring programmes for new apprenticeships within Limerick and Clare Education and Training Board will be developed in collaboration with the new apprenticeship-specific Consortium Steering Group for the specific programme.

Limerick and Clare Education and Training Board will work in collaboration with other ETBs through ETBI national forums in the development and implementation of a sectoral workplace mentoring model.

The Workplace Mentor will:

- 1) Ensure that the apprentice is introduced to his/her colleagues and peers and is familiar with the workplace environment.
- 2) Provide opportunities to enable the apprentice to achieve the minimum intended programme learning outcomes as documented in the programme specification.
- 3) Facilitate the apprentice's learning experience in the workplace by shadowing, coaching, observing and guiding.
- 4) Support the apprentice in communicating with the employer on training related issues.
- 5) Support the apprentice in the workplace by ensuring that the apprentice is conversant with the normal work practices and rules pertaining to the occupation, including its history, staffing structure, customer base and competitive position, and as far as is possible, include the apprentice in the community of practice within the workplace.
- 6) Develop a sense of professionalism in the apprentice including attributes such as dependability, maturity, politeness, respect, loyalty and the ability to communicate effectively.
- 7) Guide the apprentice in completing his/her programme and when the standard for each competency task has been reached, sign the Work-Based Competency Task Book.
- 8) Provide pastoral care for the apprentice in the workplace on an on-going basis and bring any issues of concern to the attention of the Teacher.
- 9) Assess the apprentice in "on-the-job" competencies.
- 10) Ensure the apprentice uploads all assessment documents and evidence of workplace assessment on Moodle.
- 11) Communicate with the Teacher and other staff on issues to do with the apprentice and the programme.
- 12) Attend National Programme Board meetings as appropriate and co-operate with reviews of the programme.

2.7 The Apprentice

Limerick and Clare Education and Training Board is conscious of its responsibilities to ensure the apprentice is fully supported and treated fairly during their training. It will ensure that supports such as literacy, numeracy and other support are in place to ensure an optimum learning experience for the apprentice.



Limerick and Clare Education and Training Board also recognises the contribution that the apprentice community can make to the improvement of quality of the programme. In this regard, it is fully committed to a comprehensive apprentice feedback system both on-the-job and off-the-job. It also recognises the unique perspective that apprentices on a programme have and seeks to harness this input through representative membership of the National Programme Board.

The role of the apprentice is to:

- 1) Comply with the minimum entry requirements for the applicable programme to which they wish to apply. Please note employers may have requirements in excess of the minimum requirements set out in the programme.
- 2) Attend the induction programme and attend, on time, all scheduled classes of all off-the-job training elements of the programme.
- 3) Be diligent, committed and engage actively in learning throughout the programme
- 4) Seek the advice of the employer and/or workplace mentor/and/or teacher should difficulties arise during the apprenticeship
- 5) Behave in a responsible and mature manner while in employment and during off-the-job training.
- 6) Be subject to Limerick and Clare Education and Training Board rules & regulations for the programme as well as any contractual obligations set down by the employer
- 7) Undertake all scheduled assessments and exams including referrals and the completion of their portfolio/capstone module.
- 8) Perform all tasks with due care and diligence and observe all health & safety regulations during both on-the-job and off-the-job elements of the apprenticeship.
- 9) Be aware that apprentices remain in the employment of the employer throughout the duration of the programme
- 10) Carry out all reasonable instructions from the person or persons to whom they are assigned, during both on-the- job and off-the-job elements of their apprenticeship

2.8 Communication Channels

As the focus of the apprenticeship programme Limerick and Clare Education and Training Board recognises that it is important that the apprentice has clear communication channels with their employer and training provider. These channels should allow matters to be dealt with in a speedy manner and should ensure that the apprentice's experience is an optimal one. The following are the contact points available to the apprentice during the apprenticeship



- 1) The College/FET Centre Teacher in each collaborating provider is responsible for the pastoral care of its apprentices.
- 2) As per the normal functioning of the workplace, the employer, supervisor and/or person with HR responsibility should deal with all employment-related issues and complaints.
- 3) The Authorised Officer and the Teacher will brief the apprentices on their role and responsibilities in relation to the on-the-job elements of the apprenticeship and will monitor each apprentice's activities in the on-the-job element of his/her apprenticeship.
- 4) The workplace mentor will support the apprentice in the workplace training and will be a resource of skill and knowledge and will support the apprentice in communicating difficulties to employers or to the National Programme Manager, Programme Leader and/or Internal Verifier.
- 5) The Programme Manager will organise feedback processes where the apprentice can securely comment on the training programme and on the apprenticeship in general. Where necessary the Programme Manager will deal with any complaints or bring them to the attention of the National Programme Board, SOLAS or the Employer as appropriate.
- 6) In cases where an apprentice is dissatisfied with the handling of a complaint by the National Programme Board, he/she has access to the Limerick and Clare Education and Training Board complaint procedure.

The new Apprentice Rights and Responsibilities Charter, Supports and Complaints procedures are outlined in Sections 7.4 and 7.5 of these procedures.

2.9 Quality Assurance Arrangements with Employers

Employers are a critical part of the apprentice programme. Limerick and Clare Education and Training Board recognises that it is important that agreements with employers are clear and facilitate the employer in taking on apprentices. Given the key role of the employers in the training of apprentices and the responsibility of the ETB, as the Co-ordinating Provider, for all aspects of programme quality, it is essential that there is a clear and unambiguous understanding between the ETB and employers in the areas of:

- 1) Recruitment, registration and Induction
- 2) On-the-job training curriculum
- 3) On-the-job training
- 4) Off-the-job training
- 5) Programme development and periodic review.

By accepting the apprenticeship “Code of Practice”, employers are expected to train the apprentice in the required on-the-job elements of the apprenticeship and to provide the apprentice with the opportunities to practise new skills under supervision while taking cognisance of the apprentice’s skill level at the time the task is being undertaken.

Consequently, employers are required to directly employ a suitably qualified person who can or has been approved by Limerick and Clare Education and Training Board to act as the workplace mentor.

Employers are expected to ensure that all the on-the-job competencies are conducted in a fair and consistent manner and to submit all the on-the-job training competency results to the Limerick and Clare Education and Training Board on schedule.

Employers are expected to release the apprentice(s) for induction and off-the-job training on the dates and to the location as specified by the Limerick and Clare Education and Training Board. Employers are expected to comply with all statutory health and safety, employment and apprenticeship regulations.

While there is a role for the Consortium Steering Group, the SOLAS Authorised Officers and SOLAS in ensuring adherence to the agreements, overall responsibility lies with the National Programme Manager.

2.10 Quality Assurance of Collaborating Providers

Limerick and Clare Education and Training Board as Co-ordinating Provider, must be satisfied and verify that all Collaborating Providers have the capacity to offer the new apprenticeship programme. A provider wishing to offer the apprenticeship programme will need to demonstrate they have the capacity to do so. For providers seeking to be Collaborating Providers Limerick and Clare Education and Training Board will implement a Provider Approval process, which is detailed in Appendix F.

Providers seeking to become Collaborating Providers of a programme are required to conduct a detailed self- evaluation against the required criteria and when satisfied that they have the capacity and capability, they may apply to be a Collaborating Provider. In the case of an ETB or Institute of Technology (IoT), a written statement confirming that this has been carried out, accompanied by the self-evaluation, will in general be accepted by the ETB for approval as a Collaborating Provider. In all cases Limerick and Clare Education and Training Board will insist that a signed Memorandum of Agreement between it and each Collaborating Provider is in place before that provider may commence the validated programme.



2.11 Employer and Provider Responsibilities

The responsibilities for the Employer and Provider are summarised in the table below

1. Recruitment, Registration and Induction	
Employer	Provider
<ul style="list-style-type: none">- Recruit the apprentice and present the apprentice for registration- Ensure that the apprentice is a suitable candidate for training.- Make the apprentice available for this induction process if it occurs in advance of the off-the-job period- Introduce the new apprentice to the community of practice within the enterprise and ensure that the apprentice is recognised as a novice member of the community.- Provide individualised support to the apprentice where necessary especially in the early stages of the apprenticeship.	<ul style="list-style-type: none">- Acquaint the apprentice with the details of the training schedule, of the assessment procedures and the academic and apprentice regulations and the supports available.- Provide adequate induction to the programme.- This will include assessment of any deficits in prior learning which can be addressed by suitable support.- Introduce the apprentice to the wider community of practice outside the enterprise as far as it is possible.

2. On-the-job Training Curriculum	
Employer	Provider
<ul style="list-style-type: none">- Ensure that the apprentice is given the learning opportunities required for the programme. These opportunities should include skills knowledge and competencies designed to achieve the intended programme outcomes.- Co-operate with the provider in implementing the quality assurance procedures.- Ensure that the apprentice is freed to take advantage of training opportunities required by the programme that are not available in the enterprise	<ul style="list-style-type: none">- Acquaint the employer with the curriculum of the on-the-job phases of the programme, of the assessment processes and of and indicative schedule of training.- Ensure that the employer accepts the quality assurance procedures for the programmes.- Identify deficiencies in provision available from the employer and arrange the permanent or temporary transfer of the apprentice to an alternative employer.



3. On-the-job Training – Workplace Mentors and Supporting the Apprentice

Employer	Provider
<ul style="list-style-type: none">- Appoint experienced and qualified staff as workplace mentors to the apprentice and free them for any necessary workplace mentor or assessment training and for necessary attendance at National Programme Board meetings- Ensure that the workplace mentor carries out his/her duties with respect to the apprentice and to the provider. In this regard they will liaise with the provider.	<ul style="list-style-type: none">- Ensure that there are sufficient workplace mentors that they are suitably qualified and that they receive training as workplace mentors and in assessment.- Provide training for the workplace mentor, acquaint the workplace mentors with the curriculum, the assessment system and the reporting and communication lines between workplace mentor and programme team.

4. On-the-job Training –Management

Employer	Provider
<ul style="list-style-type: none">- Appoint a member of staff as contact person for the National Programme Manager- Allow programme team members access to and observation of the apprentice at work.- Ensure that the apprentice keeps continuous records of experience and assessment and makes them available to the provider.	<ul style="list-style-type: none">- Appoint programme team members who will be observing the apprentice and liaising with the workplace mentors.- Ensure that the programme team members do not disrupt the normal operation of the enterprise.

5. Off-the-job Training

Employer	Provider
<ul style="list-style-type: none">- Release the apprentice for scheduled training.	<ul style="list-style-type: none">- Schedule the training for the apprentice.- Inform the apprentice and the employer of any changes to the schedule.- Ensure that the apprentice is fully briefed on the requirements of the off-the-job element and provide the apprentice with the materials and information necessary for the successful completion of the element



6. Programme Development and Periodic Review

Employer	Provider
<ul style="list-style-type: none">- Ensure that the provider is informed about relevant changes in the occupation.- Co-operate with the periodic review of the programme.- Support the Consortium Steering Group in its activities.	<ul style="list-style-type: none">- Ensure that the programme is subject to ongoing development, in collaboration with National Programme Board and Consortium Steering Group.- Organise the periodic review of the programme.- Organise and manage the National Programme Board.

Section 3 – Governance Reports

Title	Governance Reports
Date Approved	25/2/2019
Effective From	25/2/2019
Date of Review	25/2/2024
Summary	This chapter provides an outline of the key reports and data processes being implemented in the ETB sector for/by Limerick and Clare ETB and in partnership with collaborating ETBs to facilitate the management of new apprenticeship programmes. All Collaborating Providers are required to comply with the reporting requirements of Limerick and Clare ETB.

3.1 Reports' Purpose and Functions

The annual reporting process is a valuable exercise that fosters self-reflection and self-evaluation across a range of important areas and is fundamental to ETBs mission for continuous and visible quality improvement and enhancement. The National Programme Board is responsible to Limerick and Clare Education and Training Board FET Quality Council for ensuring that the programme runs as agreed with all Collaborating Providers. The data collected by Limerick and Clare Education and Training Board will also be required for regulatory and financing bodies. The data will be collected in a standard way from each Collaborating Provider. The format of reports required by these bodies may influence the format and content of the management reports. Collaborating Providers shall use the same apprentice management system which will allow for standardised and efficient reports.

The quality assurance governance structures established within the Limerick and Clare Education and Training Board rely on a range of data and reports from the multiple-site collaborating ETBs/providers.

A set of key reports and data processes are being implemented in the ETB sector for/by Co-ordinating Providers and in partnership with collaborating ETBs to facilitate the management of new apprenticeship programmes. All Collaborating Providers are required to comply with the reporting

requirements of Limerick and Clare Education and Training Provider. The purpose of the reports identified is to ensure that the new apprenticeship programme is running effectively at each site.

The reports will be used

- 1) To measure the effectiveness and efficiency of the programme. The efficiency will be measured based on resource input per apprentice. The effectiveness will be measured by looking at the outcomes in terms of completed modules and stages of the programme.
- 2) To inform the periodic review of the programme.
- 3) As evidence for proposed changes in specific programmes. These may give rise to minor changes to programme schedule or content or assessment instrument that may be made by the National Programme Board.
- 4) To improve efficiency and reduce bureaucracy - they will be combined to produce composite reports which will be supplemented by and contribute to the periodic reviews of the programme and of the occupational profile.
- 5) By the ETBI National QA Monitoring and Enhancement Panel in the monitoring of new apprenticeship programmes across the ETB sector.
- 6) To include a description of the follow-up action undertaken from previous reports.

3.2 Programme Maintenance Cycle – Report Production Process

Limerick and Clare Education and Training Board QA procedures are designed to inform relevant bodies of the process, to suggest changes or confirm progress, and to initiate action.

The processes are:

- 1) The Production of the Report is where the raw data is generated from any of the stakeholders involved in the apprenticeship. These reports will be agreed with the Collaborating Providers and will be standardised across the sites. They will also remain comparable from year to year to allow longitudinal comparisons and consolidation over the period of the validation.
- 2) The Analysis of the data will be undertaken by the appropriate personnel within the Collaborating Provider. The analysis will be an examination of the process, the confirmation that it is proceeding as planned or proposals for changes in process or necessary corrective action. The National Programme Board will initiate any corrective action required.
- 3) The purpose of the Review is to ensure that the reports are produced and analysed, and that any agreed-upon action is taken. In some cases, the response to the reports may be delayed until the report has been considered by the Apprenticeship FET Quality Council.
- 4) Where the action is minor then the Response can be agreed and directed by the National Programme Board. Where it is more substantial, it will be referred to the Consortium Steering Group.



3.3 Types of Reports Summary

Name	Content*	Source	Frequency*	Recipient	Review	Action
Admission Report	Numbers, gender, non-standard, nationality (Irish, EU, International), qualifications, evaluation of induction and admission process per site	Provider1	Following each new cohort of apprentice	National Programme Board	See Consolidated Admissions Report below	See Consolidated Admissions Report below
Consolidated Admissions Report	Overall figures and suggestions for admission induction process changes	Provider Admission reports	On receipt of Provider Admission Report	National Programme Board	Apprenticeship FET Quality Council, Consortium Steering Group	National Programme Board
Examinations	Results of the examinations at a site, comments from teachers and other stakeholders on results and on examination process	Provider	Following Examinations	National Examinations Board	See Consolidated Admissions Report below	See Consolidated Admissions Report below
External Examiners Report	Standard report covering an assessment of how the programme is achieving its aims and a report on	External Authenticator	For each Examination	National Programme Board, National Examinations Board	Apprenticeship FET Quality Council, Consortium Steering Group, the Public	National Programme Board



	quality and results of the assessments					
On-the-job Observation	Records of individual apprentice achievement on-the-job	Workplace Mentor, Programme Team Member	TBA	National Programme Board	National Programme Board	National Programme Board, local lead programme
Apprentice feedback	Standard survey form on content, delivery and management of programme	Initiated by the National Programme Manager and/or workplace mentor and generated by apprentices	Annually	National Programme Board and Providers	National Programme Board	National Programme Board and Providers
Consolidated Apprentice Feedback	Consolidated comments from apprentices	Individual Provider Reports consolidated by Provider Programme Leader	Annually	Consortium Steering Group, National Programme Board,	Consortium Steering Group, National Programme Board,	National Programme Board directed by Consortium Steering Group
Individual Complaints	Matters relating to the training of apprentices, through a formal process. This excludes informal or anonymous complaints	Apprentice or Teacher	Occasionally	As detailed in these procedures		See Complaints Procedures
Examination Appeals	Matters relating to examinations	Apprentice	Following Examination	Provider Programme Leader/National Programme Manager		See Complaints Procedures



3.4 Stakeholder, Programme and QA Efficiency and Effectiveness Reports

The stakeholder reports are intended to give an overview of the programme outcomes following the completion of the programme by a cohort of apprentices. The reports outlined below, with the exception of the first, can be combined into a single report to the FET Quality Council and the Consortium Steering Group.

Name	Content*	Source	Frequency*	Recipient	Review	Action
Apprentice Graduate Report	Employment status, year of graduation, career expectations, attitude to programme, etc.	Graduates	Six months following graduation of each cohort	Collaborating Provider	National Programme Board	See Consolidated Graduate Report below
Consolidated Apprentice Graduate Report	Overall figures and suggestions for admission induction process changes	Provider Graduate Reports	On receipt of Provider Graduate Report	National Programme Board	Apprenticeship FET Quality Council, Consortium Steering Group, regulator	National Programme Board
Employer Report	Comments on operation of programme, employment of graduates, changes to programme	Linked Employers	Annually or biannually (TBD)	Consortium Steering Group or Programme Leader for Consortium Steering Group	Consortium Steering Group, Apprenticeship FET Quality Council	National Programme Board
Staff Report	Operation of the programme, of the National Programme	Staff including workplace mentors	Annually or biannually (TBD)	National Programme Board	Apprenticeship FET Quality Council, Consortium Steering Group	National Programme Board



	Board and of QA systems, changes to programme					
Provider Report	Operation of the programme, of the National Programme Board and of QA systems, changes to programme	Providers	Annually or biannually (TBD)	National Programme Board		



Section 4 – Quality Assurance Of Employers And Collaborating Providers

Title	Quality Assurance of Employers and Collaborating Providers
Date Approved	25/2/2019
Effective From	25/2/2019
Date of Review	25/2/2024
Summary	This chapter outlines the policies and associated procedures for the assurance of the quality and standards of provision. It sets out the provider's commitment to quality in terms of programme provision.

Limerick and Clare Education and Training Board has primary responsibility for the quality of its apprenticeship programme in terms of its implementation and its' evaluation of its Quality Assurance Procedures. This includes the procedures used for verifying that a collaborating provider has the capacity to deliver an approved apprenticeship programme as well as determining the provider's capacity to train apprentices.

The process is supported by monitoring by the ETBI and QQI, that involves both routine and once-off evaluations, analysis, observations and recording of provider activities to demonstrating the effective implementation of QA procedures and is described in more detail in Section 8.

4.1 Procedures for Verification of Collaborating Provider Capacity

A provider who wants to offer the National Apprenticeship Programme, as validated by QQI, for which Limerick and Clare Education and Training Board is the Co-ordinating Provider, must enter a formal agreement with Limerick and Clare Education and Training Board and sign the required Memorandum of Agreement. It establishes the governance, communication and reporting arrangements for the apprenticeship programme. Specific requirements and criteria are outlined in the validated programme documentation.

Collaborating Providers must undertake to comply with the programme approval procedures as part of the Memorandum of Agreement. The Collaborating Provider Approval Procedures has been adopted within the ETB sector as a standard to be applied by all Co-ordinating Provider ETBs.

Determining Provider's Suitability for Apprenticeship

The Co-ordinating Provider must be satisfied that all Collaborating Providers can demonstrate the capacity to offer the new Apprenticeship Programme. The criteria and procedures for the approval of a provider to offer the National Apprenticeship Programme are set out in the Collaborating Provider Approval Procedure, in Appendix H.

Upon satisfactory approval, the Collaborating Provider will enter a formal agreement Limerick and Clare Education and Training Board, agreeing to the requirements set out in the Memorandum of Agreement. The Memorandum of Agreement Template is set out in Appendix C. The Provider Approval Procedure implemented by Limerick and Clare Education and Training Board examines the capacity of the collaborating provider to offer the programme pertaining to the following areas:

- Quality Assurance
- Staff Resources
- The learning environment
- On and off the job assessment

Collaborating Providers are required to identify who will be undertaking various roles in the delivery, assessment and internal verification processes for the programme. The Collaborating Provider must:

- Identify staff involved in co-ordination of programme delivery for both on and off-the-job phases.
- identify a programme leader/manager who will be involved in the co-ordination of programme delivery
- Appoint a staff member to quality assure programme delivery for both on and off-the-job elements.

Personnel must be appropriate to the specific apprenticeship programme and the level of assessment activities both on and off-the-job. Details of the requirements and responsibilities of each role involved in the assessment, verification and examinations processes are set out in the Collaborating Provider Approval Procedure document.

Provider approval is valid for five years, subject to on-going compliance monitoring. Approved providers apply for re-approval after the five-year period has elapsed.

The full approval procedure will apply to those providers who have not provided examinations or assessments for a viable number of apprentices within the five-year period, and/or who have had approval suspended or withdrawn because approval criteria were no longer met.

It is expected that the application process for another ETB or an IoT will differ from that for an independent education and training provider, which will normally be a private organisation operating on a for-profit basis.

In all cases, it is the Co-ordinating ETB's responsibility to ensure that it is satisfied that each Collaborating Provider can deliver the programme appropriately. Notwithstanding this, Limerick and Clare Education and Training Board recognises that ETBs and IoTs are experienced providers with quality assurance systems in place and while they may not have direct experience in the area in question, they have the capacity to develop the systems required to deliver the programme. In these cases, Limerick and Clare Education and Training Board will require the collaborating ETB or IoT that is seeking approval, to conduct a self-evaluation against their criteria and make a written declaration to the effect that they meet the criteria. Such a declaration, together with the completed self-evaluation, will be included with the Memorandum of Agreement that will be signed between the ETB and the Collaborating Provider ETB or other before the programme commences on that site.

An ETBI sectoral guideline/protocol has been developed and accepted within the sector for the development of ETB Co-ordinating/Collaborating Provider MOA. This will be implemented by the ETB and issued to Collaborating Providers in development and agreement of the final MOA. The ETBI guideline is outlined in Appendix B below and the MOA template in Appendix C.

Determining Provider's Capacity to Train Apprentices

If a Collaborating Provider meets the criteria set out in the Collaborating Provider Approval Procedure, then that Collaborating Provider is required to ensure that each employer, for whom they are responsible, has participated in the Workplace Mentor training, and that provider is required to monitor the on-the-job workplace mentoring.

4.2 Resourcing Apprenticeship: Staffing, Facilities and Equipment

4.2.1 Staffing

All ETBs are required to comply with staff recruitment and selection processes as laid down by the Minister for Education and Skills Limerick and Clare Education and Training Board recognises that the competencies of its staff are a key determinant in the systematic approach to staff recruitment and further professional development.

As part of the implementation of the Provider Approval procedure, Limerick and Clare Education and Training Board examines the information provided in the Provider Approval Form to ensure the Collaborating Provider have a suitably qualified teacher in place to deliver and assess the off-the-job phase of the programme by identification of the knowledge, skills, competencies and experience levels required of staff for each new apprenticeship programme.

The National Programme Manager shall liaise directly with Collaborating Providers and employers to identify and train on-the-job Workplace Mentors for delivery and assessment for the on-the-job phase of the programme.

Limerick and Clare Education and Training Board, as Co-ordinating Provider will establish the identity of the Internal Verifier for the programme through the Programme Provider Approval Form and confirm qualifications of same.

4.2.2 Facilities and Equipment

As part of Collaborating Provider Approval Process, the Collaborating Provider must confirm that they have the necessary facilities and equipment required for delivery of the new apprenticeship programme as outlined in the specific validated programme documentation.

Each ETB involved in delivering the apprenticeship programme reviews and evaluates capital equipment requirements of the Training Centre through the SOLAS FAR planning process on an annual basis. Specific capital requirement requests are made by FET Director through this process.

Apprentices will have access to a list of training materials as identified in the specific Programme Specification.

All providers delivering the programme must purchase this training material and make it available to the apprentices. All apprentices must have access to a PC/Laptop/Tablet and internet connectivity.

Apprentices will be provided with access to Moodle for inputting evidence of on-the-job assessments.



Section 5 – Procedures and Guidelines for the Design of new Apprenticeship Programmes

Title	Procedures and Guidelines for the Design of New Apprenticeship Programmes
Date Approved	25/2/2019
Effective From	25/2/2019
Date of Review	25/2/2024
Summary	This chapter outlines the background to the development of new apprenticeship programmes and the process followed which leads to their approval. Specific procedures for the development of a new apprenticeship programme and the documentation to support the validation are also outlined.

Limerick and Clare Education and Training Board recognises and supports the need to design and develop apprenticeship programmes (in an efficient and flexible manner) that anticipate the changing needs of the economy, in line with national and international requirements, the NFQ, and stakeholder requirements. They strive to promote initiatives, which support best practice in modern programme development, in order to keep Limerick and Clare Education and Training Board innovative, current and competitive.

The application of academic quality principles as Limerick and Clare Education and Training Board requires that it is satisfied that apprentice may attain knowledge, skills and competence for the purpose of an award, which is consistent with the NFQ, and fulfils the requirements of QQI in relation to access, transfer and progression. The application of this policy and procedures should ensure that new programmes offered by Limerick and Clare Education and Training Board have academic and intellectual currency and standards, appropriate to the level of the award, and comparable to similar awards offered nationally and internationally. The approval of new apprenticeship programmes is achieved through validation by QQI

All apprenticeship programmes developed and delivered by Limerick and Clare Education and Training Board support the policies and criteria defined by QQI and described in the following documents and should be read in conjunction with the latest versions of these documentations

- a) Policies and Criteria for the Validation of Programmes of Education and Training
- b) Statutory Quality Assurance Guidelines for Apprenticeships
- c) Statutory Quality Assurance Guidelines for Education and Training Boards
- d) ETBI Sectoral Assessment Procedures Documents

5.1 Programme Development and Approval

Prior to or following the issue of an Occupational Profile, the Initial Consortium Steering Group, with the support of the employers who they represent, will identify the entity which will become the Co-ordinating Provider of the new apprenticeship programme or may appoint an existing relevant or linked provider. The Initial Consortium Steering Group will need to brief the employers so that they are fully cognisant of the role of the Co-ordinating provider.

Limerick and Clare Education and Training Board, as Co-ordinating Provider shall ensure that the apprenticeship programme is:

- 1) Designed with overall programme objectives and outcomes that are aligned with industry requirements and encompass the range of skills, competencies and knowledge
- 2) Aligned with the QQI Professional Award-Type Descriptors of the National Framework of Qualifications
- 3) Designed jointly by the Co-ordinating Provider, collaborating providers and employers as a partnership
- 4) Designed to allow for national recruitment and for the smooth flow of apprentices between enterprises and educational institutions
- 5) Designed to facilitate professional and regulatory licensing, where applicable
- 6) Designed to recognise the duality of the apprentice as employee and trainee
- 7) Well planned and has practically aligned off-the-job periods which integrate well with appropriately structured on-the-job experience
- 8) Facilitated to provide learning experiences that will further the occupational development of the qualified apprentice.

5.2 Elements of Programme Design

In designing an apprenticeship programme, Limerick and Clare Education and Training Board, as Co-ordinating Provider, shall take account of the following:

- 1) The programme will prepare the apprentice for a specific occupation for which an Occupational Profile (see below) has been established.



- 2) Access to the programme is via a contract of apprenticeship between an approved employer of apprentices and the apprentice.
- 3) The programme will lead to a professional award at an NFQ level that is aligned with the QQI Professional Award- Type Descriptor for that level and consistent with the approved Occupational Profile.
- 4) The programme is a blended combination of on-the-job (employer-based) training and off-the-job training with an education/training provider.
- 5) For a programme to be classified as an apprenticeship at entry level, it must have duration of no less than two years.
- 6) The structure of the programme will provide for more than 50% workplace-based learning.
- 7) It is assumed here that the apprenticeship programme will be restricted to occupations approved by the State for inclusion in the list of apprentice occupations and there will be only one programme (nationally) per occupational profile.

5.3 Role of the Co-ordinating Provider in Programme Development

Limerick and Clare Education and Training Board, in partnership with the Consortium Steering Group, shall:

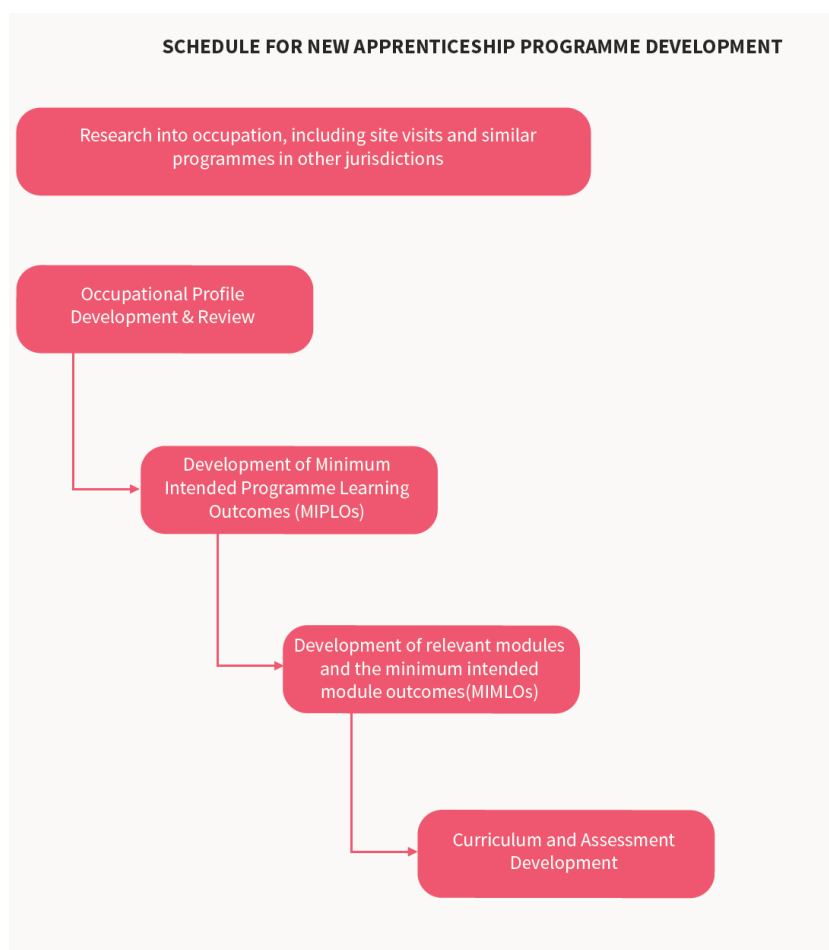
- 1) Take responsibility, FET Quality Council for development of a programme proposal to go forward for validation, working closely with the Consortium Steering Group
- 2) Appoint a programme development/project manager to convene the programme development group
- 3) This Programme Development Manager is responsible to the FET Quality Council, through the programme development group, for the efficient development of the programme, and reports to the FET Director.
- 4) Identify the broad enterprise sectors relevant to the new occupation through:
 - 1) A systematic and rigorous process for identifying, as clearly as possible, the enterprise sectors that may need, or may be supportive of, a new apprenticeship training pathway and if applicable a new occupation. This should identify the national distribution of potential employers. This will ensure that the developing programme truly represents the needs of employers nationally.
 - 2) A similar process should take place to identify off-the-job providers who will be partners in the development.
 - 5) Ensure that the apprenticeship programme conforms to, and evolves with, the requirements of the occupation; is enterprise-led; and meets labour market needs, through the formal involvement of the Consortium Steering Group.
 - 6) Ensure that there is adequate consultation with stakeholders in the development of the programme



- 7) Make sure there are systems that ensure employers and labour market trends influence and lead curriculum development, while providing for apprentices' personal development and their preparation for progression.
- 8) Where it is proposed that the programme should include elements of syllabus content or assessments from external agencies the Co-ordinating Provider shall ensure that this body's advice is available to the programme development group and that all appropriate agreements are in place.
- 9) Ensure the development, in consultation and agreement with employers and other relevant stakeholders such as occupational bodies, of binding memoranda of understanding or memoranda of agreement which commit all parties to a process of implementation of the agreements.
- 10) Develop in conjunction with the National Programme Board assessment instruments that adequately support certification of achievement of learning outcomes. The assessment systems should embrace both on-the-job and off-the-job phases. The particular challenges posed by the on-the-job assessment must be given careful and thorough consideration.
- 11) Apply to the awarding body for validation.
- 12) Develop and maintain systems for access (in collaboration with employers of apprentices), transfer, progression, and expulsion of participants, including all necessary appeal processes.
- 13) Where the relevant occupation is regulated, consult with regulators to ensure that the criteria for access to the apprenticeship and the apprenticeship programme remain consistent with applicable regulation.
- 14) Adhere to QQI's Statutory Quality Assurance (QA) Guidelines that apply to providers' procedures for the provision of apprenticeship programmes.

5.4 Stages in the Development of an Apprenticeship Programme for Validation

The following phases lead to developing a programme leading to an award, incorporating both internal and external activity.



5.2 Programme Documentation

Limerick and Clare Education and Training Board as Co-ordinating Provider, shall ensure that the programme related documentation is developed to the point that it is ready to be offered to apprentices. It needs to comprise of sufficient information to address the applicable validation criteria which include:

- 1) An outline of the programme and identification of the QQI award(s) to which it designed to lead;
- 2) The documented programme (including for example what is taught, how it is taught, by what means and in which modes it is taught, by whom is taught, where it is taught, when it is taught, how it is assessed, who has responsibility for identified programme activities, and how the programme is managed and quality assured and by whom) should incorporate or be supported by:
 - The programme's assessment strategies and procedures;
 - The programme's teaching and learning strategies (this covers education and training);



- Precise specifications of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) and an identified complement of staff (or potential staff);
 - Staff profiles for the programme's key staff (e.g. the programme leadership);
 - Precise specifications of the programme's physical resource requirements (required as part of the programme and intrinsic to it) and an identified complement of supported physical resources (or potential supported physical resources);
 - Comprehensive listing of the programme's key physical resources;
 - Documented procedures for the operation and management of the programme;
 - Five-year plan for the programme;
- 3) Samples of the material to be provided to prospective apprentices;
 - 4) Samples of the material to be provided to enrolled apprentices;
 - 5) Samples of assessment tasks, model answers and marking schemes for each award stage.

Additional documentation may be required to address the applicable validation criteria.

Section 6 – Access, Transfer and Progression

Title	Access, Transfer and Progression
Date Approved	25/2/2019
Effective From	25/2/2019
Date of Review	25/2/2024
Summary	This chapter summarises the pathways available to Apprentices to commence a new apprenticeship programme, the process by which they may transfer from one programme to another and the process by which they may progress from one programme to another where each programme is of a higher academic level than the preceding programme.

Limerick and Clare Education and Training Board is dedicated to providing an optimal education experience to the apprentice by creating innovative and creative programmes in an apprentice centric environment. The key objective is to provide a dynamic learning environment which encourages and supports the apprentice to realise their full potential. The Programme Leader is responsible for managing the implementation of this Access, Transfer and Progression policy and for ensuring the availability of relevant information to apprentices.

As Co-ordinating Provider, Limerick and Clare Education and Training Board will ensure that

- 1) Apprentices commencing apprenticeship programmes are informed of the name of the awarding body and the title, award-type and framework level designation of the award associated with that programme
- 2) The following information is published in a standard and accessible format
 - a. Eligibility to enter, including the Occupational Profile outlining the knowledge, skill and competence needed by the apprentice
 - b. A statement of arrangements available for recognition of prior learning, for entry to each of their programmes, and for access to an award
 - c. Support available for target groups such as Apprentices with disabilities, or Apprentices whose first language is not English



- 3) Entry arrangements are clear, decisions on allocation of places on programmes are transparent, and all applicants are treated in a fair, equal and consistent manner
- 4) Appropriate arrangements are made for an appeals process
- 5) For each apprenticeship programme, there is clear definition of the awards in the framework that are recognised as demonstrating eligibility for entry and, where relevant, the attainments required in these awards

Limerick and Clare Education and Training Board's implementation of access, transfer and progression is monitored through programme validation and through review processes for quality assurance arrangements.

6.1 Apprenticeship Entry/Access Criteria

The entry requirements for admission to an apprenticeship programme are set out and agreed at validation. The requirements define a minimum admission standard and also a standard for English Language and Maths where applicable. While these are the minimum statutory entry requirements, the Co-ordinating Provider shall set entry requirements specific to and appropriate for each new apprenticeship programme which are detailed in the validated programme documentation.

In some cases, an applicant will not have achieved the standard entry requirements. Those applicants are deemed 'non-standard' and their application must be assessed by the Co-ordinating Provider or the Collaborating Provider for suitability for admission to the apprenticeship.

Non-standard applicants are considered on a case-by-case basis. The admission of a non-standard applicant is determined through a considered review of the candidates' qualification and experience and other relevant admission data by the Limerick and Clare Education and Training Board Programme Leader and if relevant the Subject Matter Expert.

Procedure for Access to a National Apprenticeship Programme for a Non-Standard Applicant

- 1) Applicants who do not reach the minimum entry requirement but who are looking to access the NAP can do so if they have relevant work experience as specified in the validated Apprenticeship Programme.
- 2) Applicants and their employer are informed of entry requirements including reference to relevant work experience in the programme related area.
- 3) Collaborating ETBs shall adjudicate on applications from potential apprentices seeking to use RPL as a method of satisfying entry requirements to a New National Apprenticeship Programme.
- 4) Applicants are interviewed (including reference to work activities carried out with previous and current employer as appropriate) by the ETB Programme Leader and where

appropriate with the assistance of a Subject Matter Expert: a record of the informative interview outcomes are maintained on record

- 5) Applicants and employer informed of interview outcome
- 6) Successful applicants registered as apprentices

6.2 Transfer

Limerick and Clare Education and Training Board is committed to enabling and facilitating the apprentice to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

In the context of further development of the National Framework of Qualifications, routes of transfer and progression will be established for all awards including Advanced Certificate Limerick and Clare Education and Training Board will work closely with the Collaborating Providers to facilitate transfer between programmes.

6.3 Progression

Limerick and Clare Education and Training Board will work in collaboration with the Consortium Steering Group and National Programme Boards to identify progression opportunities and pathways for new apprenticeship programmes. Progression opportunities will be identified and made known to the apprentice for each new apprenticeship programme being offered by the ETB.

Specific transfer and progression opportunities are detailed in the validated programme documentation.

6.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the generic term for mechanisms for assessing prior learning that are used in the awarding of credit/exemptions to apprentices on the basis of demonstrated learning that has occurred prior to admission.

Limerick and Clare Education and Training Board as Co-ordinating Provider, is committed to utilising RPL as an instrument for determining standard access equivalences and for the award of credit or exemptions to apprentices with qualifications or prior experience in the area.

Limerick and Clare Education and Training Board recognise that knowledge, skills and competencies can be acquired from a range of learning experiences, including formal, non-formal and informal learning. This is in line with the aims of the NFQ to recognise all learning achievements by supporting the development of alternative pathways to qualifications (or awards) and by facilitating the recognition of prior learning.

RPL concerns learning that has taken place but has not necessarily been assessed or measured and may be used as a supplement or alternative to formal learning for programme admission. It is the responsibility of RPL applicants to provide sufficient evidence to enable such a determination to be made.

This prior learning can be certified or experiential (non-certified).

- **Prior Certified Learning** is learning that has already been accredited by an awarding body such as Quality and Qualifications Ireland (QQI) or other state recognised universities, colleges/institutes. Prior certified learning can also include qualifications awarded by third parties, such as the City & Guilds of London Institute.
- **Prior Experiential Learning (Non-Certified Learning)** is learning acquired through experience or learning achieved from non-accredited bodies, e.g. learning acquired in the workplace, learning gained from voluntary/community activities or learning gained from experience working in the home.

Limerick and Clare Education and Training Board, as Co-ordinating Provider, in conjunction with Collaborating Providers, shall ensure that all apprentice applicants are made aware of the potential benefits of RPL. Appropriate support services relating to portfolio preparation shall be made available within the ETBs to interested apprentices.

Further details on the policy and procedures for the management and operation of RPL are attached in Appendix E.

6.5 Transfer between Employers

An apprentice may need to transfer between employers for reasons of specific skills enhancement or redundancy.

6.5.1 Temporary Transfer for Skills Enhancement

- 1) It is the policy of Limerick and Clare Education and Training Board to ensure that all apprentices have an opportunity to obtain the necessary workplace skills and competencies specified in the programme.
- 2) Through the monitoring of on-the-job training and assessments, it may emerge that a specific employer does not have the capacity to provide the apprenticeship with the full range of skills and competencies. This may also be brought to the attention of the teacher or Authorised Officer by the apprentice. In this event, the Programme Leader will:
 - Seek information from both the employer and the apprentice on the background to the reason why they cannot meet their obligations as agreed in the Employer Suitability to Train Agreement.
 - Explore with the employer the possibility of identifying another employer for the temporary transfer of the apprentice for specified skills training and assessment.
 - Liaise with the Programme Leaders to advise the apprentice of his or her responsibility to actively seek another employer to facilitate a temporary transfer for skills enhancement.
 - Based on local knowledge and a pro-active approach, encourage alternative approved employers to facilitate apprentices in a temporary transfer for specified skills training and assessment.

6.5.2 Redundancy Scenario

In the event of the National Programme Manager or Authorised Officer being advised of the redundancy of a registered apprentice, both will work collaboratively to:

- Seek information from both the employer and the apprentice on the background to the reason for the redundancy;
- Remind the employer of their obligation under the Labour Services Act 1987 – Apprenticeship Rules 1997, Section 7 (2) to take all reasonable steps to have the obligations under the contract of apprenticeship transferred to another employer;
- Explore alternative employment through the employer representatives of the Consortium Steering Group;
- Update the SOLAS Apprenticeship Client Services System to record the apprentice's status as appropriate;
- Advise the apprentice of his or her responsibility to actively seek employment with another employer;
- Encourage alternative approved employers to take on redundant apprentices, identify alternative approved employers who may be in a position to recruit the apprentice, and provide relevant information to the apprentice and/or existing employer (as appropriate) of the alternative employer's details.

Section 7 – Teaching, Learning and Assessment Strategy

Title	Teaching, Learning and Assessment Strategy
Date Approved	25/2/2019
Effective From	25/2/2019
Date of Review	25/2/2024
Summary	This chapter summarises the approach to learning and teaching and the variety of learning methodologies which will be used on National Apprenticeship Programmes

7.1 Teaching and Learning Strategies

Limerick and Clare Education and Training Board operating in a student-centred learning environment understands that education supports social cohesion, economic growth and economic competitiveness and that reliable governance is instrumental for quality education.

It is the policy of Limerick and Clare Education and Training Board to manage the development of a teaching and learning strategy to deliver relevant, high- quality programmes to apprentices and to enhance apprentice learning and progress, both on and off-the-job.

All new national apprentice programmes are required as part of QQI validation process to have an associated set of Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs).

MIPLOs and MIMLOs are used as the basis for deciding approaches to teaching and learning, and to assessment. The new apprenticeship programmes offered by Limerick and Clare Education and Training Board are structured to facilitate the learning process and has taken into account external reference points on knowledge, skill and competence standards as expressed in the QQI Professional Awards Standards.

Teaching and learning methods employed by Limerick and Clare Education and Training Board are intended to facilitate Apprentices taking ownership of, and responsibility for, their own learning in partnership with their employers and education provider. A variety of learning methodologies will be



used on National Apprenticeship Programmes to communicate and develop concepts and theories. These include but are not limited to:

- Classroom based delivery
- Guest lectures
- Formative assessment
- Problem solving
- Inquiry-based learning
- Personal development portfolio
- Employability skills development
- Tutoring
- Mentoring
- Seminars
- Workshops
- Group work
- Case Study Analysis
- Research supervision and project work
- Simulation activities (e.g. I.C.T. based Business Situation simulations)
- Use of other ICT based interaction with students (blogs, quizzes)
- Video role play and feedback
- E-learning
- Field trips (including in company visits)
- Work-based learning
- Reflections
- Self-directed learning

As Co-ordinating Provider, in collaboration with the National Programme Board, Limerick and Clare Education and Training Board will develop and apply an appropriate range of teaching methods, supported by effective assessment mechanisms, which match the learning outcomes and enable apprentices to take responsibility for their own learning. Active apprenticeship participation is encouraged throughout all programmes in the Limerick and Clare Education and Training Board to ensure an apprentice-centred approach. Guest trainers/speakers will be included and will expose apprentices to contemporary knowledge and expertise. Self-directed learning is actively encouraged. Apprentices will be directed to a range of library references and Internet sources to provide them with the ability to follow autonomous learning paths and to encourage an ethos of life-long learning.

Learning objectives will be fostered through appropriate teaching and learning methodologies and assessment procedures. These include the ability to evaluate critically, to identify problems as well as solutions, to work independently and in multidisciplinary teams. Readings, desk research and the use of the Internet as a research tool will be important components of the apprentices' learning experience.

Limerick and Clare Education and Training Board recognises that the personal development of apprentices is essential if they are to succeed in the industry. They must not only acquire knowledge but should also develop attributes, traits and competencies which will enhance their performance.

In the teaching of all modules, teachers will be conscious of the need to develop these personal

attributes and to reinforce and build upon learning which takes place in a more focused way through the communications and personal development components of the programme.

Classes will be available for individuals and small groups, as appropriate, to meet with teachers to progress development, especially where one-to-one support is required.

Detailed Teaching, Learning and Assessment Strategies specific to each apprenticeship programme are documented in the validated programme documentation.

Limerick and Clare Education and Training Board is committed to using technology where it adds value to the learning environment and engages in active evaluation of new technologies on an ongoing basis. The adoption of a VLE will provide teachers and apprentices with a virtual learning environment to complement, enrich and support the more traditional learning environment. This has made it possible for lecturers to create new learning opportunities for students and has allowed use of many innovative learning techniques.

Limerick and Clare Education and Training Board acknowledges that Apprentices have diverse learning styles and may be referred for academic support for a variety of reasons – for example English language supports, academic writing support or numeracy support. The objective of this service is to diagnose individual apprentice difficulties as they relate to all aspects of academic work and provide feedback and guidance to Apprentices in meeting academic performance variances. Collaborating Providers will ensure these supports are available to the apprentice in their own ETB.

7.2 Assessment Strategy

Limerick and Clare Education and Training Board recognises that assessment is an integral part of the process of teaching and learning and supports an understanding of core theory and practice for the apprentice. It is a positive activity, which contributes to and enhances apprentice development and progression. It will employ a broad and balanced range of assessment techniques, with an interdisciplinary approach being adopted where possible. All assessment procedures are aligned with ETB sectoral Assessment Reference Framework Consultative Drafts (2017)

A programme assessment strategy will be devised for each new apprenticeship programme and documented in the validated programme specification. The programme assessment strategy provides guidance for the teachers, apprentices and the on-the-job and off-the-job mentors who are involved with the programme.

The National Programme Board will consider the effectiveness of the learning outcomes being employed in both the programme development process and in the programme provision. They will also ensure that over-assessment of the apprentice is avoided. They will play a key role in ensuring that assessment is valid, reliable, fair, transparent and authentic. The assessment tasks (and marking criteria) devised for new apprenticeship programmes by the National Programme Board will enable the apprentices to demonstrate their achievement of the learning outcomes both on and off-the-job, and will facilitate robust decisions. Within each programme, a range of assessment instruments will be used to avoid over-reliance on any single instrument.

The National Programme Board for each apprenticeship programme will undertake periodic evaluations of the range of teaching methods and assessment methods to identify best practice as

well as areas for improvement, and, where necessary, training and resource requirements. The Programme Leader will ensure such information is available to the National Programme Board.

A final assessment of competency/capstone assessment may be conducted for new national apprenticeship programmes. The final assessment of competency is designed to provide an opportunity for the apprentice to integrate learning attained across all phases of the programme and to demonstrate professional competency.

Following the programme evaluation process, the National Programme Board will consider the totality of the apprentice learning experience and identify how the blend of teaching methods and assessment serves the overall aims and intended outcomes.

7.2.1 Process for Collaborating Provider Access to Assessment Instruments

Access to the new apprenticeship validated programme assessment instruments is arranged by the National Programme Manager for nominated Collaborating Provider staff. Assessment instruments comprise of:

- Guidelines that explain the format to be used for assessment outputs;
- Details on what should be contained therein;
- Marking schemes – devised in line with assessment criteria.

Apprentices are provided with formative feedback on assessment outputs and how performance relates to future course assessment. Formative feedback is constructive in nature, in that apprentices can easily identify where he/she can strengthen their work, in line with the assignment guidelines.

Records of the formative feedback provided are maintained by teachers and are available for Internal Verification and to the External Authenticator, and for programme evaluation and review purposes.

All assessments issued to Apprentices have a submission date included on the assessment.

7.2.2 Off-the-job Assessment

Off-the-job assessment will be conducted by teachers as per the validated programme document and in accordance with the Limerick and Clare Education and Training Board Assessment Procedures.

The Teacher will:

- a) Request assessment documentation, including assessment instruments, from the Provider Programme Leader
- b) Conduct assessments as specified in the validated programme documentation, assessment instrument specification and in compliance with the agreed Assessment Procedures.
- c) Conduct examinations as specified in the assessment instrument specification and in compliance with the agreed Assessment Regulations
- d) Provide the apprentice with the opportunity to repeat if they do not reach the specified standard in the assessment in compliance with the agreed Assessment Regulations. Input apprentice results as required.



- e) Assist the apprentice in completing the Request for Assessment Support document if additional supports are required.

7.2.3 On-the-job Assessments

- a) On-the-job assessments will be conducted by trained Workplace Mentors will be given appropriate support and guidance to make work-based assessment decisions

Workplace Mentors are required to undertake the ETBI Workplace Mentor Training Programme and the Apprenticeship Programme Specific Workplace Mentor Training Programme coordinated by Limerick and Clare Education and Training Board.

- b) The Collaborating Provider Programme Leader will conduct a follow-up briefing with the Workplace Mentors.
- c) The Workplace Mentor will:
 - Assess the apprentice on each competence task as specified in the on-the-job assessment instrument specification and when he/she deems the apprentice to have reached the specified standard, complete and sign off the assessment sheet.
 - Guide the apprentice in the completion of his/her programme Work-Based Competency Task Book.
 - Monitor the apprentices recording of their experiences in the Work-Based Competency Task Book.
 - Provide the apprentice with continuous oral feedback for formative assessment and written feedback following each Evaluation Session
 - Submit Evaluation Session forms (E1, E2 and E3) and Summary of Achievement form (S1) to the course teacher as specified on the individual forms
- d) Workplace Mentors will be supported in their assessment decisions by the Provider Programme Leader and/or other relevant staff members.

7.2.4 Internal Verification

- a. Internal verification is the process by which the provider's assessment processes and procedures related to planning, managing and operationalising all aspects of assessment practices will be internally verified i.e. monitored by the provider itself.²
- b. Internal verification of results for both on and off-the-job will be conducted by the relevant quality assurance staff member within Limerick and Clare Education and Training Board.
- c. Before submitting results, the Provider Programme Leader will:
 - Collate all the assessment documentation with the teacher associated with off-the-job and with the Authorised Officer for results associated with on-the-job.
 - Ensure that evidence is available for all modules and assessments, and that this evidence is marked and signed off in accordance with the agreed Assessment Procedures, collated by module and by apprentice surname in alphabetical order. Forward all assessment documentation to the Quality Assurance Officer who will conduct internal verification of results on a sample basis.
 - If issues emerge during this sampling process, the Quality Assurance Officer may deem it necessary to sample additional apprentices.

7.2.5 External Authentication

External Authenticators are considered an indispensable element of peer judgement in monitoring the quality and standard of each apprenticeship programme and their expertise and experience should be such as to enable fulfilment of his/her responsibility in the maintenance of the academic standards of the apprenticeship programme.

External authenticators, including those with international expertise, are appointed by the Co-ordinating Provider for the programme to ensure that all assessments associated with the programme are fair, valid, consistent, and meet the requirements of the validated programme. It is the responsibility of the External Authenticator to declare an interest if placed in a position of making a judgement about any student with whom there has been previous direct contact.

External authenticators should be drawn from academia and where relevant, from the new national external authenticators panel, business, industry and professional practice. Expertise and breadth of experience may be denoted by:

- the present (or last, if retired) post and place of work
- the range and scope of experience across further education and training
- the current and recent active involvement in research/scholarly/professional activities in a relevant field of study. External Authenticators are responsible for:
 - Examining assessment materials to ensure they are authentic, valid and supported by auditable records.
 - Moderating assessment results in accordance with standards outlined in the Award Specification.
 - Acting as a source of advice and support, including help with the understanding of the National Standard.
 - Promoting best practice.
 - Providing prompt, accurate and constructive feedback to the National Examination Board and other relevant parties on the operation of assessment systems.
 - Confirming that required corrective actions have been implemented where required.
 - Producing External Examination Reports, as per the ETB template in Appendix D.
 - Attendance and reporting at National Examination Board Meetings.
 - Ensuring that there is no conflict of interest involving them or the ETB.
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7.3 Apprentice Wellbeing and Pastoral Support

The Provider Programme leader/Manager or designated person in each collaborating provider are responsible for the pastoral care of apprentices registered with that provider.

The provision of literacy, numeracy and other apprentice supports is good quality assurance practice and common practice within ETB Further Education colleges/centres and ETB training centres.



For all new apprenticeship programmes, apprentice support/study skills workshops will be scheduled and offered to apprentices if required. A dedicated support/resource/study room will be made available in the off-the-job premises to enable one-to-one meetings between the Adult Literacy Officer and apprentices, and to provide a space where apprentices can work on their assessment tasks. If it is not feasible, within available resources, the Provider Programme Leader will source external expertise to resource the establishment of the workshops.

All Collaborating Providers for the new apprenticeship programme will be required to confirm to Limerick and Clare Education and Training Board that appropriate apprentice supports are being made available. An apprentice learning support handbook will be used to support apprentices on the National Apprenticeship Programme.

ETBs have collaboratively developed a range of apprentice support material for providers and teachers on integrating apprentice supports within the apprenticeship programme. Once endorsed as good practice by the FET Directors they will be implemented in all ETBs offering new apprenticeship programmes.

In addition to the scheduled workshops, request for specific apprentice support needs can be made by an individual to the teacher. An application form and process is in place to apply for this individual apprentice support. This information is made available to apprentices at their induction.

7.4 Apprentice Rights and Responsibilities Charter

- 1) Apprentices must comply with the statutory Apprentice Obligations³ as outlined in the Industrial Training Act, 1967 (as amended) and any Apprenticeship Rules (which may apply in respect of the relevant Apprenticeship Programme from time to time).
- 2) The SOLAS Apprenticeship Code of Practice and Disciplinary Procedures apply to all apprentices. The apprentice is primarily an employee and as such is expected to be a productive and dutiful member of the employer's staff. The apprentice is the focus of the programme and as such his/her progress is of interest to programme deliverers and managers.
- 3) As Co-ordinating Provider for new apprenticeship programmes, Limerick and Clare Education and Training Board recognises that the apprentice has certain rights and duties over and above the normal employment rights and responsibilities.
- 4) The New Apprentice Rights and Responsibilities Charter has been adopted by Limerick and Clare Education and Training Board and is agreed with New Apprentices at induction. It applies to all new apprentices on programmes for which Limerick and Clare Education and Training Board the Co-ordinating Provider.
- 5) The apprentice is expected to follow diligently the prescribed programme of training in the workplace and is entitled to a schedule of training. This schedule of training will be prescribed by the National Programme Co-ordinator. It will be organised by the employer/supervisor. The workplace mentor will support the apprentice in following the training programme. The apprentices will be observed on occasion by members of the programme team and can receive further support from them if necessary.



- 6) The apprentice is expected to complete the on-the-job assessment instruments for the validated programme.
- 7) The apprentice will attend the off-the-job activities required by the validated programme. He/she will complete all work assigned to him/her. He/she will complete all assessment tasks and attend such meetings as may be required.
- 8) The apprentice will complete surveys and feedback forms as required by the local Programme Leader.
- 9) For issues relating to employment, the apprentice will be subject to the employer's complaints and disciplinary procedures. In such cases the employer or the apprentice will inform SOLAS and the National Programme Co-ordinator through the Authorised Officer.
- 10) For issues relating to the programme, the apprentice will be subject to the Limerick and Clare Education and Training Board's complaints and disciplinary procedures. In such cases the Programme Leader will inform the Authorized Officer and the employer.

7.5 New Apprentice National Complaints Procedure

This is a national apprentice complaints procedure which applies to all apprentices registered on New Apprenticeship Programmes run by Limerick and Clare Education and Training Board as Co-ordinating Provider. This procedure does not cover academic appeals for which there is a separate procedure (See Assessment Appeals Procedure in Appendix F).

The procedure allows for up to four formal stages, that allow for a complaint to be escalated and includes an appeals stage.

Full details of the procedures are attached in Appendix G 'Apprentice National Complaints Procedure'.

7.6 Apprentice Community of Practice

In developing their skills and expertise within their specific craft, Limerick and Clare Education and Training Board recognises the importance of providing opportunities for collective learning for the new apprentice and in the apprentice developing an affinity with the community of practice. It is Limerick and Clare Education and Training Board policy to facilitate this process in a number of ways:

- Organised discussions in class will be facilitated for peer groups;
- the new apprentice will be exposed to the industry community both through the on-the-job learning and through visits or talks by prominent or successful members of the profession;
- apprentices will be encouraged to share experiences and will through the on-the-job elements of the programme be exposed to senior colleagues in the occupation.

Section 8 – Ongoing Periodic Reviews

These reviews are necessary to ensure that the new apprenticeship programme maintains currency and validity and is normally a requirement of the validation conditions and will be performed in advance of any submission to QQI for revalidations. Revalidation of a national apprenticeship programme is required every 5 years.

Limerick and Clare Education and Training Board, as Co-ordinating Provider, recognises the importance of periodic reviews in giving an opportunity for an extensive reconsideration of the apprenticeship programme, its purpose, outcomes, effectiveness and the necessity for its provision. It will conduct periodic programme reviews of new apprenticeship programmes within a maximum period of 5 years, in line with QQI requirements.

Reviews of the apprenticeship programme and Quality Assurance Procedures are routinely monitored throughout the academic year to ensure that:

- Programmes are progressing satisfactorily both operationally and academically
- Teaching and Learning Strategies are appropriate to facilitate the achievement of the learning outcomes of the module and programme
- Assessment methods are appropriate to determine the achievement of learning outcomes for the different modules and are distributed appropriately throughout the academic year
- Academic procedures are being followed
- The suitability of the existing apprenticeship programme meets the current and future needs of both Apprentices and employers

Data and feedback is collated and reviewed by the National Programme Manager and can include

- External reports such as validation and review
- External Authenticator Reports
- Programme team feedback
- Apprentice feedback
- Graduate surveys
- Industrial liaison and employer feedback
- Workplace Mentor feedback
- Authorised Officer feedback
- Professional body reviews

Information collated through the monitoring activities may result in amendments and/or improvements to delivery and assessment of programme modules during the academic period. In some instances, the information is used to enhance the programme academic quality and the apprentice experience within the boundaries of the formal programme structure.

8.1 Occupational Profile Reviews

An Occupational profile review allows for a detailed look at the activities, skills and techniques of practitioners within a particular occupation. It also re-examines the position of the practitioners in the industry. This may involve looking at broader changes in the industry in terms of its operations and organisation. It also allows for a reassessment of the demand for apprentices in the occupation.

The occupational profile review is a critical input to the programme review for apprenticeship programmes. The purpose is to ensure that the programme remains relevant to the occupation and also to the career aspirations of the apprentices. It is also an opportunity to develop interest and support from employers and the industry.

If necessary, changes in the occupation in other jurisdictions can be examined if it is felt that these might affect the career prospects of the apprentices and the operation of the industry in Ireland. There may be a need for flexibility to ensure that the profile reflects the changing requirements of industry.

The Consortium Steering Group is responsible for ensuring that the occupational profile review is carried out. The Consortium Steering Group will either commission a review from the industry or carry out the review itself. The Consortium Steering Group might ask the Co-ordinating ETB, to act for them. The person or persons undertaking the review should have knowledge of the industry and ideally have access to those involved in the industry.

The process and guidelines which the Consortium Steering Group will apply to undertake the review is the responsibility of SOLAS.

The Occupational Profile Review Report should be detailed and cover the full extent of the occupation. It should emphasise the additional skills which are necessary and critically examine the existing profile to ensure that redundant skills are no longer included. The draft report should be circulated to the industry by the Consortium Steering Group to ensure that it has got wide acceptance. If satisfied, the Consortium Steering Group should formally adopt the report. It should be sent to the Co-ordinating Provider as an input to the programme review.

8.2 Annual Programme Evaluation

Limerick and Clare Education and Training Board has the primary responsibility for the quality of its programme provision; the implementation and evaluation of ETB QA procedures and its on-going enhancement of procedures. It is committed to the on-going evaluation of its new apprenticeship programmes to ensure continued relevance to stakeholders and to facilitate continuous improvement. They will ensure the continued relevance and effectiveness of the programme to address labour market requirements, social cohesion and economic competitiveness at a national, geographical, sectoral, organisational and individual level.

Quality assurance self-evaluation is a formal and structured process, undertaken by Limerick and Clare Education and Training Board FET Quality Council, in consultation with relevant stakeholders, which includes employers, the National Programme Board and apprentices directly involved in a programme.

The National Programme Manager shall establish an annual schedule for the evaluation of each new apprenticeship programme. The scheduled of reports and data will provide evidence to the evaluation process.

The FET Quality Council of will carry out an evaluation of the programme in a formal, inclusive and evidence-based way and will:

- include the findings of all programme reviews and feedback from all providers;
- include evaluation contributions from apprentices, staff and other key stakeholders;
- use standardised quality assurance self-evaluation checklists to ensure that the relevant policy and procedures are being implemented;
- involve an External Authenticator for the programme. This External Authenticator is independent of programme delivery and capable of comparing the quality of the programme being evaluated with that of a similar programme available elsewhere;
- Produce a standardised Programme Self-Evaluation Report which identifies strengths, areas for improvement and recommendations in relation to:
 - Programme design and content
 - Programme delivery
 - Assessment of learning
 - Associated services and resources
 - Attainment of programme objectives and learning outcomes
- Produce a Standardised Programme Improvement Plan based on recommendations from the Self-Evaluation Report and which specifies the following:
 - Identification of improvement actions agreed
 - Responsibilities for improvement actions required
 - Agreed timeframe for implementation of improvement actions
 - Implementation of improvement actions
- Submit the Programme Self-Evaluation Report and the Programme Improvement Plan to the Consortium Steering Group for consideration and agreement. Recommendations for improvement shall be implemented by the National Programme Board, following adoption of the report by the Apprenticeship FET Quality Council.

Minor changes to the programme can be endorsed by the AQC and/or National Programme Board on an annual basis.

8.3 Programmatic Review

The programmatic review is an important part of the quality assurance system. It is designed to ensure that continuing validation of the programme and will ensure that the programme continues to be fit for purpose over the following 5 years. It is an opportunity to reconsider all aspects of the programme, its outcomes, its delivery processes and its assessment.

Limerick and Clare Education and Training Board FET Quality Council will direct the programmatic review, in conjunction with the Consortium Steering Group and the National Programme Board and it will be conducted in line with QQI requirements.

The FET Quality Council will determine the terms of reference of the review and may add special items for consideration. This may be done after consultation with the consortium, SOLAS and/or QQI. They will direct the Programme Leader to oversee the review and to present the review to the FET Quality Council for consideration.

The National Programme Leader will establish a team to conduct the review, including members of the programme team and Workplace Mentors. If necessary, the employers will act in an occasional capacity. Representatives of the other providers will also be part of the review team.

The key objectives of Programmatic Review are to:

- Analyse the proficiency of the validated apprenticeship programme including detail of apprentice numbers, attrition and retention rates
- Review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments
- Evaluate the feedback mechanisms for apprentices and the processes for acting on this feedback
- Evaluate the physical facilities and resources provided for the provision of the apprenticeship programme
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance and currency of its programmes
- Evaluate feedback from graduates and employers of the programmes' graduates

The review will result in a revised programme submission including the occupational profile review and the programme review and will be submitted to the QQI programme revalidation process. There may also be a requirement to submit the reformed programme to SOLAS and/or the Apprenticeship Council.

Inputs to the Review

- 1) A critical input to the programme review is the occupational profile review conducted by the Consortium Steering Group. Specific changes to the skills set required for the occupation may require changes to the module outcomes. More major changes skills may require and updating of the programme outcomes and consequent changes to the modules. Major shifts in the activities of the industry may require reconsideration of the structure and module set of the industry. Any changes indicated by the occupational review must be dealt with in the revised programme.
- 2) Statistical information will be available from the SOLAS apprentice information system on registration, progression and assessment of apprentices. This will give an overall figure for the efficiency of the programme. An analysis of this will ascertain whether the graduation rate is in line with expectation and with similar programmes and whether the outcomes from individual modules are satisfactory. It will also allow for comparison between providers and deliverers of modules, which will assist in the establishment of best practice. This might trigger a review of content or delivery of modules.
- 3) Survey of employment of apprentices will indicate how effective the programme has been. This, combined with occupational profile review input, will give an employment rate as well as the perceptions of the graduates as to the relevance of the programme to their current employment. This information may suggest a broad reconsideration of programme structure and content.
- 4) The annual survey of apprentices and the annual programme reports to the Apprenticeship FET Quality Council, including External Authenticator reports, will be used to prompt changes that have been delayed until the programme review. The review also is an opportunity to re-examine the effects of minor changes introduced during the preceding period. Delivery and assessment processes could be affected by this data.
- 5) Reports from government agencies and industry bodies will be used to ascertain future possible changes to occupation and the industry,
- 6) A SWOT analysis process will allow programme team members and workplace mentors an opportunity to highlight strengths and weaknesses of the programme. The SWOT analysis will be undertaken when the data from sources a) to e) have been gathered and examined by the team. Besides the outcomes and processes, the SWOT will allow an examination of the facilities necessary for the programme as well as necessary skills development of staff and workplace mentors in the occupational area as well as in delivery and support to apprentices.



Section 9 – Information Provision

9.1 Provision of Information to the Public

Limerick and Clare Education and Training Board is committed to the provision of effective communications systems and information for all stakeholders. It recognises the importance of providing information to prospective and current apprentices, the general public, staff and other stakeholders.

Prior to commencement/application stage

Prior to commencement, prospective apprentices can access information from a number of sources as outlined below. This information will be provided by and monitored by Limerick and Clare Education and Training Board to ensure that it is consistent and accurate through

- The Limerick and Clare Education and Training Board Website
- Collaborating Provider website
- SOLAS National Apprenticeship website and marketing campaign
- Participating employer websites
- An information brochure for each new apprenticeship programme

On registration

Once an apprentice has registered they will have access to a number of materials, some of which are restricted to registered Apprentices and some which is publicly available via the student area of Limerick and Clare Education and Training Board website. They will be provided with

- A Programme Handbook
- Programme MOODLE Pages
- Module MOODLE Pages
- Access to the Apprenticeship Portal

Every new apprentice will attend an induction programme in their Collaborating ETB.

9.2 Feedback Systems

Feedback on all new apprentice programmes is conveyed through apprentice, employer, teacher and workplace mentor reports which the National Programme Manager/Programme Leader organises.

9.2.1 Apprentice Participation and Feedback

The Apprentice will be provided with timely, accurate and constructive feedback on their assessments by their teacher and on-the-job workplace mentor.

Apprentices will be encouraged to participate meaningfully in the ETB QA processes and groups, including the FET Quality Council and National Programme Boards.

The Co-ordinating Provider shall use programme surveys to gain feedback on the programme. These are implemented on an annual basis and will be submitted to and collated by the Co-ordinating ETB from Collaborating Providers.

Apprentice feedback will also be sought, as part of periodic monitoring, on the existing and potential support services. Apprentices will participate in self-evaluation and external QA review processes for new apprenticeship programmes.

9.2.2 Teacher Participation and Feedback

- a) The design, development, implementation and ongoing improvement of each new apprenticeship programme will include inputs from a range of stakeholders including teachers from all of the collaborating providers on the National Programme Board.
- b) Teachers will also participate in the ETB's self-evaluation and programmatic review processes for the new apprenticeship programmes.
- c) The teacher will be provided with feedback from the Internal Verifier/Peer Reviewer and the External authenticator on the consistency of their assessment judgements across apprentices' performances.

9.2.3 Workplace mentor Participation and Feedback

- a) The Workplace mentor will be provided with feedback from the Internal Verifier/Peer Reviewer on the consistency of their assessment judgements across apprentices' performances.
- b) The Workplace mentor will provide feedback on apprentice performance in the workplace to the National Programme Manager and the Authorised Officer on scheduled workplace monitoring visits.

9.2.4 Feedback Processes

- a) The Internal Verifier/Peer Reviewers will provide feedback to the National Programme Coordinator on how the teacher and on-the-job employer mentors are maintaining the standard of assessment for the programme across all apprentices.
- b) The External Authenticator shall provide independent confirmation of fair and consistent assessment of apprentices in line with QQI requirements and to ensure consistency of assessment results with the MIPLO and award standards.
- c) The National Programme Manager will collate the feedback received from the apprentice, the teacher, the on-the-job workplace mentor, the internal verifier/peer reviewer, the external examiner, the employers and the SOLAS Authorised Officers, and make this collated information available to the FET Quality Council, the National Examination Board, the National Programme Board and the Consortium Steering Group for the purpose of continuous improvement of the programme and services.



- d) The National Programme Board considers the views and suggestions from those directly engaged in apprenticeship formation and the apprentice body, together with the reports referenced above, in both the programmatic and occupational reviews.
- e) The National Programme Board and the Consortium Steering Group contributes to both programme and occupational review processes. Drawing from their expertise as a community of practice of organisations engaged in apprenticeship formation, they consider and advise on issues relating to assessment design, assessment operation on multiple sites, and actions that should be undertaken to strengthen consistency of assessment and sharing of practice between workplace mentors and teachers to strengthen practice in the delivery and assessment of the programme.
- f) The FET Quality Council will be provided with feedback from all of the parties engaged in the process. They will review and approve new assessment instruments and direct the National Programme to inform the National Programme Board and Collaborating Providers on actions to be taken which will address any inconsistencies in assessments identified by the review process.
- g) The external ETBI National Monitoring and Enhancement Panel provides feedback to the Co-ordinating Provider Apprenticeship FET Quality Council, as outlined in the Governance procedures.

Section 10 – Collaborations and Agreements

10.1 Providers

- a) Limerick and Clare Education and Training Board, as Co-ordinating Provider, requires that all Collaborating Providers enter a formal Memorandum of Agreement with it to provide the new national apprenticeship programme.
- b) Within the ETB sector a standard Memorandum of Agreement Template has been agreed for implementation by all Co-ordinating and Collaborating ETBs. The Memorandum of Agreement is signed off on by the Chief Executive or FET Director on behalf of the Limerick and Clare Education and Training Board Apprenticeship FET Quality Council. Collaborating ETB Memorandums of Agreement are expected to be signed by the Chief Executive or FET Director of those ETBs.
- c) Supplementary documents, processes and reporting arrangements underpinning the Memorandum of Agreement are outlined previously.
- d) The ETBI Co-ordinating & Collaborating ETB Provider Memorandum of Agreement Template is provided in Appendix B.

10.2 Employers

The elements of the relationship between the Co-ordinating Provider and Employers have been outlined in Section 5.2 of this document.

10.3 Consortium Steering Group

As outlined in the template in Appendix C, the Purpose of this agreement is to ensure the delivery of a statutory national apprenticeship programme in the occupation area. The agreement recognises the central position of employers/enterprises in the Irish apprenticeship system and recognises the named Co-ordinating Provider as the sole Co-ordinating Provider of the National apprenticeship programme



Appendix A – Protocol/Guidelines for establishing MOAs for ETBs.



etbi
Education and Training
Boards Ireland
*Bord Oideachais agus
Oiliúna Éireann*

Guideline on the Establishment of

Coordinating Provider/Collaborating Provider

Memorandum of Agreement for New Apprenticeship Programmes

Scope

The Memorandum of Agreement entered into between ETBs, and between ETBs and other Collaborating Providers, should cover the extent of the programme. It should indicate the actual programme to be delivered, the outcomes to be delivered and the staffing, physical facilities and materials required for the programme. It should also cover how the programme is managed. Details of the relationships between the Coordinating Provider and the collaborating ETB or other provider should be clear. The operating mechanisms for the programme should be included. A dispute resolution mechanism should be specified.

Delivery, Resources and Local QA

The agreement must specify the programme that the apprentice is expected to follow. This includes the details of the modules. It should also include the assessment processes as well as the staffing required to deliver the programme. This can be done by referring to the validation document or to relevant paragraphs of the validation document or to other documents. The programme schedule can be used as a basic contract with the apprentice as it specifies the modules and the assessment regime for the programme. Recruitment and induction processes and should also be agreed.

ETBs and/or other Collaborating Providers must agree on the internal QA processes within each site. These would cover feedback and complaint systems, support to teaching staff and reporting mechanisms from staff to local management. Assessment processes to ensure integrity and authenticity of assessment should be agreed. ETBs, in agreeing a common approach within the sector and working towards the implementation of common quality assurance policies and processes, would simplify this process

Collegiality

The approach of the ETBs to the joint provision of the new apprenticeship programme is one of collegiality. This approach is embedded in the procedures and communication systems between the ETB partners. It will be achieved by recognising that each ETB has an equal part to play in the National Programme Board and that they play that part. It will be helped by the ETB partners appointing authoritative representatives to the National Programme Board.

Authority and Responsibility

The validation process requires that one ETB be ultimately responsible for the programme nationally. That ETB must be able to demonstrate that it has the systems in place to ensure that the programme is delivered as proposed and that the quality of the programme is consistent in each site and enterprise. If an ETB has this responsibility, then it must have the commensurate authority to carry out that responsibility. This is based on the principle that one cannot be responsible for activities over which one has neither sight nor control. This ultimate authority must be exercised in a proportional way and through agreed procedures. In the normal course of events it should not be necessary for



this authority to be exercised. In operation, the principle of **subsidiarity** will apply. This requires that all those activities that can be performed at a local ETB level should be performed at that level. This includes induction, delivery and assessment. The processes of allocation of responsibility should be included in the agreement.

Managing the Programme

The requirements outlined above can only be achieved by assuming that the Coordinating Provider is the *primus inter pares*. The collaborating ETBs and other providers are responsible for operating the programme in their own sites. The National Programme Board is responsible for keeping an overall view of the programme. The National Programme Board is entitled to full reports on the operation of the programme from each site. The format of these reports will be agreed in advance. The operation of the National Programme Board is critical to this. All collaborating ETBs and providers should nominate at least one member of the National Programme Board. The Coordinating Provider will act as with the support of the other providers.

Transparency

It is particularly important that the operation of the National Programme Board is transparent. All reports to the National Programme Board must be shared with all members from the other providers. In addition, all reports from the National Programme Board should be agreed with the National Programme Board.

If the National Programme Board identifies an issue with a site, the provider from the site and the Coordinating Provider will seek to resolve the matter.

Outline of an Agreement

The following is a guideline on the outline of the Memorandum of Agreement.

Introductory Material

- a) Title of the agreement
- b) Purpose of the agreement
- c) Names of partners to the agreement
- d) Nature of the relationship between the partners
- e) Duration of the agreement
- f) Reviewing the agreement
- g) Amendment of the agreement
- h) Managing disputes related to the agreement
- i) Suspension of the agreement
- j) Termination of the agreement
- k) Details of the signatories



Appendix B – MOA Template – Limerick and Clare ETB and Collaborating Providers



Bord Oideachais & Oiliúna
LÚIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board

Memorandum of Agreement for the
Delivery of the National Hairdressing
Apprenticeship Programme
between Limerick and Clare
Education and Training Board as Co-
ordinating Provider and
[Insert Collaborating Provider Name]

Purpose of the Agreement

The Purpose of this agreement is to ensure that the off-the-job services and those services proper to a Provider as specified below are delivered to apprentices registered on the National Hairdressing Apprenticeship programme and with the provider, and that these services are delivered in a professional manner and to the standards required by QQI, the regulator and the consortium.

The agreement also facilitates the involvement of the Collaborating Provider in the development of the programme and as part of the National Programme Board in the management of the programme.

The agreement is not a legally-binding agreement and is not exhaustive in its identification of the two organisations' responsibilities. Further necessary responsibilities identified during the agreement will be negotiated between the ETB partners.

Names of Partners to the Agreement

Agreement is between:

Co-ordinating Provider

Limerick and Clare ETB

FET Centre,

Raheen Campus,

Limerick.

Collaborating Provider

Duration of the Agreement

The duration of this agreement will be until the next periodic review of the agreement. In the event of the Limerick and Clare ETB as Collaborating Provider being unwilling or unable to accept an intake of apprentices, the agreement may be suspended. In this case, Limerick and Clare Education and Training Board as Co-ordinating Provider will continue to provide services for current apprentices until they complete their programme.

Reviewing the Agreement

The agreement will be reviewed when the programme is being reviewed. It may also be reviewed annually on request by either party.

Amendment of the Agreement

This agreement may be amended following agreement between the parties. As similar agreements are made with other providers, it is accepted that many changes will be applied to all such agreements. In these cases, joint negotiations between the providers and the Co-ordinating Provider will propose changes.

Managing Disputes Related to the Agreement

In the event of disputes relating to the agreement, both parties will attempt to resolve the issues by discussion and negotiation. In the event of a failure at this stage, matters may be referred to an agreed third party such as ETBI or a person with appropriate expertise. When agreement cannot be reached, this agreement may be suspended.

Suspension of the Agreement

In a situation where there is serious dispute which cannot be resolved, the agreement can be suspended by either party. Where the Collaborating Provider is unwilling or unable to accept a new cohort of apprentices, the agreement may be suspended by the provider. It may also be suspended by the Co-ordinating Provider when the Co-ordinating Provider feels that the numbers are such that the provision of the programme in that site is made unrealistic.

In either case, both parties will continue to provide services to all continuing apprentices. Following negotiations, a suspended agreement may be reinstated by mutual consent of both parties.

Termination of the Agreement

This agreement will terminate when the last cohort of apprentices recruited prior to the periodic review of the programme graduate. It may also terminate on agreement of both partners. In this case also both partners will agree to provide services to continuing apprentices.



Details of the Signatories

Co-ordinating Provider

Title Name _____

Position _____

Signature _____

Date _____

Collaborating Provider

Title Name _____

Position _____

Signature _____

Date _____

Terms Used

Co-ordinating Provider – Limerick and Clare ETB as designated by the Consortium Steering Group as lead provider with primary responsibility for the national apprenticeship programme.

Collaborating Provider – the Collaborating Provider offering the national apprenticeship programme.

Programme – the validated national apprenticeship programme to be delivered.

National Programme Board– this National Programme Board is managed by the Co-ordinating Provider and has representatives of the employers and of each provider.

National Hairdressing Apprenticeship Programme – this is the name of the new national apprenticeship programme as validated by QQI.

General Principles

- a) Both parties agree that the Co-ordinating Provider is ultimately responsible for ensuring that the programme as agreed is delivered and assessed to the standards specified in the validated programme document.
- b) Both parties agree that as far as possible, responsibility for the local delivery and assessment of the programme will be devolved to the Collaborating Provider.
- c) Both parties agree that the Co-ordinating Provider has the authority to oversee the delivery of the programme and assessment of apprentices in the Collaborating Provider's facilities, and to enquire into any matter affecting the quality of the standards achieved by enrolled apprentices on the programme. This authority will be exercised in the context of principle b) above.
- d) Both parties agree that the operation of principles a) to c) above will be done in a spirit of collegiality and that they will seek to find a balance between autonomy and necessary accountability.
- e) Both parties agree that the operation of the National Programme Board and all reports to it will be transparent to all ETBs/providers and that all parties will maintain necessary confidentiality.

Responsibilities of the Co-ordinating Provider Limerick and Clare Education and Training Board

- a) Ensure that the programme is delivered and assessed as validated by QQI.
- b) Designate a National Programme Manager with overall responsibility for the programme.
- c) Oversee the quality of delivery and assessment of the programme.
- d) Report to the Consortium Steering Group and Limerick and Clare Education and Training Board FET Quality Council on the operation of the programme.
- e) Manage the National Programme Board.
- f) Appoint a National Programme Manager.
- g) Appoint external examiner(s) and deal with issues raised in the reports of the external examiners.



- h) Agree, with other collaborating ETBs/providers, the reports to be submitted to the National Programme Board.
- i) Develop the assessment instruments and organise the assessment schedule.
- j) Manage the National Examinations Board.
- k) Confirm the results of the examinations board through its Apprenticeship FET Quality Council.
- l) Report to QQI on the programme and propose successful apprentices for awards.
- m) Release staff for necessary career and skills development as agreed by the National Programme Board.
- n) Liaise and engage with the ETBI New Apprenticeship QA Monitoring and Enhancement panel.

Responsibilities of Collaborating ETBs/Providers

- a) Register and induct apprentices to the programme as per the programme validation document.
- b) Provide off-the-job training as specified in the programme document.
- c) Liaise with employers of apprentices.
- d) Ensure that the on-the-job parts of the validated programme are being followed by employers of apprentices registered with them.
- e) Support mentors of apprentices.
- f) Appoint a member of the programme team to liaise with the mentor, confirm assessments made on-the-job, and observe the apprentice on-the-job.
- g) Appoint a Programme Leader responsible for the day to day running of the programme and responsible for reporting to the National Programme Board.
- h) Appoint a member to the National Programme Board who can speak with authority for the ETB on matters associated with the programme.
- i) Give the Co-ordinating Provider and the external examiners reasonable access to data, persons and apprentices associated with the programme when this is required.
- j) Attend National Programme Board meetings as required.
- k) Operate agreed Quality Assurance procedures.
- l) Co-operate with the national ETBI New Apprenticeship QA Monitoring and Enhancement panel.

Financial Matters

Limerick and Clare ETB will, through the FARR planning process, seek the necessary resources from SOLAS for management of the new apprenticeship programme. There are no additional fees charged to other collaborating ETBs or providers.

The Apprenticeship Council may at a later stage determine a fee schedule to be applied to Collaborating Providers for access to the programme and supporting quality assurance services.

Appendix C – MOA between Limerick and Clare ETB and Consortium Steering Group



Memorandum of Agreement for the Delivery of National Apprenticeship Programme between Limerick and Clare Education and Training Board as Co-ordinating Provider and National Consortium Steering Group

Purpose of the Agreement

Memorandum of Agreement for the Delivery of National Apprenticeship Programme between Limerick and Clare Education and Training Board as Co-ordinating Provider and National Consortium Steering Group

The Purpose of this agreement is to ensure the delivery of a statutory apprenticeship programme in the occupational area of Hairdressing. The agreement recognises the central position of employers/enterprises in the Irish apprenticeship system. It identifies the Consortium Steering Group) as the entity representing industry for the purposes of the apprenticeship programme. It also recognises the critical role of Limerick and Clare Education and Training Board in the provision of the programme.

The agreement recognises Limerick and Clare Education and Training Board as the sole Co-ordinating Provider of the National

Apprenticeship Programme. The agreement sets out the responsibilities of both parties. It recognises that the Consortium Steering Group has a responsibility to ensure that Industry is provided with well-trained crafts persons. It recognises that Limerick and Clare Education and Training Board, as an autonomous educational body, has a responsibility to QQI to provide the programme as validated and to adhere to QQI policies for the delivery and assessment of apprentices.

The agreement is not a legally-binding agreement and is not exhaustive in its identification of the two organisations' responsibilities. Further necessary responsibilities identified during the agreement will be negotiated between the partners.



Names of Partners to the Agreement

Co-ordinating Provider

Limerick and Clare ETB

FET Centre,

Raheen Campus,

Limerick.

Consortium Steering Group

Duration of the Agreement

The duration of this agreement will be until the next Periodic Review of the Consortium Steering Group. In the event of the Limerick and Clare Education and Training Board as Collaborating Provider being unwilling or unable to accept an intake of apprentices, the agreement may be suspended. In this case, Limerick and Clare Education and Training Board will continue to provide services for current apprentices until they complete their programme.

Reviewing the Agreement

This review will take place in conjunction with the occupational and programmatic review of the programme or after five years, whichever is the sooner. It may also be reviewed annually on request by either party.

Amendment of the Agreement

This agreement may be amended following agreement between the parties. This agreement may also be replaced by standard national agreements designed to regularize the relationships between Consortium Steering Groups and Co-ordinating Providers.

Managing Disputes Related to the Agreement

In the event of disputes relating to the agreement, both parties will attempt to resolve the issues by discussion and negotiation. In the event of a failure at this stage, matters may be referred to an agreed third party such as ETBI, QQI or SOLAS or a person with appropriate expertise. When agreement cannot be reached, this agreement may be suspended.

Suspension of the Agreement

In situations where there is a serious dispute which cannot be resolved, the agreement can be suspended by either party. In either case, both parties will continue to provide services to all



continuing apprentices. Following negotiations, a suspended agreement may be reinstated by mutual consent of both parties.

Termination of the agreement

This agreement will terminate when the last cohort of apprentices recruited to the programme graduate. It may also terminate on agreement of both partners. In this case, also both partners will agree to provide services to continuing apprentices.

Details of the Signatories

Co-ordinating Provider

Title Name _____

Position _____

Signature _____

Date _____

Consortium Steering Group

Title Name _____

Position _____

Signature _____

Date _____



Terms Used

FET Quality Council/AQC – this is the Council which oversees all apprenticeship programmes.

Co-ordinating Provider/ETB – the provider/ETB designated by the consortium as lead provider with primary responsibility for the programme.

Collaborating Provider/ETB – the Collaborating Provider/ETB offering the programme.

Programme – the apprentice programme to be delivered.

National Programme Board/National Programme Board– the National Programme Board is managed by the Co-ordinating Provider and has representatives of the employers and of each collaborating provider.

National Examination Board – the National Examination Board is organized by the Co-ordinating Provider for the

National Hairdressing Apprenticeship Programme.

National Hairdressing Apprenticeship Programme – this is the name of the new apprenticeship programme as validated by QQI.

General

- a) The National Hairdressing Apprenticeship Consortium appoints Limerick and Clare Education and Training Board as the sole Co-ordinating Provider for the National Hairdressing Apprenticeship programme.
- b) Limerick and Clare Education and Training Board recognises the central role of the National Hairdressing Apprenticeship Consortium Steering Group in representing the interests of employers and industry in the National Hairdressing Apprenticeship Programme.
- c) Limerick and Clare Education and Training board recognises the role of the National Hairdressing Apprenticeship Consortium Steering Group in the governance of the National Hairdressing Apprenticeship programme, as detailed in these Quality Assurance Procedures.
- d) The National Hairdressing Apprenticeship Consortium Steering Group recognises Limerick and Clare Education and Training Board as being responsible to QQI and to other statutory authorities for the management delivery, assessment and maintenance of the programme.
- e) Both parties agree that Limerick and Clare Education and Training Board may appoint Collaborating Providers to assist it in the provision of the programme. Such providers will be appointed subject to the agreement of the National Hairdressing Apprenticeship Consortium Steering Group.
- f) Limerick and Clare Education and Training Board agrees to provide the National Hairdressing Apprenticeship Consortium Steering Group with all data and reports



necessary for its proper operation subject to the normal requirements of data protection and confidentiality.

- g) Both parties agree that the operation of principles a) to f) above will be done in a spirit of collegiality and that they will seek to find a balance between autonomy and necessary accountability.

Secretariat and Communication

- a) If requested by the National Hairdressing Apprenticeship Consortium Steering Group, Limerick and Clare Education and Training Board will provide the secretariat to the Consortium Steering Group. The extent of these services will be agreed by the parties.
- b) Normally the communications between the parties will be through the Programme Manager, who will be a member of the Consortium Steering Group.

Particular Responsibilities of the National Hairdressing Apprenticeship Consortium Steering Group

- a) Advise the National Hairdressing Apprenticeship National Programme Board on trends identified by SOLAS and other State agencies to ensure that adequate numbers of places are available both nationally and regionally to meet demand.
- b) Support SOLAS in evaluating new employers' training capacity and where necessary in removing employers who are no longer deemed to have the capacity to adequately train apprentices.
- c) Support Limerick and Clare Education and Training Board and SOLAS in dealing with surges and collapses in occupational recruitment and in responding to the redundancy of individual apprentices.
- d) Act as a conduit for employer input to curriculum development.
- e) Act to inform employers of training opportunities in their region.
- f) Act in support of employers in the induction and registration of apprentices.
- g) Develop the occupational profile and inform the National Hairdressing Apprenticeship National Programme Board of significant changes to the role.
- h) Carry out a review of the occupational profile periodically and initiate a review of the programme based on the new profile.
- i) Advise Limerick and Clare Education and Training Board on the development of the programme and approve its structure and MIPLOs.
- j) Appoint two employers as members of the National Programme Board.
- k) Propose to the National Programme Board new employers for participation in the programme.
- l) Consider reports from the National Programme Board on admissions, examinations and apprentice and employer feedback, and inform the National Programme Board of its opinions on these matters where necessary. In the case of some reports, it may request action by the Co-ordinating Provider.
- m) Act in support of Limerick and Clare Education and Training Board in promoting the programme to employers and to potential apprentices.



Particular Responsibilities of Limerick and Clare ETB as Co-ordinating Provider

- a) Develop the programme in conjunction with the National Hairdressing Apprenticeship Group and submit the programme to QQI for validation.
- b) Manage the programme.
- c) Ensure that the programme is delivered and assessed as agreed with QQI.
- d) Deliver the off-the-job elements of the programme in conjunction with Collaborating Providers, where necessary.
- e) Report to the National Hairdressing Apprenticeship Consortium Steering Group regularly on the operation of the programme. These reports include admissions, examinations and apprentice and employer feedback.
- f) Appoint Collaborating Providers, where necessary.
- g) Liaise with individual employers and support them in the delivery of the on-the-job elements of the programme.
- h) Support the National Hairdressing Apprenticeship Consortium Steering Group in its work and respond to concerns that the Consortium may have in relation to the programme.

Financial Matters

Limerick and Clare Education and Training Board as Co-ordinating Provider will seek the necessary resources from SOLAS for management of the new apprenticeship programme, through the FARR planning process. There are no additional fees charged to other collaborating ETBs or providers.

The Apprenticeship Council may at a later stage determine a fee schedule to be applied to Collaborating Providers for access to the programme and supporting quality assurance services.



Appendix D – Limerick and Clare ETB External Authenticator Report Template



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR
LIMERICK & CLARE
Education & Training Board

REPORT OF EXTERNAL
AUTHENTICATOR for National
Hairdressing Apprenticeship
Programme.

[To be submitted by the External
authenticator to the National
Programme Manager Annually]

National Apprenticeship Programme Code and Title	
Academic Year	
Subject(s)/module(s) and Year(s) of programme examined	
Details of Duties undertaken	
Date(s) of Visits	



Part 2 External Examiner's Report on National [Insert Title] Apprenticeship Programme

Did you receive the validated programme documentation, including the Minimum Intended Programme Learning Outcomes (MIPLO) and Assessment Strategy? Yes / No

Please comment on (if applicable):

Timeliness, Presentation, Appropriateness, in respect to MIPLOs being measured in on-the-job and off-the-job assessment instruments
--

--

Marking Schemes and Worked Solutions

--

Structure and Organisation of the Assessments
--

--



Presentation of Apprentice's Work

Was the quality of Apprentice's work in line with your expectations for a National Apprenticeship Programme of this level?

Overall Performance / Academic Standard of Apprentices, in relation to their peers nationally and internationally

Your general opinion of the National Apprenticeship Programme and the quality, fairness and consistency of the assessment strategies used in measuring the stated module learning outcomes and overall programme learning outcomes



Suggestions to improve the assessment of Apprentices on the programme
Aspects worthy of recommendation/Examples of best practice
Feedback received from the provider on implementation of previous recommendations, as appropriate
If this is your first year of appointment, please comment on the adequacy of briefing and training materials. Is there any additional information which you would have liked to receive?
Other Comments/Observations



Any matters you wish to bring to the attention of the National Programme Board?

Any matters you wish to bring to the attention of the FET Quality Council of the Co-ordinating Provider?

[Please comment on other relevant issues, adding further pages as required.]



Part 3 External authenticator Details

Name: _____

Address: _____

Year of Appointment: _____

Signature: _____

Date: _____

General comments including special circumstances impacting on the national apprenticeship group, exceptional or poor performance in particular or elements of examination, or overall results, etc.:

Comments FET Quality Council Chair	
Signature FET Quality Council Chair	Date

Comments National Programme Board Chair	
Signature National Programme Board Chair	Date



Comments National Programme Manager	
Signature National Programme Manager	Date

Appendix E - RECOGNITION OF PRIOR LEARNING (RPL)



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2. Definitions

2.1. Glossary

CAS	Common Awards System	CEDEFOP	European Centre for the Development of Vocational Training
EQF	European Qualifications Framework	FETAC	Further education and Training Awards Council
FET	Further Education and Training	NARIC	National Academic Recognition Awards Centre
NFQ	National Framework of Qualifications	QBS	QQI Business System
RPCL	Recognition of Prior Certified Learning	QQI	Quality and Qualifications Ireland
RPEL	Recognition of Prior Experiential Learning	HEI	Higher education institution
RPL	Recognition of prior Learning		

2.2. Credit

Credit, in terms of recognition of prior experiential learning (RPEL) (i.e. learning which has not previously been academically accredited) may be granted where there is evidence that the required learning outcomes have been achieved. Where such evidence exists, apprentices may be entitled to advanced entry to a programme and/or awarded marks/grades for the learning.

2.3. Exemption

Exemptions exist where apprentices have been awarded accredited certification for learning by an awarding body such as Quality and Qualifications Ireland (QQI) or other recognised universities, colleges/institutes and awarding bodies. In such cases, the accredited certification has already been graded and, when used as (RPL), is grade neutral. Exemptions may allow apprentices advanced entry to a programme and/or may be used for the achievement of the overall award.

2.4. Recognition of Prior Learning (RPL)

Recent Irish research suggests that a commonly agreed definition of RPL does not currently exist (QQI, 2017). Hence, for the purpose of this document, the following definition will apply:

Recognition of prior Learning (RPL) can “be used by the learner to gain entry to a programme; gain exemptions within a programme; gain credit towards an award: a learner may gain a credit towards an award using previous certification and/or attain an Award: a learner may be awarded a Major or Minor Award on the basis of previously acquired learning for which they do not have a formal certificate” (CEDEFOP, 2011, p7).

RPL involves awarding the apprentice recognition in the form of initial or advanced admission to a programme, credits within a programme, exemption(s) from element(s) of a programme, or a full award. RPL cannot be claimed for based on the completion of an element of a module. The provider shall ensure that all apprentices are made aware of the potential benefits of RPL.

Appropriate supports relating to portfolio preparation shall be made available within the ETBs to interested apprentices. RPL can be subdivided into Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL).

2.5. Recognition of Prior Certified Learning (RPCL)

Recognition of Prior Certified Learning (RPCL) is learning that has already been accredited by an awarding body such as (QQI) or other recognised universities, colleges/institutes and awarding bodies. Prior certified learning can also include qualifications awarded by bodies abroad, such as the City & Guilds of London institute.

Prior certified learning may entitle the apprentice to exemptions on a programme, not credits. As this certified learning has already been awarded credit, the apprentice does not receive credits for it again, but recognition in the form of exemptions. RPCL may be recognised for exemptions on a programme. Exemptions are grade neutral and do not contribute to the overall calculation of the grade of the major award.

2.6. Recognition of Prior Experiential Learning (RPEL)

Recognition of Prior Experiential Learning (RPEL) (non-certified Learning) is: formal, informal and non-formal learning acquired through life or work experience; learning achieved from non-accredited bodies; or certifying bodies outside of the European Qualifications Framework (EQF).



Formal Learning	Learning that occurs in an organised and structured environment (in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the apprentice's point of view. It typically leads to validation and certification.
Informal Learning	Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the apprentice's perspective.
Non-formal Learning	Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the apprentice's point of view.

3. Principles of Assessment in relation to Examinations

Quality assured assessment ensures that, in criterion referenced assessment, “apprentices are assessed and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2013, version 2 – revised 2018 p.5).

Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the (QQI, Revised 2013, version 2 – revised 2018 p.5) principles for assessment.

3.1 Principles of Assessments

3.1.1 Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

3.1.2 Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and apprentices

3.1.3 Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures: apprentices have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all apprentices; and policies and procedures exist to ensure fair assessment of apprentices.

3.1.4 Quality

Quality in assessment ensures that all assessment processes are quality assured.

3.1.5 Transparency

Transparency in assessment ensures that assessment policy and process provide clarity to all relevant stakeholders.

The Qualifications and Quality Assurance (Education and Training) Act 2012 sets out the statutory basis for Quality and Qualifications Ireland's (QQI) engagement with recognition of prior learning (RPL), QQI have responsibility for policy of access, transfer and progression of apprentices (QQI, 2017). Limerick and Clare ETB is responsible for having a consistent approach to RPL and implementation must be in accordance with Limerick and Clare ETB's policy on access, transfer and progression. Limerick and Clare ETB's Quality Assurance System overarches these principles and ensures apprentice achievement is assessed in a fair and consistent manner in line with the award standard.

Limerick and Clare ETB is committed to utilising RPL as an instrument for: (i) determining standard access equivalences; (ii) for the award of credit; (iii) exemptions for apprentices with qualifications or prior experience in the area. The complexity of RPL practices in the Further Education and Training (FET) sector is acknowledged (QQI, 2017). This document should thus be viewed as a guiding document for RPL in order to aid Limerick and Clare ETB in developing their own RPL procedures.

4. RPL Roles and Responsibilities

4.1. The Provider Programme Leader/Manager

The Provider Programme Leader/Manager must ensure that all staff and apprentices are made aware of:

- the existence of an RPL policy and RPL requirements
- the potential benefits of RPL
- the appropriate support relating to portfolio preparation (RPEL only)
- the appropriate support relating to mapping of outcomes to assessment standards (RPCL only)

The Provider Programme Leader/Manager must inform the apprentice of the outcome of the RPL decision.

The Provider Programme Leader/Manager must also submit any appeals application to the Independent Appeals Committee and inform the apprentice of the outcome of the appeals application.

4.2. The Apprentice

Recognition of Prior Certified Learning (RPCL)

It is the apprentice's responsibility to apply for the RPCL. Apprentices must submit their application on the RPL Application Form to their Provider Programme Leader/Manager within a reasonable timeframe recommended ten (10) working days of the module commencement.

Apprentices should also include original certificates, results, programme details and, where possible, learning outcomes of certified modules completed. Apprentices should be advised to participate in the module(s) until a decision has been made (and written confirmation received) on whether to grant the exemption or not.

Recognition of Prior Experiential Learning (RPEL)

It is the apprentice's responsibility to apply for the RPEL. Apprentices must submit their claim on the RPL Application Form to their Provider Programme Leader/Manager within a reasonable timeframe recommended ten (10) working days of the module commencement.

It is the apprentice's responsibility to gather and present the evidence required for assessment according to the instructions given by the RPL Mentor/Facilitator. Evidence may include, but is not limited to: CV, references, certificates or testimonials, products or samples, job descriptions and/ or evaluations, evidence of attendance at training courses or workplace assessments. Evidence for assessment may be presented in a portfolio of evidence and mapped to the requirements of the award for which the exemption is being sought.

4.3. The RPL Mentor/Facilitator

The RPL mentor/facilitator is responsible for guiding and supporting the apprentice through the RPL process and facilitating the apprentice to ensure the evidence is consistent with the award standard.

4.4. The RPL Assessor

The RPL assessor will be a suitably qualified, experienced assessor and subject matter expert with ability to assess both Recognition of prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL). The RPL assessor is appointed by the ETB.

The RPL assessor is responsible for assessing submitted assessment materials/portfolio in accordance with RPL process and the award standard.

4.5. External Appeals Office

The External Appeals Office must:

- Examine the apprentice appeal on RPL application outcome
- Investigate whether relevant assessment procedures were followed
- Make a decision on the appeal

5. Recognition of Prior Learning (RPL) Process

As outlined in Figure 1, the RPL process can follow the:

Recognition of Prior CERTIFIED Learning (RPCL) process (See Section 2.5 for definition and Section 6 for process)

and/or

Recognition of Prior EXPERIENTIAL Learning (RPEL) process (See Section 2.6 for definition and Section 7 for process)

Figure 1 Recognition of Prior Learning



6. Recognition of Prior Certified Learning (RPCL) Process

6.1. About RPCL

RPCL is learning that has already been accredited by an awarding body such as QQI or other recognised universities, colleges/institutes and awarding bodies. Prior certified learning can also include qualifications awarded by bodies abroad, such as the City & Guilds of London institute.

This prior learning can be recognised on the National Framework of Qualifications (NFQ) and may entitle the apprentice to:

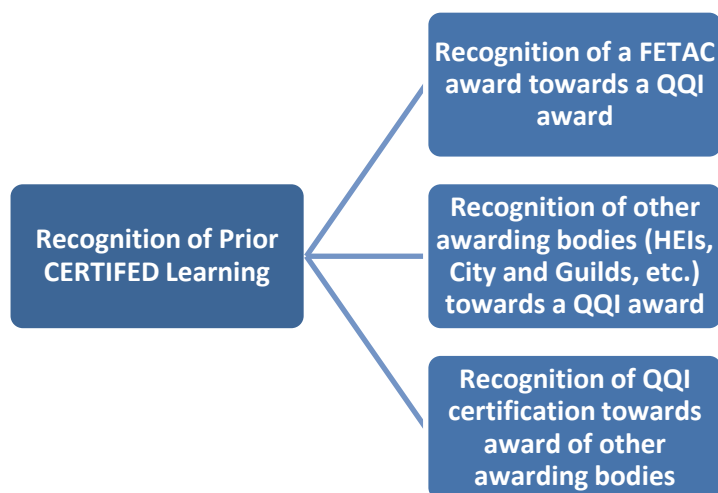
- Admission to a programme or programme of study
- Advanced entry on the programme
- Exemptions from some parts of a programme

QQI (2015) provide details regarding exemptions for the purpose of a Compound (Major/Special Purpose/Supplemental) Award.

6.2. Types of RPCL

There are 3 types of RPCL considered in this process (see Figure 2)

Figure 2 Types of RPCL



6.2.1 Recognition of a Further Education and Training Awards Council (FETAC) award towards a QQI award

“Where a FETAC component is not mapped to a CAS (Common Award System) component, then direct exemption using that FETAC component is not possible” (QQI, 2015, p.1). In this instance, RPCL will apply.

Where a Further education and Training Awards Council (FETAC) component is mapped to a CAS component, but is more than 5 years old, then an exemption is not possible, and RPCL will apply.

Where a FETAC component is mapped to a CAS component and is less than 5 years old, then an exemption is possible, and RPCL will not apply.

Where an apprentice has achieved a CAS award, and has thus met the learning outcomes for that award as currently published on the QQI website, then the apprentice has achieved that award, regardless of the age of the certificate. In this instance, the 5-year rule does not apply: the apprentice's award will be recognised by the QQI Business System (QBS), and it is not necessary to apply for either an exemption or RPCL. If the learning, for which recognition is sought for a QQI award, is certified outside of CAS, **RPCL will apply**.

The following must be considered as part of this process (see Table 1).

Table 1: Considerations of RPCL

Comparison of Learning Outcomes	It is recommended that the RPL assessor compares the learning outcomes of the prior certified learning to the learning outcomes of the module(s)/programme in which the apprentice is seeking the exemption(s): this must be completed in line with the provider's RPL policy while adhering to the award standard and principles of assessment. Gaps in learning may be identified and supports put in place to address these gaps.
Currency of RPCL	It is recommended that the RPCL must have been achieved in an appropriate timeframe (timeframe dependent on discipline) and in line with the provider's RPL policy. For example, ICT of ten years ago is of limited benefit today on a current programme, while some culinary training outcomes or communication skills may be more timeless.

6.2.2 Recognition of other awarding bodies (Higher Education Institution (HEI), City & Guilds, etc.) towards a QQI award

QQI recognises the value of awards made by another awarding body where the awarding body is:

- nationally recognised in its own country
- operating a quality assured awarding process (QQI, 2018)

QQI has identified a listing of awards to which RPCL may be applied (QQI, 2018). Where an award is not on the published list, the apprentice is required to provide the relevant learning programme and original transcript of results, with their application, in order to apply for RPCL.

Apprentices seeking *Statements of Equivalence* for foreign qualifications may be referred to the National Academic Recognition Information Centre (NARIC)

(<http://qsearch.qqi.ie/Webpart/Search?searchtype=recognitions>) to have their qualifications aligned with the appropriate Irish qualification. *Qualifications Recognition* is the QQI body responsible for the recognition of foreign qualifications.

6.2.3 Recognition of QQI certification towards award of other awarding bodies

The recognition of QQI certification towards an award of any other awarding body is dealt with in line with the procedures of the specific awarding body.

6.3. RPCL Application Process

In the case of exemption applications, the prior certified learning, which the apprentice is basing his/her exemption on, should be at the same (or higher) NFQ level than the level the apprentice is seeking the exemption in recognition of other awarding bodies (Higher Education Institution (HEI) City of Guilds, etc.) towards a QQI award.

1. Apprentice reviews **Types of RPCL** and identifies which type applies (see Section 6.2)

WHERE RPCL APPLIES - APPRENTICE PROCEEDS WITH RPCL APPLICATION

2. Apprentice completes RPL Application Form and indicates RPCL NFQ level applied for. The Provider Programme Leader/Manager forwards the application without delay to the ETB manager
3. The ETB manager appoints a RPL mentor/facilitator
4. The RPL mentor/facilitator supports apprentice in portfolio preparation
5. The ETB manager nominates two RPL assessors to assess the portfolio. The RPL assessors shall consider the application and agree a decision regarding it within a reasonable timeframe (recommended timeframe: ten (10) working days) of receipt of the application in line with the provider's RPL policy (see Table 1 for considerations in this process)
6. The Provider Programme Leader/Manager informs the apprentice of the outcome. The assessment evidence is presented at the next assessment period
7. The apprentice can appeal the decision (see Section 8).

7. Recognition of Prior Experiential Learning (RPEL) Process

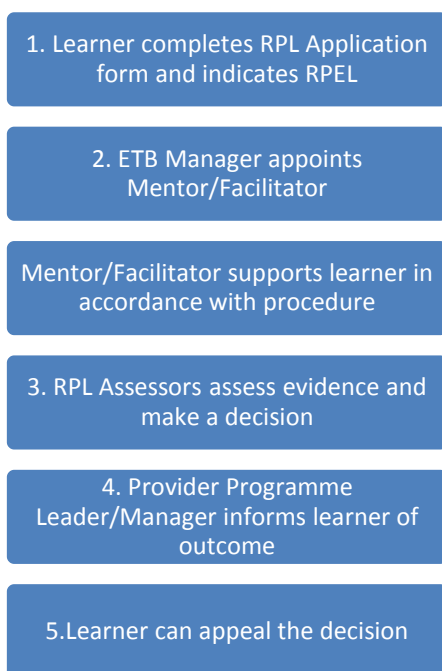
7.1. About RPEL

RPEL is non-formal and informal learning acquired through experience or learning achieved from non-accredited bodies e.g. learning acquired in the workplace.

7.2. RPEL Process

The RPEL Application process follows the steps outlined in Figure 3

Figure 3: RPEL Process



1. The apprentice completes an RPL Application Form and indicates the RPEL being applied for. This should be in line with the award being applied for/learning outcomes of the award
2. The ETB manager assigns an RPL mentor/facilitator to support the apprentice through the RPEL process. This involves the awarding of credit for non-formal learning gained from experience. In this case, the apprentice must demonstrate that the required equivalent learning has been achieved by producing a portfolio of evidence to support the claim for access or credit (the provider will have a support service (RPL mentor/facilitator) in place to help apprentices with the production of the portfolio). The portfolio of evidence must be presented in such a way that the matching of the knowledge, skills and competencies of the module learning outcomes to the prior learning is clearly demonstrated. Other assessment tools such as examination, assignment, interview or observation can also be used to assess prior experiential learning. The evidence the apprentice has to submit will be based on the learning outcomes of the module(s)/programme he/she seeks credits for. Evidence may include (but are not limited to):
 - References



- CV
- Job descriptions and experiences
- Personal statements
- Details of any training completed
- Certificates for qualifications, training programmes, etc.
- Sample work (e.g. drawings, minutes from meetings, business plan, etc.)
- Evidence from the apprentice's personal life
- Published work
- Professional licenses/registrations or membership of professional organisations
- Acknowledged accomplishments
- Video/audio recordings
- Relevant recreational activities or hobbies

The apprentice may be required to provide verification from previous or current employers that the learning stated has been achieved by the apprentice.

3. The ETB manager appoints two RPL assessors to consider the portfolio of evidence. The assessors should examine the submitted portfolio and agree a decision within a reasonable timeframe (recommended timeframe: ten (10) working days). The portfolio is assessed and an agreed grade is assigned by the assessors.

Apprentices should receive a grade for their portfolio of evidence which carries equal weight to modules taken in the conventional method. Assessors must satisfy themselves that the assessment techniques used to determine the standard of the experiential learning gained be equivalent to assessment methods applied to the module.

Portfolios of Evidence should go through the same quality assurance procedures as other assessment evidence (e.g. examinations/assignments) submitted by apprentices completing the programme in the conventional manner. Portfolios must demonstrate evidence of the required standard, albeit using an alternative method.

Submission of a portfolio does not guarantee that the apprentice gains credits

4. The Provider Programme Leader/Manager informs the apprentice of the outcome
5. The apprentice can appeal the decision (see Section 8)

8. RPL Appeals

The apprentice has the right to appeal the decision in relation to RPL (can appeal decision on application or grade awarded). Appeals must be made within a recommended timeframe (five (5) working days of the decision. In exceptional circumstances, the Provider Programme Leader/Manager may extend this time limit. All appeals must be made in writing using the Appeals Application Form.

Decisions on appeals are final.

References

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Appendix F - ASSESSMENT RESULTS APPEALS and ASSESSMENT PROCESS APPEALS



1. Definitions

1.1 Approved Result

Approved results are results which have been through the internal verification and external authentication process and been approved for distribution to apprentices by the Results Approval Panel. An appeal can only be made based on approved results.

1.2 Assessment Result Appeal

An assessment result appeal refers to the appeal of an approved result. In such cases, the apprentice is not satisfied with an assessment result: the apprentice believes the marks awarded are not representative of the quality of the work submitted for assessment.

Only **approved results of work submitted** can be formally appealed by the apprentice. No new assessment evidence can be submitted.

1.3 Assessment Process Appeal

An assessment process appeal refers to the appeal by an apprentice to the provider based on the assessment conditions and/or process: the apprentice believes the assessment conditions and/or process negatively impacted his/her assessment performance.

1.4 Timeframe for lodging an assessment appeal

Assessment Result Appeals and Assessment Process Appeals should be made within **10 working days** of the issuing of approved results.

2. Principles of assessment in relation to Assessment Appeals

Quality assured assessment ensures that, in criterion referenced assessment, “apprentices are assessed and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2018, p.5). Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

2.1 Principles of Assessment

2.1.1 Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

2.1.2 Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and apprentices

2.1.3 Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures: apprentices have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all apprentices; and policies and procedures exist to ensure fair assessment of apprentices.

2.1.4 Quality

Quality in assessment ensures that all assessment processes are quality assured.

2.1.5 Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

Apprentices have the right to appeal within a specified timeframe. In order to ensure adherence to the principles of assessment, the following process should be followed in relation to assessment result and process appeals. This will thus ensure that assessment is fair for all apprentices along with being reliable and consistent across Limerick and Clare ETB's programmes and modules.

3. Assessment Results Appeals Roles and Responsibilities

3.1 The Provision

- The Provision has prime responsibility for communications with apprentices. The External Appeals Office will communicate directly with the Provision and the Provision directly communicates with apprentices. The Provision has the responsibility to ensure the apprentice does not contact or communicate with the External Appeals Office.
- The Provision must determine a date which complies with the minimum notice required and inform the apprentices of this date. Apprentices should be informed that Appeals received by the Provision after this date will not be processed.
- Documentation for appeals in respect of minor awards must be accompanied by the relevant programme module. An appeal in respect of a minor award cannot be re-examined without the relevant programme module.
- The Provision is required to check the relevant module descriptor to ensure that all the appropriate assessment evidence produced by the apprentice is available for the appeal.
- The Provision must e-mail appealoffice@lcteb.ie the QQI External Appeals Summary Sheet.
- The Provision must enclose QQI External Appeals Summary Sheet with the following Appeal documentation:
 - External Appeal Application Form (N10)
 - Authentication Report by Apprentice Group by Minor Award Results Sheet
 - Appeal Programme Module Descriptor
 - Apprentice Assessment Evidence, including the original marking sheet(s)
 - Learner support files
 - Any other relevant documentation
- The Provision is advised to use registered post or courier service when sending appeals to the External Appeals Office.
- Only evidence that has previously been presented by the apprentice, and has been securely retained in the Provision following the initial assessment, can be considered as part of an appeal. **No new evidence can be submitted.**
- If apprentice evidence is of such a nature that it cannot readily be forwarded to the External Appeals Office, and a visit to the Provision by an Appeals Examiner is required, the Provision will indicate this on the External Appeal Application Form (N10) and will forward the N10 form to the External Appeals Office.
- The Provision will be informed by the External Appeals Office regarding the outcome of the appeal by letter or email and the Provision will then inform the apprentice of the outcome of their appeal within a reasonable timeframe. The Provision will return the €40 appeal fee to the apprentice following successful appeal decision.



- Following the completion of the External Appeals Process, QQI will be informed by the External Appeals Office of appeal outcomes. QQI will make any required amendments to grades on the QQI Business System

3.2 The Apprentice

If an apprentice wishes to appeal an assessment result, the apprentice must:

- Note the grounds for appeal (assessment result appeal or assessment process appeal)
- Note the timeframe for appeal (see Section 1.2)
- Lodge an appeal (with fee if applicable) (see Section 4).

Only assessment evidence that has already been submitted as part of the final assessment can be considered as part of an appeal; no new evidence can be submitted.

3.3 The External Appeals Office

- The External Appeals process will involve a re-examination of:
 - The apprentice evidence presented for the component/module under appeal
 - The assessment result awarded for the component/module
- An Appeals Examiner will be assigned by the External Appeals Office for the purpose of the appeal. The Appeals Examiner who re-examines an apprentice appeal will not be the internal assessor who made the original assessment decision, or the External Authenticator assigned to the Provision during the assessment period for that award.
- In the case of Assessment Process Appeal the External Appeals Office will examine the apprentice appeal, investigate whether relevant assessment procedures were followed and make a decision on the appeal.
- The External Appeals Office will communicate the outcome of the appeal directly to the Provision via letter or e-mail and will return all evidence to the Provision.
- The External Appeals Office will generate the Successful and Unsuccessful letters and will forward them to the Provision to be distributed to the apprentices. The office will also include an overall summary sheet for each Provision.
- The Appeal Report Form completed by the Appeals Examiner is held by the External Appeals Office. Scanned copies will be sent to the Provision for their records and relevant feedback should be given to the teachers.
- The Provision will communicate the outcome of the appeal directly to the apprentice. If an appeal is successful, the €40 fee will be refunded by the Provision to the apprentice.
- The External Appeals Office will communicate the outcome of the appeal directly to QQI. In cases where an appeal is successful, QQI will amend the original result on the QQI Business System (QBS) and will issue a new certificate directly to the Provision.



- The External Appeals Office will not communicate directly with apprentices and will not respond to communications that do not emanate from the Provision.
- The External Appeals Office is located in -

Limerick and Clare Education and Training Board External Appeals Office
Quality Assurance Support Service
Further Education & Training Centre
Clonroad Campus
Clonroad
Ennis, County Clare
E-mail: appealsoffice@lcetb.ie

3.4 The Appeals Examiner

An Appeals Examiner must:

- Examine the External Appeals Application Form (N10) and apprentice assessment evidence
- Make a decision regarding the appeal
- Complete an Appeal Report Form for each apprentice

4. Implication for CAO offers

The outcome of an appeal may have a significant bearing on whether an applicant through the CAO is offered a place on a Higher Education programme. The CAO operate to extremely strict timelines, and results that are not communicated to them in time **will not** be included in the points' calculations, and subsequent candidate place offers.

All appeals by apprentices who have applied through the CAO for Higher Education programmes should be clearly marked on the External Appeal Application Form (N10) as **“CAO APPLICANT”**. A note to that effect should also be included on the QQI External Appeals Summary Sheet.

Applications for appeals in these cases must be received by the External Appeals Office as per the **Authentication Calendar/Timeline which is created for each authentication period**.

5. Assessment Result Appeals Process

Note:

- The apprentice is notified by the Provision of the deadline for appeals within the given assessment period.
- Assessment result appeals should be made within the minimum requirement of 10 working days' notice.
- The Limerick and Clare ETB will endeavour to complete all appeals within a reasonable timeframe (recommended timeframe: twenty (20) working days) on receipt of appeal. Every effort should be made to process the application as promptly as possible, especially if CAO/other deadlines may be impacted.

Where possible, the apprentice discusses the potential result appeal with the Assessor and/or Provider Programme Leader/Manager and examines grounds for appeal and timeframe before proceeding.

Only approved results can be formally appealed: no new assessment evidence can be submitted.

5.1 Apprentice completes the Assessment Appeals Application Form and submits form to Provision together with the Appeals Fee

The apprentice must complete and return the Assessment Appeals Application Form and fee to their Provision. Appeals received after the deadline will not be processed. A fee of €40 is payable in respect of each module/component being appealed. The fee is refundable in the case of successful appeals. The fee of €40 per appeal **must be paid by the apprentice directly to the Provision.**

Apprentices should be informed that Appeals cannot be processed without the payment of fees.

Apprentices must communicate directly with the Provision **and under no circumstances** should contact the **External Appeals Office.**

The Assessment Appeals Application form must be signed by the apprentice and by the Provision.

5.2 Provision submits application to External Appeals Office

Provision submits the Provision External Appeals form (N10), QQI External Appeals Summary sheet, the original evidence (including any digital evidence) and any other relevant documentation to the External Appeals Office.

Provision emails a copy of the QQI External Appeals Summary Sheet to the following email address – appealsoffice@lctetb.ie



All assessment evidence, as required by the component specification/validated programme or module, must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.

The Provision retains the apprentice's Assessment Appeal Application form for their records and should not forward it to the External Appeals Office.

5.3 External Appeals Office processes the application and assigns an Appeals Examiner

The External Appeals Office assigns an Appeals Examiner who will endeavour to complete all appeals within twenty (20) working days on receipt of appeal. **Every effort should be made to process the application as promptly as possible, especially if CAO/other deadlines may be impacted.**

5.4 Assessment Appeals Examiner makes a decision on the appeal and informs the External Appeals Office

The Assessment Appeals Examiner completes a:

1. **Totting/recording check** to check for any errors. If an error is found, marks are changed.
2. **Review** of the assessment evidence and makes a decision as to whether grade are upheld or changed
3. Makes a **decision** on the appeal and informs the External Appeals Office of the outcome.

5.5 External Appeals Office informs the Provision of the outcome of the appeal (successful or unsuccessful) within a maximum two (2) working days. The External Appeals Office will generate the Successful and Unsuccessful letters and will forward them to the Provision to be distributed to the apprentices. The office will also include an overall summary sheet for each Provision.

5.6 If successful, the External Appeals Office informs the awarding body of change.

5.7 The Provision informs the apprentice of the outcome of the appeal application

The Provision informs the apprentice of the outcome of the appeal within a reasonable timeframe a maximum five (5) working days. Where applicable, the fee is refunded to apprentice.

5.8 At the next Results Approval Meeting, all appeal results from previous assessment period are ratified.

The appeal result is final.



6. Assessment Process Appeals

Note:

- The apprentice is notified by the Provision of the deadline for appeals within the given assessment period.
- Assessment process appeals should be made within the minimum requirement of 10 working days' notice.
- The Limerick and Clare ETB will endeavour to complete all appeals within a reasonable timeframe (recommended timeframe: twenty (20) working days) on receipt of appeal. Every effort should be made to process the application as promptly as possible, especially if CAO/other deadlines may be impacted.

Where possible, the apprentice discusses the potential process appeal with the Assessor and/or Provider Programme Leader/Manager and examines grounds for appeal and timeframe before proceeding.

6.1 Apprentice completes the Assessment Appeals Application Form and submits form to Provision together with the Appeals Fee

- The apprentice must complete and return the Assessment Appeals Application Form and fee to their Provision. Appeals received after the deadline will not be processed. A fee of €40 is payable in respect of each module/component being appealed. The fee is refundable in the case of successful appeals. The fee of €40 per appeal **must be paid by the apprentice directly to the Provision.**
- Apprentices should be informed that Appeals cannot be processed without the payment of fees.
- Apprentices must communicate directly with the Provision **and under no circumstances** should contact the **External Appeals Office.**
- The Apprentice Appeals Application form must be signed by the apprentice and by the Provision or Provider Programme Leader/Manager.

6.2 Provision submits Appeals documentation to the External Appeals Office

Provision submits the Provision External Appeals form (N10), QQI External Appeals Summary sheet, the original evidence (including any digital evidence) and any other relevant documentation to the External Appeals Office.

Provision emails a copy of the QQI External Appeals Summary Sheet to the following email address – appealsoffice@lcbtb.ie

All assessment evidence, as required by the component specification/validated programme or module, must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.



6.3 External Appeals Office informs Provision of outcome

The External Appeals Office will examine the apprentice appeal, investigate whether relevant assessment procedures were followed and make a decision on the appeal. External Appeals Office informs Provision of outcome.

6.4 External Appeals Office informs the Provision of the outcome of the appeal (successful or unsuccessful) within a maximum two (2) working days. The External Appeals Office will generate the Successful and Unsuccessful letters and will forward them to the Provision to be distributed to the apprentices. The office will also include an overall summary sheet for each Provision.

6.5 If successful, the External Appeals Office informs the awarding body of change.

6.6 The Provision informs the apprentice of the outcome of the appeal application

The Provision informs the apprentice of the outcome of the appeal within a reasonable timeframe a maximum five (5) working days. Where applicable, the fee is refunded to apprentice.

6.7 At the next Results Approval Panel meeting, all appeal results from previous assessment period are ratified.

The appeal result is final.

References

QQI (2018 Revised) *Quality Assuring Assessment Guidelines for Providers*. Ireland: QQI. Available from: <https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf> [accessed 2nd April 2019].



Appendix G - ASSESSMENT MALPRACTICE

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Definitions

1.1. Assessment System Irregularity and Assessment Malpractice

It is important to distinguish between **assessment system irregularity** and **assessment malpractice**. The decision on whether an issue is deemed to be considered an assessment system alleged irregularity or malpractice will relate to the intent, scale or fraudulent nature of the incident by the offender. An issue that may initially be adjudged to be an assessment system irregularity could, after preliminary investigation, be determined to be an alleged malpractice issue. Where such an issue is deemed to be an alleged malpractice, the procedures outlined in this document must be utilised.

2.1.1 Definition of Assessment System Irregularity

Assessment system irregularities are typically accidental omissions or mistakes which are detected by mechanisms within the assessment system, are corrected, and which do not impact on the validity of the assessment. These could include test administration errors, missing assessment data, errors in transcription etc., which are detected and rectified. All instances of irregularities should be documented and addressed in line with this procedure.

2.1.2 Definition of Assessment Malpractice

An assessment malpractice is any act or practice which brings into question the validity or integrity of the assessment process and which normally arises due to one or more non-accidental factors. Two categories of malpractice exist:

- Apprentice Malpractice
- Staff Malpractice

This document relates to Apprentice Malpractice only.

1.2. Apprentice Malpractice

Apprentice Malpractice is defined as malpractice committed by an apprentice during the course of the assessment process. Examples of apprentice malpractice include but are not limited to:



2.2.1 Plagiarism

Apprentice plagiarism is defined as the practice of apprentices submitting any work for assessment that is not their own original work. This could be any percentage of work that has not been referenced and has been copied from published work, the internet, other apprentices' work and/or other sources.

Plagiarism in assessment may include but is not limited to:

- Representing work completed by and/or authored by another person (including other apprentices, family, work colleagues and friends) as their own
- Procuring work from a company or external source including the internet
- Copying work from any source or medium without reference (i.e. website, book, journal article, etc.)
- Taking a passage of text, or an idea, and summarising it without acknowledging the original source
- Passing off collaborative work as one's own
- Piecing together sections of others' work into a new whole
- Submitting another apprentice's work with or without their knowledge

The submission of such plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately using the procedures outlined in this document.

Suspected cases of plagiarism will only be investigated when there is a declaration of authenticity which has been signed by the apprentice. Any electronic assessment submitted is deemed as having been declared as authentic by the apprentice.

2.2.2 Unacceptable Behaviour

Unacceptable behaviour in assessment may include but is not limited to:

- Unauthorised removal of assessment material from the assessment location
- Deliberate damage to or destroying of assessment related materials
- Use of electronic communication device/technology or other unauthorised materials during the assessment
- Assisting other apprentices during the assessment
- Any form of communication with other apprentices (written, verbal, gestures, expressions, pointing, etc.) in an assessment event (e.g. examination)
- Collusion by working collaboratively with other apprentices, beyond what is allowed
- Copying from another apprentice (both parties involved in the investigation)
- Fabrication of results and/or evidence
- Falsification (faulty data collection methods)



- Behaving in such a way as to undermine the integrity of the assessment event or process.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment
- Engaging in unsafe practices in assessment
- Disruptive, violent and offensive behaviour in relation to assessment
- Tampering or interfering with assessment materials or another apprentice's work
- Submission for assessment of a piece of work that has been purchased/procured from another source where the work is not the apprentice's own work.

This list is not exhaustive.

2. Principles of Assessment in Relation to Assessment Malpractice

Quality assured assessment ensures that, in criterion referenced assessment, "apprentices are assessed and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award" (QQI, Revised 2018, p.5). Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

3.2 Principles of Assessments

3.2.1 Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

3.2.2 Reliability



Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions. Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and apprentices

3.2.3 Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures: apprentices have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all apprentices; and policies and procedures exist to ensure fair assessment of apprentices.

3.2.4 Quality

Quality in assessment ensures that all assessment processes are quality assured.

3.2.5 Transparency

Transparency in assessment ensures that assessment policy and process provide clarity to all relevant stakeholders.

In order to ensure the fair and consistent assessment of apprentices, the following procedure should be followed in relation to any suspected malpractice cases. Limerick and Clare ETB's Quality Assurance System overarches these principles and ensures apprentice achievement is assessed in a fair and consistent way in line with the national standards for the award.

3. Malpractice Roles and Responsibilities

3.1. All Staff

All staff involved in the assessment process, have a responsibility for ensuring the integrity and validity of the Limerick and Clare ETB's assessment system. All staff must ensure that they are aware of policies and procedure in relation to:

- planning for assessment
- conducting of assessment
- conclusion of assessment

A person making an allegation of malpractice invoking the Protected Disclosures Act 2014 must follow Limerick and Clare ETB's Protected Disclosures Policy and Procedures. Additionally, all staff involved in the assessment process must ensure that the assessment process is conducted in line with quality assurance policies and procedures and that any variances in assessment system practices are investigated appropriately as outlined in this procedure.

3.2. The Provision Manager

The Provision Manager is required to adhere to the role and responsibility outlined above in 4.1.

3.3. The Provider Programme Leader/Manager

The Provider Programme Leader/Manager is required to adhere to the role and responsibility outlined above for all staff. Additionally, the Provider Programme Leader/Manager must also ensure that all Teachers are made aware of their roles and responsibilities in relation to the assessment process. The Provider Programme Leader/Manager must also ensure that Teachers are made aware of the policies and procedure in relation to the assessment process and the process of investigation of any suspected malpractice.

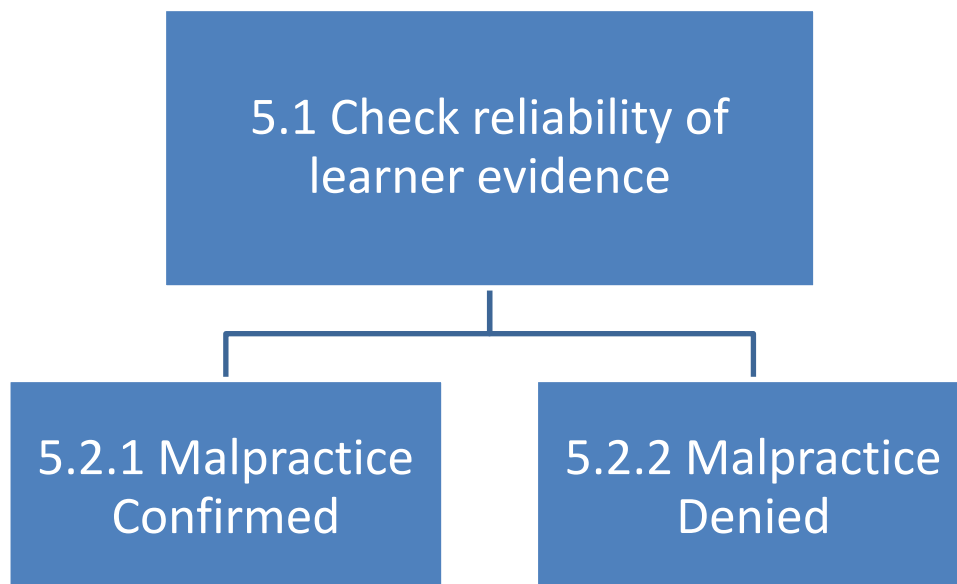
3.4. The Teacher

The Teacher is required to adhere to the role and responsibility outlined above for all staff. Additionally, the Teacher must be aware of the policies and procedures in relation to the assessment process.

4. Suspected Apprentice Malpractice Procedure Process

Any suspected apprentice malpractice should follow the process outlined in Figure 1.

Figure 4 Suspected Apprentice Malpractice Process



4.1. Check Reliability of Apprentice Evidence

In the event of suspected apprentice malpractice, the Teacher must check the apprentice assessment evidence for reliability using plagiarism software and/or questioning (as outlined in Table 1 below) and meet with the apprentice to discuss the assessment evidence.

Table 2 Reliability of Apprentice Evidence

Reliability of Apprentice Evidence

Where the Teacher is not in a direct position to observe the apprentice carrying out the assessment activity or collecting the evidence first hand, e.g. when a portfolio or project is used, s/he must be confident that the evidence was actually produced by the apprentice, i.e. it is reliable apprentice evidence. This is particularly important when group assessment is used.

The following are ways in which the Teacher may ascertain that the apprentice evidence produced is reliable and genuine. The Teacher should, where appropriate, implement a range of these.

Questioning:

This involves asking the apprentice to explain and describe part of the evidence. It is important to concentrate on how the evidence was produced as this will enable the apprentice to show that s/he was responsible for producing the evidence and will also give the apprentice the opportunity to apply the knowledge and skills required.

Questioning may include using the following methods:



Authorship Statement:

An authorship statement from the apprentice testifying the evidence as being his/her original work. An authorship statement could be provided with regard to all evidence submitted.

Personal Log:

A personal log is a record of how the apprentice planned and developed the evidence. A personal log should identify problems and how they were overcome by the apprentice.

Personal Statements:

A personal statement may be used to explain the actions of the apprentice in carrying out activities or producing the evidence. Personal statements should be clear and explain the apprentice's role and the context in which the evidence was produced. Personal statements can provide evidence of knowledge and understanding.

Peer Reports:

Peer reports are especially suitable for group work. Peer reports are reports drafted by all group members which can help explain individual involvement in a task or project.

Independent Testimony:

An independent testimony is a statement produced by an individual other than the Teacher, which confirms that the apprentice has carried out a series of tasks or produced a product. It should record what the apprentice has demonstrated and corroborate the apprentice evidence submitted. The identity and role of the individual to provide the testimony for the apprentice should be agreed in advance between the Teacher and the apprentice. The use of independent testimony is not intended as a mechanism for assessing apprentice evidence but as a tool to corroborate the reliability of that evidence.

4.2. Malpractice Confirmed/Denied

4.2.1 Malpractice Confirmed

On completion of the checking of apprentice evidence and meeting with the apprentice, the apprentice may **acknowledge** that his/her assessment evidence has been plagiarised either by poor academic honesty. In this case, the Provider Programme Leader/Manager issues a written warning if this is the apprentice's first offence within the Provision and apprentice

evidence for that element of module is disallowed. The apprentice is not allowed to resubmit the evidence. Where this is a second offence, more serious sanctions will be applied (see Section 7 Sanctions).

4.2.2 Malpractice Denied

On completion of the checking of apprentice evidence and meeting with the apprentice, the apprentice may **deny** that his/her assessment evidence has been plagiarised either by poor academic honesty. In this case, an investigation must take place (see Section 6: Suspected Apprentice Malpractice Process).

5. Suspected Apprentice Malpractice Process

Apprentice malpractice investigation should be completed as outlined in Figure 2.

Figure 5 Apprentice Malpractice Investigation Process



5.1. Initial notification

In the event of suspected apprentice malpractice in an assessment event (e.g. examination), this should be dealt with promptly by the Assessment Invigilator and in accordance with

Examinations: Planning, Conducting and Concluding. These instances must be recorded in the assessment template – 07_Examination Attendance Register.

In all cases where an alleged malpractice is identified, it must be notified to the Programme Coordinator and/or other personnel with responsibility for the operation of the programme. Notification must be in writing – Notification of Investigation Letter.

Apprentice malpractice investigation should be completed as outlined in Figure 2.

5.2. Appointment of investigators

The Provision Manager will decide who should undertake the investigation in consultation with his/her senior management team and the QA Support Service. It is recommended that at least two staff members are involved in the investigation and should include the Programme Coordinator and a Teacher with assessment experience (unless there is a Conflict of Interest (see Section 6.2.1). The Provision Manager (or designated appropriate personnel) is required to co-ordinate the investigation. In certain cases, if required, and in conjunction with the Provision Manager, an investigation may be undertaken by:

- An external investigator
- Internal audit

The Provision Manager must complete the Alleged Assessment Malpractice Report. It is important that only one report per apprentice is completed. If the alleged assessment malpractice is suspected for more than one apprentice, separate forms must be used.

Any person who has a possible conflict of interest should not be involved in any investigation or subsequent making of judgments (see 6.2.1. Conflict of Interest).

5.2.1 Conflict of Interest

Conflict of interest means any issue that might unfairly influence, or appear to influence, the outcome of an investigation. Possible Conflict of Interest relates to situations where personnel:

- Have a personal relationship or family relationship with the apprentice being investigated
- Have a professional relationship with the apprentice being investigated that may be perceived to unfairly influence the investigation process

The Provision Manager shall be responsible for ensuring that a conflict of interest does not arise and that all members of an investigation panel sign a declaration to that effect (Declaration Regarding Conflict of Interest).

In cases where conflict of interest is identified, alternative arrangements must be put in place.

5.2.2 Natural Justice

Those responsible for conducting an investigation shall establish the full facts and circumstances of any alleged assessment malpractice. It should not be assumed that an allegation equates to proof of a malpractice.

Any investigation into an alleged malpractice shall have due regard to the principles of natural justice. As such, it is necessary that those responsible for managing the conduct of any investigation must ensure adherence to these principles. This includes ensuring that:

- All investigations do not disadvantage the person against whom the allegation is made and are concluded within a reasonable timeframe (it is expected that this should be completed as promptly and as efficiently as possible except in exceptional circumstances which may take a maximum of forty (40) working days from the date of the notification to the Provision Manager of the alleged malpractice)
- The apprentices in question are made aware of the allegation and are given the opportunity to respond
- Care is taken to avoid conflict of interest (see Section 6.2.1)

The apprentice/apprentices against whom an allegation is made should therefore:

- Know what evidence exists to support that allegation
- Know the possible consequences should an assessment malpractice be proven
- Have the opportunity to consider their response to the allegations (if required)
- Have an opportunity to submit a written statement
- Have an opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- Be informed of the applicable appeals procedure, should a decision be made against him or her
- Be informed of the possibility that information relating to a particular malpractice may be shared with other relevant parties

5.3. Investigation

All notified alleged assessment malpractices must be investigated. It is expected that the investigation should be completed as promptly and as efficiently as possible, except in exceptional circumstances which may take up to a defined timeframe maximum of forty (40) working days from the date of the notification to the Provision Manager of the alleged malpractice.

5.3.1 Communication with Apprentice/Apprentices to be investigated

The Provision Manager shall be responsible for communicating, in writing, to the apprentice to be investigated, in relation to the alleged assessment malpractice(s). The initial communication shall:

- Provide notification that an allegation of an assessment malpractice has been received
- Advise that the Provision Procedures for Managing Assessment Malpractices provide full details of how the investigation will be conducted



- Emphasise that the investigation will be carried out in a discreet and confidential manner, except in exceptional circumstances. Exceptional circumstances cannot guarantee this confidentiality as identity may need to be disclosed to:
 - An Garda Síochána, fraud prevention agencies or other law enforcement agencies (to investigate or prevent crime including fraud)
 - The courts (in connection with court proceedings)
 - Other person(s) to whom ETB and/or awarding bodies are required by law to disclose identity
- Avoid implying or suggesting that conclusions have already been determined or that decisions have been made in respect of the application of corrective actions

Note: Notification of Investigation Letter Template.

5.3.2 Establishing the facts within the investigation

The investigating team should endeavour to obtain all the relevant facts about the alleged assessment malpractice. This may be done through some or all of the steps outlined below:

1. Review of allegation details
2. Interview with the apprentice being investigated
3. Interview with personnel and or/management connected to the course, project or alleged malpractice
4. Interview with apprentices connected to the course, project or alleged malpractice
5. Interview with the other relevant parties
6. Written statement(s) from the apprentice being investigated
7. Written statement(s) from apprentices connected to the course, project or alleged malpractice
8. Written statement(s) from personnel connected to the course, project or alleged malpractice
9. Written statement(s) from other relevant parties
10. Review of related assessment reports
11. Review of previous apprentice record, to seek to establish whether there has been any previous malpractice investigations for this apprentice/apprentices
12. Other related records

5.3.3 Confidentiality

Confidentiality is a key aspect in the conduct of an investigation into an alleged malpractice, due to the risk of reputational damage to apprentices involved. In order to ensure confidentiality is maintained before, during and after an investigation, the following conditions should apply:

- Material relating to any allegations, findings or conclusions must not be made known to any parties, either internally or external to the Provision, beyond those key to the investigation



- It is not necessary to inform all apprentices being interviewed of the details of meetings with other parties, unless there is a specific relevant matter to be raised
- The name or other details of the apprentice making the malpractice allegation should not be divulged to the apprentice/apprentices to be investigated without consent
- All material relating to the investigation must be held and stored in a secure manner
- Material relating to a given investigation should be stored together on a single file
- Each file should have a unique code to identify the investigation. Copies of electronic material should also be held with this file

6.4 Results of Investigation

6.4.1 The Investigation Report

The results from the investigation of an assessment malpractice, typically Section 2 of the Investigation Report shall contain the following:

- Number of apprentices affected and/or implicated
- How the alleged malpractice was identified and notified to the Provision Manager/Assessment Co-ordinator
- The nature of the malpractice and the specific assessment procedure(s) or assessment rule(s) or assessment regulation(s) that has/have allegedly been breached, as well as the award details
- Details of the scope of the investigation carried out
- The findings:
 - details of the procedure, rule and/or regulation that is alleged to have been breached
 - a statement of the facts as described by all parties
 - details of any mitigating factors
- Any recommendations based on the findings
- Conclusion (whether the malpractice allegation is substantiated or unsubstantiated)

While the investigating team are required to make recommendations based on the findings, the team should not adjudicate on the report findings.

The report will be signed and dated by the investigating team. Any written statements, notes of interviews or other relevant documentation reviewed or obtained as part of the investigation must be filed separately and securely as part of the investigation process.

6.4.2 Report Findings Adjudication

The Investigation Report is submitted to the Provision Manager. The Provision Manager adjudicates on the report findings and notifies the person(s) involved in writing as to

whether the allegation has been substantiated or not. Where the allegation is substantiated, the notification will include details of the appeal process in regard to the findings and the sanctions/consequences. The Provision Manager must complete Section 3: Findings Adjudication and Communication of Findings of the Alleged Assessment Malpractice Report.

6.4.3 Communicating the Results

The Provision Manager is responsible for ensuring that the notification of the alleged assessment malpractice investigation finding is communicated to the relevant apprentices within a defined timeframe ten (10) working days from the date of receipt of the investigator's report).

The finding of an investigation into an alleged assessment malpractice may be:

- Unsubstantiated Assessment Malpractice
- Substantiated Assessment Malpractice.

Note: Notification of Assessment Malpractice Finding Letter for this communication.

6.4.4 Unsubstantiated Assessment Malpractice

If the assessment malpractice is found to be unsubstantiated, the Provision Manager will convey the findings of the investigation, in writing, and within the timeline specified, to the apprentices(s) involved. A record of the investigation is kept on file – see Limerick and Clare ETB's Records Retention Schedule.

6.4.5 Substantiated Assessment Malpractice

Where the allegation is substantiated, the Provision Manager will convey the findings of the investigation, in writing and within the timeline specified, to the apprentices(s) involved, and should include details of the sanctions/consequences of the assessment malpractice.

In addition, the notification to the person must also outline the Assessment Malpractice Appeal process and the timeline in regard to appealing the findings.

6.4.6 Communicating the Findings to Other Persons

The relevant Provision Manager will convey, as appropriate, the outcome of the assessment malpractice investigation in writing to the ETB Manager and the QA Support Service.



7. Sanctions

Depending on the findings of an investigation and the outcome adjudicated, further steps, such as **sanctions** or **disciplinary** action, may be required.

7.1 Sanctions

SANCTIONS

Sanctions are dependent on:

- The severity of the malpractice
- History of substantiated assessment malpractice by apprentice in the Provision (if, for example, findings from a previous investigation have evidence of substantiated assessment malpractice against the apprentice in the Provision)
- Nature of assessment activity

Examples of sanctions which may be taken (this list is not exhaustive):

1. Written warning and assignment is marked as zero and submitted

When might this happen?

It is envisaged that this will occur in the following instances (**this list is not exhaustive**):

- The apprentice has not submitted draft material for feedback earlier in the assessment process which may have highlighted the issue
- The apprentice has submitted assessment evidence which has been plagiarised
- The apprentice has plagiarised an element of a module (e.g. research element of a project (10%))
- The apprentice has used another apprentice's work

What happens?

- The apprentice is issued with a written warning by the Provider Programme Leader/Manager.
- The assignment is marked as zero and submitted.
- The apprentice is also notified that if the offence is repeated once within the Provision, further sanctions will be applied.

2. Evidence for the entire module marked as zero and submitted

When might this happen?

It is envisaged that this will occur in the following instances (**this list is not exhaustive**):

- Unacceptable behaviour (see 2.2.2)



- Large element of assessment evidence is not the original work of the apprentice (copied from another apprentice, poor academic honesty in assessment evidence, etc.)

What happens?

- Evidence from the apprentice is marked as zero and submitted
- Evidence for the entire module is marked as zero and submitted

3. Results will not be submitted, or will be cancelled (exceptional case)

When might this happen?

It is envisaged that this will occur in the following instances **(this list is not exhaustive)**:

- Unacceptable behaviour (see 2.2.2)

What happens?

- Limerick and Clare ETB may withhold or cancel results and/or certificates if there is evidence to prove, or on the balance of probabilities it is found, that the results/certificate(s) issued to the apprentice are invalid

7.2 Disciplinary Action

About DISCIPLINARY ACTION

Disciplinary Action is dependent on:

- The severity of the malpractice
- History of substantiated assessment malpractice by apprentice in the Provision (if, for example, findings from a previous investigation have evidence of substantiated assessment malpractice against the apprentice in the Provision)
- Nature of assessment activity

Disciplinary Action

Disciplinary Action will be in line with the relevant Limerick and Clare ETB policy guidelines.

7.3 Communication of Sanctions to the Apprentice

If no appeal has been lodged, the relevant Provision Manager can proceed to notify the apprentice, in writing, of any sanctions being imposed.

The notification will include details of the Assessment Malpractice Sanction Appeal process, including the timeline for an appeal of a sanction.



7.4 Implementation of Sanctions on Apprentice

If no appeal has been lodged, the relevant Provision Manager can proceed to implement the sanctions.

Appeals of Assessment Malpractice Findings

Appeals can be made in relation to the malpractice finding. Appeals must be made within a defined timeframe five (5) working days of the decision.

In exceptional circumstances the Provider Programme Leader/Manager may extend the defined timeframe. All appeals must be made in writing using the Appeals of Assessment Malpractice Application Form.

The grounds on which the appeal process can be activated are as follows:

- The alleged malpractice was not dealt with in accordance with fair procedures
- The regulations did not adequately cover the circumstances relating to the malpractice
- New information has become available that was not available to the investigation
- Decision was wrong and not supported by evidence

Decisions on appeals are final.

References

QQI (2018 Revised) *Quality Assuring Assessment Guidelines for Providers*. Ireland: QQI. Available from: <https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf> [accessed 2nd April 2019].



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Appendix H - ASSESSMENT DEADLINES: COMPASSIONATE CONSIDERATION IN EXTENUATING CIRCUMSTANCES

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Definitions

1.1 Compassionate Consideration

The Provider Programme Leader/Manager can enable apprentices who:

- **may have prevented or may prevent him/her from undertaking a specific assessment activity** because of extenuating circumstances, to apply to defer the assessment i.e. to be allowed to complete the assessment activity on another occasion.

or

- **seriously impaired or may seriously impair his/her performance** because of extenuating circumstances, to apply to repeat the assessment, i.e. to be allowed to sit the assessment activity on at an alternative sitting. In extenuating circumstances, an apprentice may feel that his/her performance has been seriously impaired and may apply for compassionate consideration due to extenuating circumstances. In such cases, supporting relevant evidence/documentation must accompany the application (see 2.3). The application is then processed and either granted or declined. Where the application has been declined, the original result of the assessment will apply. Apprentices have the right to appeal this decision (see Section 6).

1.2 Examples of extenuating circumstances (Compassionate Consideration)

Extenuating circumstances are situations or events which unexpectedly interfere with an apprentice's ability to complete or sit an element of assessment. Extenuating circumstances under which **may be considered** include, but are not limited to:

- recent physical injury or emotional trauma
- physical disability or chronic/disabling condition such as epilepsy, glandular fever, severe effects of pregnancy or other incapacitating illness of the apprentice
- recent bereavement of close family member or close friend
- personal injury certified by a medical practitioner
- domestic crisis
- certified mental health issue
- serious illness of a close family member
- serious illness of child or other family member for whom the apprentice is primary carer
- other extenuating circumstances

Examples of circumstances which are **unlikely to be considered** include, but are not limited to:

- typical symptoms associated with exam stress



- minor illnesses such as a common cold
- holidays
- IT and/or computer failure (excluding in an examination)
- English is not the first language of the apprentice

Any application in relation to compassionate consideration requires the apprentice to provide supporting relevant evidence/documentation (see 2.3) of the extenuating circumstances.

1.3 Supporting Relevant Evidence/Documentation

Supporting relevant evidence/documentation refers to:

- **A statement from a qualified professional practitioner.** Examples of statements from a qualified professional practitioner necessary for consideration of compassionate consideration include, but are not limited to:
 - Statement from medical practitioner (e.g. doctor, psychologist, etc.)
 - Statement from An Garda Síochána/legal professional
 - Statement from Provider Programme Leader/Manager or Provision Manager
 - a) In extenuating cases, the Provider Programme Leader/Manager or Provision Manager may be aware of circumstances whereby the apprentice may be unable to obtain a statement from another qualified professional (e.g. due to financial constraints) and may complete a statement for the apprentice while maintaining confidentiality
 - b) See Statement from Provision co-ordinator or Provision manager
- or*
- **Other source (if requested), for example RIP.ie.**

All evidence must be on headed paper and must be legible, stamped and dated.
All evidence must relate to the specific application for extenuating circumstances being made.

2 Principles of Assessment in Relation to Compassionate Consideration

Quality assured assessment ensures that, in criterion referenced assessment, “apprentices are assessed and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2018, p.5). Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

2.1 Principles of Assessments

2.1.1 Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

2.1.2 Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and apprentices

2.1.3 Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures: apprentices have access to appropriate resources/equipment in assessment; assessment design and implementation



are fair to all apprentices; and policies and procedures exist to ensure fair assessment of apprentices.

2.1.4 Quality

Quality in assessment ensures that all assessment processes are quality assured.

2.1.5 Transparency

Transparency in assessment ensures that assessment policy and process provide clarity to all relevant stakeholders.

In order to ensure the fair and consistent assessment of apprentices, the following procedure should be followed in relation to compassionate consideration in extenuating circumstances. Limerick and Clare ETB's Quality Assurance System overarches these principles and ensures apprentice achievement is assessed in a fair and consistent way in line with the national standards for the award.

In order to ensure fairness and consistency across all assessment activities, apprentices may apply for compassionate consideration in relation to their assessment. Such compassionate consideration could include deferring an assessment activity or providing an extension to an assessment deadline, and will only be granted in extenuating circumstances with supporting relevant evidence/documentation (see 2.3). In these circumstances, the apprentice must not be unfairly disadvantaged as a result of extenuating circumstances. Furthermore, the apprentice must not gain significant advantage when compared with other apprentices.



3 .Compassionate Consideration Roles and Responsibilities

3.1 The Provider Programme Leader/Manager

The Provider Programme Leader/Manager is required to ensure all Teachers are made aware of their roles in relation to planning, conducting and concluding assessment. In the request for compassionate consideration, the Provider Programme Leader/Manager, or designated person, is responsible for the management of the application process.

3.2 The Teacher

The Teacher is required to inform apprentices of assessment deadlines in advance (Apprentice Handbook¹ notice boards, etc.). Where an apprentice misses an assessment deadline, the Teacher should **not** accept assessment evidence after that date and should inform the apprentice of the compassionate consideration process in which s/he can engage.

In the request for compassionate consideration, the Teacher is required to inform and meet² with the Provider Programme Leader/Manager in order to process the apprentice application.

3.3 The Apprentice

The apprentice is required to keep up-to-date with relevant assessment deadlines and consequences for missing same (Apprentice Handbook¹ notice boards, etc.).

In the event of extenuating circumstances, the apprentice is required to complete the application for compassionate consideration using the guidelines in this document and the Compassionate Consideration Application Form.

The apprentice is required to provide relevant supporting evidence/documentation (see 2.3) of the extenuating circumstances which they felt **may have prevented or may prevent him/her** from either:

- **completing** an assessment activity (Apprentice Record, Collection of Work, Project, Assignment or Skills Demonstration), or
- **attending** a practical assessment (Examination or Skills Demonstration)

or

seriously impaired or may seriously impair his/her performance) in:

- a practical assessment (Examination or Skills Demonstration).

This supporting evidence/documentation must be provided within a reasonable **defined** timeframe after the assessment deadline date of application, within 2 days and no more than 2 weeks³ after date of application.

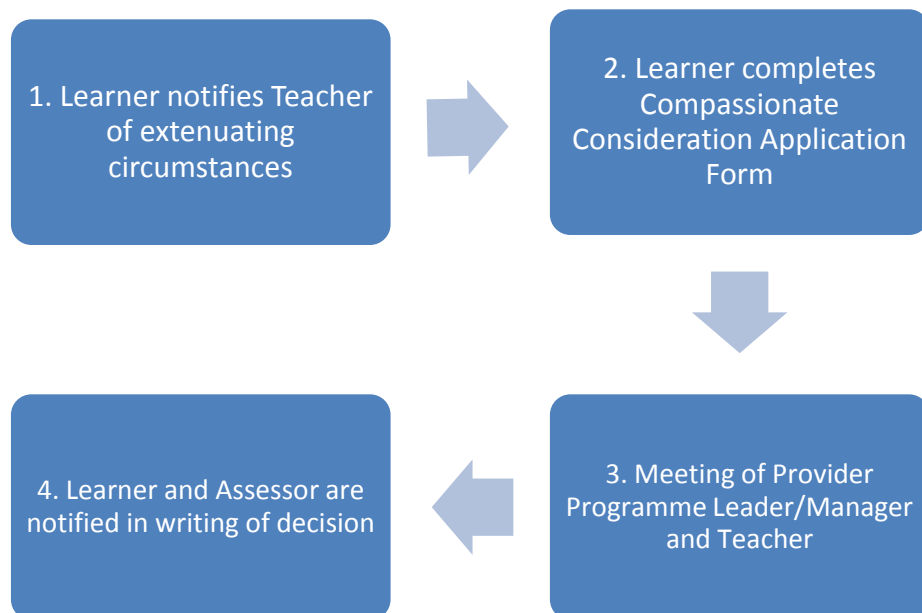
¹ The *Learner Handbook* is currently under development

² In the case of Outreach or Distance Learning Programmes, the **Teacher** may be unable to meet with the **Provider Programme Leader/Manager** and as such may communicate via phone and/or email.

4 Compassionate Consideration Procedure

Where an apprentice requires compassionate consideration in relation to an assessment deadline the process outlined in Figure 1 should be followed.

Figure 6 Compassionate Consideration



1. The apprentice notifies the Teacher of the extenuating circumstances which they felt:
 - a) **may have prevented or may prevent him/her** from either:
 - **completing** an assessment activity (Apprentice Record, Collection of Work, Project, Assignment or Skills Demonstration), or
 - **attending** a practical assessment (Examination or Skills Demonstration)
 - or
 - b) **seriously impaired or may seriously impair his/her performance** in:
 - a practical assessment (Examination or Skills Demonstration).

The Teacher informs the apprentice of compassionate consideration procedure.

2. The apprentice completes the Compassionate Consideration Application Form and returns it to the Provider Programme Leader/Manager within a reasonable **defined** timeframe one (1)

³ In exceptional cases, the Provider Programme Leader/Manager or Provision Manager may extend this date due to the specific circumstances which may prevent the learner from obtaining the relevant evidence/documentation within the allowed timeframe.



working day⁴. This application **MUST** be accompanied with relevant supporting evidence/documentation (see 2.3) and must state the **extenuating circumstances** that occurred.

⁴ In exceptional circumstances, the **Provider Programme Leader/Manager** may extend this



3. A meeting between the Provider Programme Leader/Manager and the Teacher is arranged to discuss the application and decide on the outcome.

The Provider Programme Leader/Manager and Teacher must judge **each application for compassionate consideration or extenuating circumstances** on its own merits.

In the event of extenuating circumstances, considerations include:

- Details of extenuating circumstances
 - Relevant supporting evidence/documentation
 - Nature of the assessment activity (Assignment, Project, Apprentice Record, Collection of Work, Skills Demonstration and Examination)
4. The apprentice and assessor are informed in writing (or other appropriate format) of the outcome of the meeting, (granted or declined) within a **defined** timeframe one (1) working day.

a) **Granted:**

- **Revised schedule for assessment activity:** If the decision is that the compassionate consideration application has been **granted**, a revised schedule for the assessment activity is agreed between the Teacher and the apprentice. Every attempt to facilitate this in the current assessment period will be made. However, due to time constraints, the nature of the assessment activity, and/or resources, this revised schedule may roll into a subsequent certification period.
- **Examinations:** Where a compassionate consideration application has been granted, in the event that the assessment activity is an examination, a new examination paper, marking scheme and set of outline solutions must be devised: the original examination paper will not be used.
- **Apprentice Evidence (Assignment, Project, Apprentice Record, Collection of Work and Skills Demonstration):** Where a compassionate consideration application has been granted, the apprentice evidence is accepted by the Provider Programme Leader/Manager or Teacher and **should be marked and graded in accordance with the standards for the award**. The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards for the award. **There is no mark/grade penalty under this procedure.**

b) **Declined:**

- If the decision is that the compassionate consideration application has been **declined**, the Provider Programme Leader/Manager or Teacher will refuse to accept the assessment evidence from the apprentice. The apprentice has the right to appeal (see Section 6).



5 Compassionate Consideration Appeals

The apprentice has the right to appeal the decision in relation to compassionate consideration application decision. Appeals must be made within a **defined** timeframe (one (1) working day) of the decision (in exceptional circumstances, the Provider Programme Leader/Manager may extend this). All appeals must be made in writing using the Appeals Application Form: Compassionate Consideration/Short-term Extension. Assessment evidence must be submitted with application form and retained by the Provider Programme Leader/Manager until the completion of the appeals process.

Decisions on appeals are final.

References

QQI (2018 Revised) *Quality Assuring Assessment Guidelines for Providers*. Ireland: QQI. Available from: <https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf> [accessed 2nd April 2019].



Appendix I - ASSESSMENT DEADLINES: SHORT-TERM EXTENSIONS

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2. Definitions

2.1. Assessment Deadlines

Assessment deadlines are planned in advance of assessment and adhere to the assessment plan for the programme or module. Apprentices **must** be made aware of assessment deadlines including submission dates for assessment evidence and dates of practical assessments (e.g. examination, skills demonstration, etc.) prior to, or as soon as is feasibly possible, in the programme or module (e.g. assessment plan, notice boards, etc.). These assessment deadlines should allow the apprentice adequate time in which to fully complete the assessment tasks.

2.2. Missed Assessment Deadlines

The term “missed assessment deadline” refers to:

- Failure to submit assessment evidence on or in advance of agreed assessment deadline, and/or
- Failure to attend a practical assessment (e.g. Examination, Skills Demonstration, etc.).

Missed Assessment Deadlines can be categorised as “Expected” (see Section 5) or “Unexpected” (see Section 6).

2.3. Short-term Extension

The term “short-term extension” refers to a **defined timeframe**: an assessment deadline will be extended within this timeframe in the case of extenuating circumstances. The recommended maximum acceptable extension is two (2) working days. If the circumstances are expected to extend beyond a short-term extension, the process for **Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances** should be followed.

2.4. Examples of Extenuating Circumstances (Short-term Extension)

Extenuating circumstances are situations or events which unexpectedly interfere with an apprentice’s ability to complete or sit an element of assessment. Extenuating circumstances which **may** be considered include, but are not limited to:



- Personal illness (with medical certificate)
- Illness/care of child or dependent relative (with medical certificate)
- Extreme bad weather
- Other extenuating circumstances may be considered under Compassionate Consideration application, see Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances procedure

Relevant evidence/documentation from a qualified professional practitioner (e.g. medical practitioner) should support an application, but will not guarantee an assessment extension.

3. Principles of Assessment in Relation to Assessment Deadlines

Quality assured assessment ensures that, in criterion referenced assessment, “apprentices are assessed and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2018, p.5). Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

3.1. Principles of Assessment

3.1.1. Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

3.1.2. Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and apprentices

3.1.3. Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures: apprentices have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all apprentices; and policies and procedures exist to ensure fair assessment of apprentices.

3.1.4. Quality

Quality in assessment ensures that all assessment processes are quality assured.

3.1.5. Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

Assessment deadlines are dates that are planned in advance of assessment and should be adhered to. In order to ensure the fair and consistent assessment of apprentices, the following process should be followed in relation to the deadlines for submission of apprentice evidence. Limerick and Clare ETB's Quality Assurance System overarches these principles and ensures apprentice achievement is assessed in a fair and consistent way in line with the national standards for the award.

In order to ensure fairness and consistency across all assessment activities, apprentices may be granted an extension to an assessment deadline under extenuating circumstances. In these circumstances, the apprentice must not be unfairly disadvantaged as a result of extenuating circumstances. Furthermore, the apprentice must not gain significant advantage when compared with other apprentices.

4. Assessment Deadlines Roles and Responsibilities

4.1. The Provider Programme Leader/Manager

The Provider Programme Leader/Manager must ensure that the Teacher and the apprentice are made aware of their responsibilities in relation to assessment deadlines (e.g. Apprentice Handbook⁵, Notices, etc.).

In the event of a missed assessment deadline, the Provider Programme Leader/Manager is responsible for the management of the application to extend the deadline.

4.2. The Teacher

Assessment deadlines are identified by the Teacher and communicated to apprentices in advance of assessment (notice boards, etc.) and included in the Module Outline template (Quality Assurance (QA) requirement). Apprentices are expected to present assessment evidence on or in advance of the deadline identified by the Teacher unless there are extenuating circumstances.

Where an apprentice attempts to submit assessment evidence after a deadline, the Teacher **must not** accept the assessment evidence unless there are **proven** extenuating circumstances and either a Short-term Extension Application or Compassionate Consideration Application have been granted. Both Short-term Extension Application and Compassionate Consideration Application must be processed by the Provider Programme Leader/Manager.

4.3. The Apprentice

Assessment deadlines are communicated to apprentices in advance of the assessment deadline (assessment plan, notice boards, etc.).

At the commencement of the programme, all apprentices should sign an **Apprentice Contract** (where possible) which declares their responsibility in relation to meeting assessment deadlines and consequences for same (Apprentice Handbook).

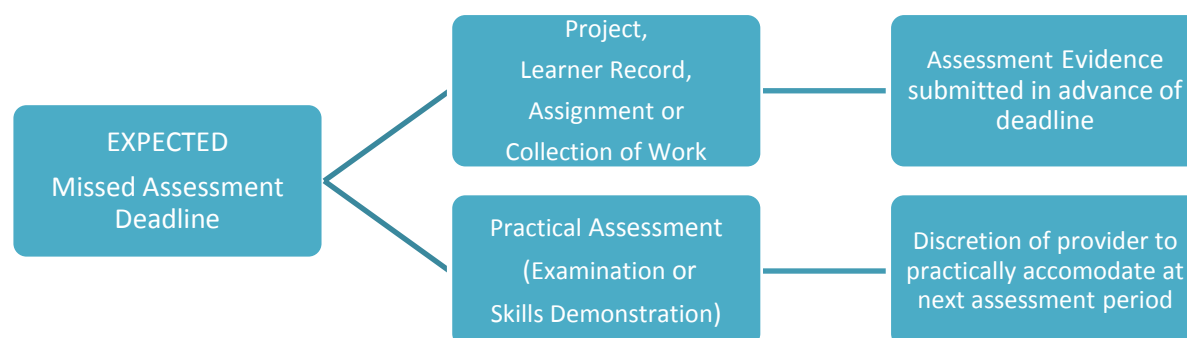
Important: The apprentice is responsible for the submission of assessment evidence for an assessment activity within the deadline specified (**on or in advance** of the deadline).

⁵ The *Learner Handbook* is currently under development

5. “EXPECTED” Missed Assessment Deadline Process

Any expected missed assessment deadlines should follow the process outlined in Figure 1.

Figure 7 Expected Missed Assessment Deadlines Process



“Expected” missed assessment deadlines **include**, but are not limited to: court appearance, job interview, medical appointment, wedding, graduation, family event, pre-planned event, etc.

Assessment Deadlines are planned in advance of a programme or module and assessment deadlines are detailed on the Module Outline template (Quality Assurance (QA) requirement) for the programme and/or module.

On occasion, prior to the commencement of the course/programme or once the assessment dates have been distributed to apprentices, the apprentice may discover that there is a planned assessment deadline which s/he is unable to meet (for example, due to a clash of dates, where an appointment/arrangement had been made prior to the publication of an assessment deadline). The following process should be followed in relation to an expected missed assessment deadline (see Figure 1).

5.1. Submission of Apprentice Assessment Evidence with a Specific Assessment Deadline (e.g. Project, Apprentice Record, Assignment or Collection of Work)

In the case of an expected missed assessment deadline, the apprentice is responsible for submitting assessment evidence (Project, Apprentice Record, Assignment or Collection of Work) in advance of the assessment deadline, unless there are extenuating circumstances. In such cases, the apprentice may apply for compassionate consideration due to extenuating circumstances (see Assessment Deadlines: Compassionate Consideration in extenuating circumstances procedure).

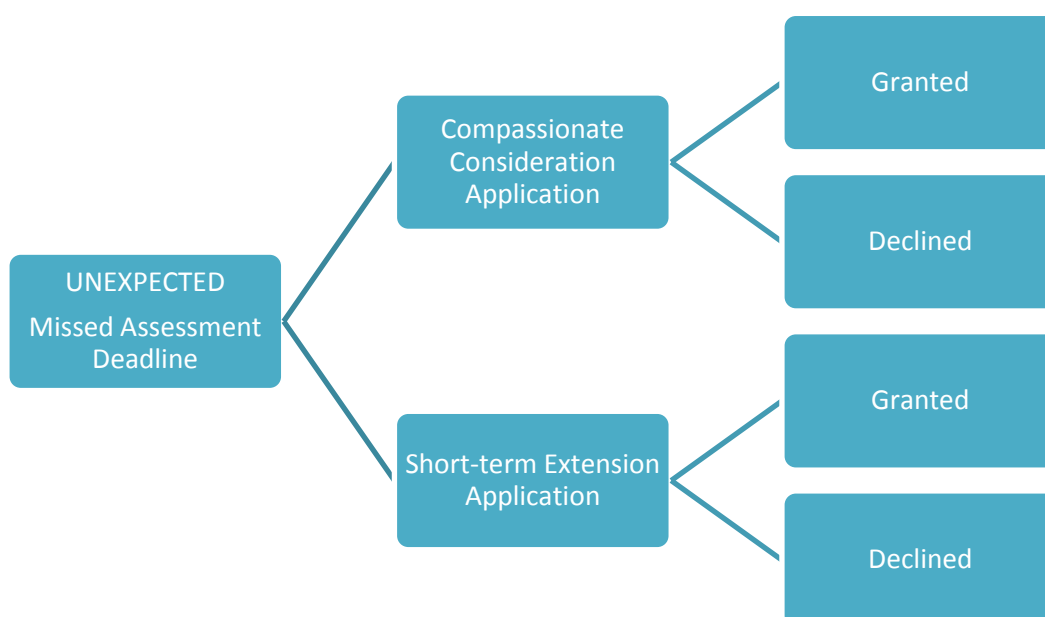
5.2. Practical Assessment (e.g. Examination or Skills Demonstration) on a Specific Date

In the case of an expected missed practical assessment on a specific date, (e.g. Examination or Skills Demonstration), it is at the discretion of the Provision as to whether the provider can practically accommodate the apprentice at an alternative sitting at the next assessment period.

6. “UNEXPECTED” Missed Assessment Deadlines Process

Any unexpected missed assessment deadlines should follow the process outlined in Figure 2.

Figure 8 Unexpected Missed Assessment Deadlines Process



“Unexpected” missed assessment deadlines **include**, but are not limited to: illness (with medical certificate), involvement in an accident, etc. For further details relating to extenuating circumstances, see Section 2.3.

Assessment Deadlines are planned in advance of a programme or module and assessment deadlines are detailed in the Module Outline template for the programme and/or module.

In the event that, due to unforeseen circumstances, a apprentice may have missed an assessment deadline or may be aware that s/he will miss an impending assessment deadline, the apprentice may apply for one of the following (see Figure 2):

1. Short-term Extension (see Section 6.1)
- or

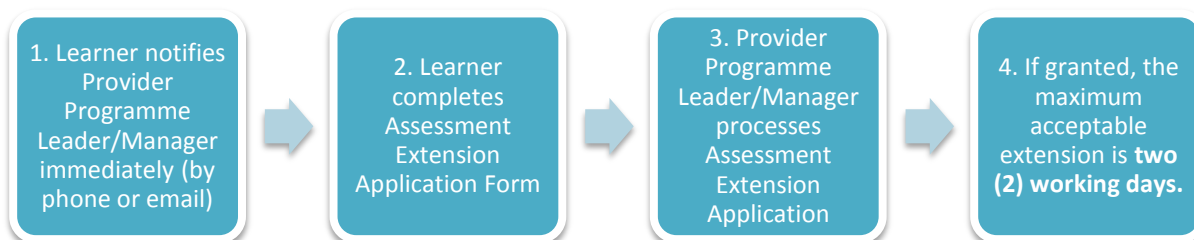


2. Compassionate Consideration in Extenuating Circumstances (see Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances procedure) using the appropriate application form.

6.1. Short-term Extension Application Process

Figure 9 Assessment Extension Application Process

Assessment extension applications should follow the process outlined in Figure 3.



In the event that an apprentice may be aware that s/he will miss an impending assessment deadline or has missed an assessment deadline, the following process must take place within a **defined timeframe** maximum of two (2) working days (see Figure 3). If there are extenuating circumstances, which will extend beyond the defined timeframe, the apprentice should proceed to the Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances procedure.

Process Steps:

1. Apprentice notifies Provider Programme Leader/Manager immediately (by phone or email)

In the event that an apprentice **may miss** an impending assessment deadline or **has missed** an assessment deadline, the apprentice must notify the Provider Programme Leader/Manager immediately (by phone or email). The Provider Programme Leader/Manager will give due consideration to the apprentice.

In **some** cases (where assessment evidence is required in hard copy), the apprentice **may** be eligible to submit the assessment evidence via email or other electronic method and subsequently submit the hard copy evidence (Assignment, Project, Collection of Work or Apprentice Record). If the Provider Programme Leader/Manager and Teacher agree that the assessment evidence sent via email or other electronic method is acceptable, the apprentice does not need to proceed with the missed assessment deadline application.

2. Apprentice completes Short-term Extension Application Form

The apprentice must complete a Short-term Extension Application Form (Part A). Where relevant evidence/documentation is available, the apprentice must submit the evidence to the Provider Programme Leader/Manager.

3. Provider Programme Leader/Manager processes Short-term Extension Application

The Provider Programme Leader/Manager must complete Short-term Extension Application Form (Part B) and process the application based on the circumstances and evidence (if any). The



Provider Programme Leader/Manager must either grant or decline the application for an extension of assessment deadline. It is at the discretion of the Programme Co-coordinator to grant or refuse an extension. An apprentice can appeal the outcome (see Section 7)

4. If granted, the maximum acceptable extension is as per the defined timeframe (two (2) working days).

If an Assessment Extension is granted:

Where the application is successful, the apprentice evidence (Project, Apprentice Record, Assignment or Collection of Work) is accepted by the Provider Programme Leader/Manager/Teacher and **should be marked and graded in accordance with the standards for the award.**

The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards for the award. **There is no mark/grade penalty under this procedure.**

In the case of unexpected missed assessment of a practical assessment (Skills Demonstration/ Practical Examination), it is at the discretion of the provider as to whether the provider can practically accommodate the apprentice at a re-sit within the next assessment period.

7. Assessment Extension Appeals

The apprentice has the right to appeal the decision in relation to assessment deadlines application decision. Appeals must be made within a defined timeframe (one (1) working day) of the decision. All appeals must be made in writing using the Appeals Application Form: Compassionate Consideration/Short-term Extension.

Decisions on appeals are final.



References

QQI (2018 Revised) *Quality Assuring Assessment Guidelines for Providers*. Ireland: QQI. Available from: <https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf> [accessed 2nd April 2019].



Appendix J - REASONABLE ACCOMMODATION IN ASSESSMENT

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2. Definitions

2.1 Reasonable Accommodation in Assessment

The Equal Status Act 2000 (Section 4) requires education and training establishments to provide reasonable accommodation to meet the needs of apprentices who have a disability (Government of Ireland, 2000).

In the context of assessment, reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of apprentices whose personal situation means that the assessment would otherwise be unfair, e.g. apprentices with a disability, and/or other apprentices covered by equality legislation. The grounds include: learning difficulty; deaf or having a hearing impairment; blind or visually impaired; physical difficulty (including mental health and/or behavioural difficulties along with physical difficulties); and any grounds covered by current legislation.

Reasonable accommodation guidelines for other awarding bodies supersede guidelines in this document.

Any adaptation of the assessment should facilitate the apprentice to demonstrate his/her achievement of the standards without altering the standard.

Special assessment arrangements/adaptations are not intended to, and should not reduce the validity and reliability of the assessment or compromise the standard.

Reasonable accommodation in assessment will only be accommodated when an apprentice can demonstrate with appropriate evidence/documentation that, because of a specific need, s/he cannot compete on equal terms, under standard assessment conditions, with his/her peers.

Adaptations of assessment for an apprentice may be implemented by Limerick and Clare ETB without having to request permission from QQI. Other awarding bodies may have different requirements and, in such cases, the provider must adhere to the specific awarding body guidelines.

The adaptations may include the following and/or other reasonable adaptation:

- modified presentation of assignments/examination papers, e.g. enlargements



- scribes/readers
- sign language interpreter
- rest breaks
- adaptive equipment/software
- use of assistive technology
- additional time
- separate room/space

The implementation of these adaptations will ensure that all apprentices are assessed on an equitable basis. A provider is responsible for their implementation and any associated costs incurred.⁶

While every effort is made to accommodate apprentice's needs, it may not always be feasible or practicable to facilitate the adaptation requested.

2.2 Relevant evidence/documentation for Reasonable accommodation in assessment

Examples of relevant evidence/ documentation necessary for application for reasonable accommodation in assessment include but are not limited to:

- Medical Report
- Wide Range Achievement Test, fifth edition (WRAT5)
- Educational Psychologist Report
- Occupational Therapist Report
- Guidance Counsellor Report⁷

Examples of relevant evidence/ documentation which **do not** qualify for application for reasonable accommodation in assessment application include:

- English is not the first language of the apprentice
- Literacy ability which is not as a result of a specific learning difficulty
- Injuries/disabilities that do not have an impact on the apprentice's ability to demonstrate the required standard of knowledge, skill and competence

⁶ Note from Working Group: Additional cost and resource implications including reading of educational psychologist reports

⁷ Note from Working Group: The cost of an educational psychologist's report can be prohibitive for many learners. Further investigation into other options needs to be investigated and added to this list at a later date, e.g. online testing.



3. Principles of Assessment in Relation to Compassionate Consideration

Quality assured assessment ensures that, in criterion referenced assessment, “apprentices are assessed and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2018, p.5). Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

3.1 Principles of Assessment

3.1.1 Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

3.1.2 Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and apprentices

3.1.3 Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures: apprentices have access to appropriate resources/equipment in assessment; assessment design and implementation



are fair to all apprentices; and policies and procedures exist to ensure fair assessment of apprentices.

3.1.4 Quality

Quality in assessment ensures that all assessment processes are quality assured.

3.1.5 Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

In order to ensure the fair and consistent assessment of apprentices, the following process should be followed in relation to the provision of reasonable accommodation in assessment. The Limerick and Clare ETB's Quality Assurance System overarches these principles and ensures apprentice achievement is assessed in a fair and consistent way in line with the national standards for the award.

In order to ensure fairness and consistency across all assessment activities, apprentices can apply for reasonable accommodation in relation to their assessment while at the same time ensuring that the assessment remains valid and reliable.

Special assessment arrangements/adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard. The adaptation should seek to amend the aspects of the assessment technique or instrument which prevent a apprentice's participation in the assessment. It should be used where the particular assessment technique(s) or instruments disadvantage the apprentice in assessment. In essence, reasonable accommodations are put in place to facilitate the apprentice in demonstrating their knowledge, skill and competence to the standard required by the award. Making/providing reasonable accommodation is not intended to make the assessment easier or more achievable. In implementing reasonable accommodations the apprentice should neither be advantaged or disadvantaged. The required standard must still be achieved and demonstrated, albeit in a slightly different way.



4. Reasonable Accommodation in Assessment Roles and Responsibilities

4.1 The Provider Programme Leader/Manager

The Provider Programme Leader/Manager must coordinate and assess the application for Reasonable Accommodation. The Provider Programme Leader/Manager must also inform the apprentice and Teacher(s) of the outcome of his/her application. If an application is successful, the Provider Programme Leader/Manager must work with the Teacher (and other relevant persons if required) to accommodate the apprentice while **strictly adhering** to the assessment principles above and the standard of knowledge, skill and competence required for certification.

4.2 The Teacher

Once an application for Reasonable Accommodation is approved, the Teacher together with the Provider Programme Leader/Manager (and other relevant persons if required) are required to plan and implement an alternative/adapted assessment in order to accommodate the apprentice while **strictly adhering** to the assessment principles above and to the standard of knowledge, skill and competence required for certification.

4.3 The Apprentice

4.3.1 Specific Needs

The apprentice is required to inform the Centre by identifying themselves as persons with **specific needs** and requesting the provision of alternative assessments and/or other support services that best meet their needs prior to the commencement of the course (within four (4) weeks prior to the assessment event). This may allow reasonable accommodation to be facilitated. This application must be in writing using the Reasonable Accommodation in Assessment Application Form.

4.3.2 Temporary Circumstances

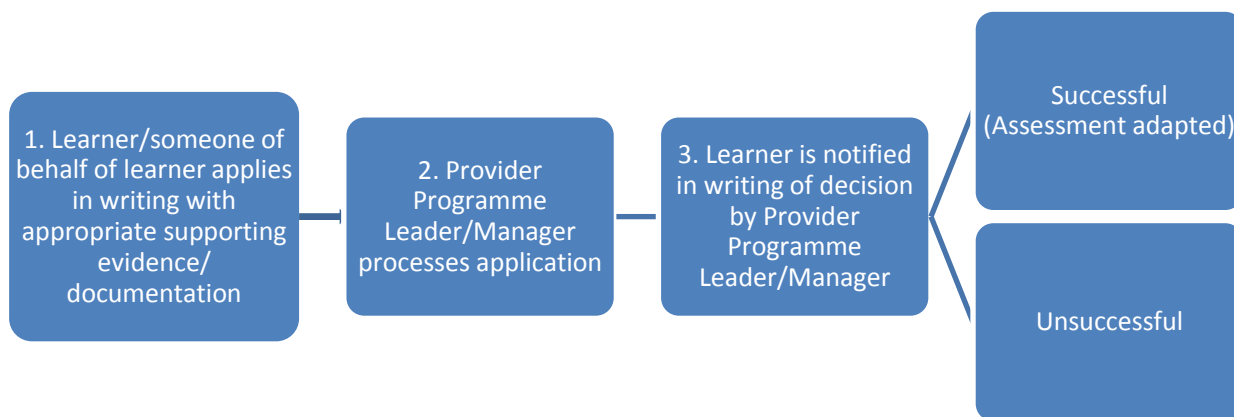
The apprentice is required to inform the Centre by identifying themselves, due to **temporary circumstances** (e.g. temporary injury), as persons requesting the provision of alternative/adapted assessments and/or other support services that best meet their needs as soon as possible. This may allow reasonable accommodation to be facilitated. This application must be in writing using the Reasonable Accommodation in Assessment Application Form.

The apprentice is required to submit relevant evidence/documentation (see 2.2).



5. Reasonable Accommodation in Assessment Procedure

Figure 1 Reasonable Accommodation in Assessment Procedure



5. The apprentice (or someone on behalf of the apprentice) applies in writing for reasonable accommodation in assessment to the Provider Programme Leader/Manager, using the Reasonable Accommodation in Assessment Application Form.
 - **Specific Needs:** The application must be complete prior to the course commencement or within a **defined timeframe** (four (4) weeks) prior to the assessment event.
 - **Temporary Injury:** The application must be complete as soon as possible.
6. The application **MUST** be supported with **all** relevant evidence/documentation (see 2.2). A dialogue between the Provider Programme Leader/Manager and apprentice must take place in order to determine the needs of the apprentice and ways to support and facilitate the apprentice in the assessment process while adhering to the principles of assessment.
7. The Provider Programme Leader/Manager must decide whether there is sufficient evidence (see 2.2) to proceed with the application. Additional information may be sought through dialogue between the Provider Programme Leader/Manager & the apprentice.
8. The Provider Programme Leader/Manager informs the apprentice in writing of the decision.
 - a) **Successful:**

If the application is **successful** (i.e. there is sufficient evidence to proceed with the application), the Provider Programme Leader/Manager will inform the apprentice of the outcome within two (2) weeks from receipt of all evidence/documentation. The Provider Programme Leader/Manager will work with the Teacher (and other relevant persons if



required) to adapt the assessment while strictly adhering to the principles of assessment in relation to reasonable accommodation (see Appendix 1: Adaptations of Assessment).

b) Unsuccessful:

If the application is **unsuccessful** (i.e. there is insufficient evidence to proceed with the application), the Provider Programme Leader/Manager will inform the apprentice. The apprentice may appeal this decision.

6. Reasonable Accommodation in Assessment Appeals

The apprentice has the right to appeal the decision in relation to reasonable accommodation in assessment application decision. Appeals must be made within a defined timeframe (one (1) working day) of the decision. (In exceptional circumstances, the Provider Programme Leader/Manager may extend this). All appeals must be made in writing using the relevant Appeals Application Form. The Appeals process is processed in line with Educational Training Board (ETB) appeals procedures.

References

Government of Ireland (2000) *Equal Status Act 2000*. Office of the Attorney General. Available from <http://www.irishstatutebook.ie/eli/2000/act/8/section/4/enacted/en/html#sec4>. [accessed 30th May 2019]

QQI (2018 Revised) *Quality Assuring Assessment Guidelines for Providers*. Ireland: QQI. Available from: <https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf> [accessed 2nd April 2019].

State Examinations Commission (2019) *Reasonable Accommodations at the 2019 Certificate Examinations*. Ireland: State Examinations Commission. Available from: <https://www.examinations.ie/schools/BI-1013-9280184.pdf> [accessed 28th June 2019].

Appendix 1: Adaptations of Assessment

As a general rule, an adaptation to the form of delivery, which makes learning possible, will also assist in making assessment possible. The apprentice is usually the best authority on what form of delivery is the most effective and the same method(s) may then be possible during any assessment. However, **it is important that the standard of work required by the assessment is not compromised. Only the method(s) by which the apprentice demonstrates his/her attainment of the standard can be adjusted.**

This list is not exhaustive.

Rest breaks

Supervised rest breaks either inside or outside the assessment area should be allowed as is appropriate. A rest break can be flexible according to individual needs, e.g. ten minutes every hour as opposed to one twenty minute period during a three-hour assessment. The time so used should not be deducted from the time allowed (where specified) to complete the assessment. Rest breaks should not exceed 20 minutes per examination.

Split Sessions

Splitting the assessment into two or more sessions may be an appropriate alternative for some apprentices.

Extra time

In the case of assessments that are based on an time, additional time of ten (10) minutes per hour of the examination, or part thereof, is allowed, for apprentices with a visual impairment; for apprentices where a scribe has been sanctioned; or for apprentices who meet the eligibility criteria for the use of a recording device or a word processor but who are unable to make use of these aids under examination conditions.

Readers

A reader is a person provided to assist an apprentice with a disability by reading assessment questions aloud without suggesting the answer. A reader is a person who, on request, will read to the apprentice:

- c) The entire or any part of the assessment
- d) Any part of the apprentice's answers (exactly, as they are 'spoken')

Readers are typically used by people with visual impairments, people who tire easily, people who have extreme muscle weakness, and people with learning difficulties.

Only one reader per apprentice is permissible and the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.

Writers/Scribes

A writer is a person who will, on request, write the answers exactly as given or dictated by an apprentice. A writer may also act as a reader and is often used in similar circumstances to a reader. As in the case of a reader, only one writer per apprentice is permissible and the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.



Sign Language Interpreters

Sign Language interpreters must be qualified to interpret Sign or other similar types of language. Only one Sign Language interpreter per apprentice should be used. The assessment for apprentices (usually those who are deaf or hard of hearing) should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel

For extra transparency, it may be necessary to video-tape the assessment for translation later. Similarly, some apprentices may prefer to sign their answers directly to video. A signed response should be transcribed to print by someone proficient in sign language. Any words or phrases re-interpreted for the apprentice should be underlined and noted in the question paper.

Overwriting

Overwriting involves rewriting a question on an examination paper in such a way as to make it as explicit as possible. Overwriting should be in pen on the answer paper. This is done by assessment supervision personnel *in situ*. Where extensive modifications are necessary, a separate sheet of paper with the questions written in full should be attached by staple to the original answer paper. Technical terminology should not be overwritten. In case of doubt about technical terminology a subject matter expert can be consulted. Care must be taken to retain the original emphasis of the question.

Computers

The use of computers by apprentices with a disability may be necessary as their primary means of communication, e.g. for apprentices with physical impairments for whom writing is difficult, for apprentices with visual impairments or blindness, and for apprentices with learning disabilities such as dyslexia. The definition of a 'computer' generally refers to hardware and/or software which facilitate/s effective communication for people for whom this may not otherwise be possible. It may be standard equipment e.g. the use of word processing software by someone with motor difficulties which impede handwriting, or may be specially adapted e.g. speech synthesisers and text enlargement software/hardware for people with visual impairments.

Where voice-activated software is used, the assessment should take place in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel. It is the responsibility of the Provision to supply the appropriate hardware/software.

Audio-recording

Audio-recording assessments and responses are useful in some cases, e.g. visual impairment or motor difficulties. The centre should supply the assessment recording and a blank recording device/tape to apprentices at the same time as other apprentices. However, in order to minimise disruption to apprentices, the person should either use headphones or complete their assessment in a separate room or area. Such provision may give rise to the need for extra assessment supervision personnel.

Braille, braille-mate, braille 'n speak, braille 'n print, etc.

Braille is generally, though not exclusively, used by apprentices who are blind or visually impaired. It is generally advised that the Braille machine is attached and adapted to a printer which will produce a printed text. The responses of the apprentice should not be printed until after the end of the assessment time, as the noise levels may be too high for other apprentices. The assessment/training location should supply the printer, braille paper and/or the computer printout paper.



The use of CCTV (closed circuit television)

This is a technological aid that magnifies print. It is usually used for apprentices with visual impairments. The apprentice can read the assessment paper as well as his/her answers from a TV screen. The apprentice uses the base under the screen to write and this is simultaneously magnified on the screen.

Enlarge print i.e. A3 size

Some apprentices, usually those with visual impairments, may simply require their assessment papers in enlarged print, i.e. A3 size paper. It still contains all the diagrams and other images. It still may contain tasks that require apprentices to draw charts or other diagrams.

Examination papers in colour

Some apprentices, especially those who have dyslexia, may require their assessment paper in a colour other than black and white e.g. black on yellow, or black on grey. A gloss/high-sheen coated paper may also be unsuitable. The apprentices themselves should be consulted.

Other technologies

The whole area of new technologies and access to information is rapidly changing. The opportunities for apprentices to demonstrate their abilities are increasing with the advent of assistive devices like the 'true-type talking microphone', a device which, with practice, can type onto a computer screen a person's spoken word. Such technologies are also becoming more accessible in terms of general availability and price. Applications for use of assistive technology will be dealt with on a case-by-case basis.

For example, an exam reading pen is a small hand held device which you can use to scan words, phrases or sections of the examination paper and have the text converted to speech which the apprentice listens to using ear-phones. Unlike ordinary reading pens, an exam reading pen does not have the functionality to explain the meaning of words or to translate words as this functionality would undermine the integrity of the exam. If using an exam reading pen, the apprentice may also be allowed to have a Reader or Reading Assistant for any module in which the pen cannot be used.

Separate Room

Many apprentices experience recognised mental health illness at the time of examinations such as stress, insomnia, and anxiety. Apprentices should be able to access a separate room from the examination hall/skills demonstration room, with extra time/space/supervision, to ensure that the apprentice is not disadvantaged. Sometimes, apprentices with a hearing impairment may want to be seated in a preferred location within the room, perhaps to lip-read instructions or ask for them to be repeated or written down.

Accessing Sound- Personal sound device in main centre

For the aural (listening comprehension) part of a language examination, an apprentice may be allowed to use a personal sound device (CD player) with individual headphones, while remaining in the main centre.

Accessing Sound - Modified aural examination – language subjects

Instead of listening to a recording for the aural (listening comprehension) part of a language examination, an apprentice can have a face-to-face session with an examiner. The examiner reads out a script and this allows the apprentice to lip-read if you need to. The examination paper with written questions and spaces to write the answers is provided.

Accessing Sound - Oral for hearing-impaired candidates.

For the oral component of an examination, the examiner is told of the apprentices hearing impairment and can arrange for the lighting and positioning needed to help lip-read. The apprentice is not penalised if the oral examiner is asked to repeat something because it wasn't heard properly the first time.

Drawing aids

If an injury or other condition means that an apprentice has difficulty using a tee-square or other drawing tools normally used in technological modules, s/he may be allowed to use drawing aids such as parallel-motion boards and smaller drawing sheets in such subject related areas.

Special desk or chair

If the apprentice has a medical condition that requires the use of a special desk or chair, this can be facilitated. S/he can still be in the main centre, or the centre may make arrangements to be in a special centre with other apprentices.

Movement within the centre

If the apprentice has a medical condition that requires regular movement (such as to stand up and walk around) this can be arranged.

Medicine, food or drink

Food or drink is not normally allowed in an examination centre (other than water). However, if the apprentice needs to take medicine, food, or drink because of a medical condition, this will be allowed. Also, the centre can make arrangements to ensure privacy if needed (such as for insulin injections).

Practical helper

If the apprentice has an injury or physical disability, this person can help you in a practical examination. The helper can bring equipment and materials. They can only do exactly what the apprentice asks, and they are not allowed to do anything that is part of what is being tested.



Appendix K - EXAMINATIONS: PLANNING, CONDUCTING AND CONCLUDING

1. Definitions

1.1. Examination

Examination refers to any theory based, oral, aural, online or practical examination **which occurs on a specific date and for a specific duration**. All other assessment techniques, including assignment, collection of work, apprentice record, project and skills demonstration are not informed by this document.

1.2 Assessment Resources

Assessment resources refer to any **permitted** resources which apprentices require in an examination as informed by the programme. Examples include, but are not limited to:

- Dictionaries
- Maths formulae and log tables
- Art materials
- Non-programmable calculators (see Appendix 1)

Additionally, some apprentices may require specific resources: these should be considered and approved under the Reasonable Accommodation in Assessment.

1.3 Examination Supervisor Pack

The Examination Supervisor pack refers to the following documentation which is available to support supervision of examinations:

- Examination Apprentice Instructions (Short Version) (Appendix 2)
- *Examinations: Planning, Conducting and Concluding* and any other relevant Centre and specific awarding body assessment procedures
- *Apprentice Assessment Malpractice* guidelines (guidelines on what to do if a serious incident occurs)
- Examination documentation (e.g. examination papers, etc.)
- Sign-in sheet, Examination Supervisor Report and Seating plan (07_Examination Attendance Register template). This document should list all apprentices sitting the examination along with a space for apprentices to sign. Additionally, the report should allow the Examination Supervisor to record any incidents which occurred during the examination.
- Any specific resources needed for the assessment (e.g. printer paper, working computers, pens, papers, USB keys) and checked prior to the examination
- Door sign (Exam in progress; No unauthorised access)

The Examination Supervisor pack is prepared by the Teacher or other person designated by the Provider Programme Leader/Manager.

2 Principles of Assessment in relation to Examinations

Quality assured assessment ensures that, in criterion referenced assessment, “apprentices are assessed and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2018, p.5). Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

2.1 Principles of Assessment

2.1.1 Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

2.1.2 Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

- Reliability in assessment occurs when:
- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and apprentices

2.1.3 Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures: apprentices have access to

appropriate resources/equipment in assessment; assessment design and implementation are fair to all apprentices; and policies and procedures exist to ensure fair

2.1.4 Quality

Quality in assessment ensures that all assessment processes are quality assured.

2.1.5 Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

In order to ensure that assessment is fair for all apprentices along with being reliable and consistent across Limerick and Clare ETB's programmes and modules, the following process should be followed in relation to planning, conducting and concluding examinations.

3 Examination: Roles and Responsibilities

3.1 The Examination Supervisor

The Examination Supervisor must:

- Be in attendance within a specific timeframe (minimum timeframe: at least thirty (30) minutes) prior to the commencement of the examination
- Distribute examination papers and any other specific assessment instructions
- Note the actual start, duration and finish time on a white board/flipchart/other and read aloud same to apprentices
- Actively monitor the apprentices, for the entire duration of the examination, thus ensuring the proper conduct of the examination. The Examination Supervisor is required to give their **entire attention** to the work of invigilating. The use of mobile phones or personal music appliances; reading of newspapers, or books; personal/work related activities; or engaging in any occupation other than invigilating, during the examinations, is strictly forbidden. The Examination Supervisor should not bring in to the Examination Centre, any items (including newspapers, books, other personal/work related materials) other than those which relate to the examination.
- Deal with any problems which may arise. It is recommended that there is another member of staff available on site (or within close proximity) in the case of any emergency.
- Adhere to the guidelines in this document for when commencing, conducting and concluding an examination (see Section 4).
- Adhere to any other specific guidelines as specified by the awarding body
- If unacceptable behaviour is observed during the examination please inform the apprentice at the end of the examination, record the incident in the Attendance Register – section



3.2 The Provider Programme Leader/Manager

The Provider Programme Leader/Manager must:

- Assign examination locations (e.g. rooms) and designates the Examination Supervisor (ensuring no conflict of interest exists)
- Ensure that the room layout and relevant facilities are fit for purpose (see 4.1.4 and 4.1.5)
- Assign the role of Examination Supervisor Pack compilation to the Teacher or other designated person
- Ensure that all teachers have submitted dates for examinations in advance of the programme commencing and that apprentices have been given sufficient notice of an examination taking place
- Ensure that the Examination Supervisor is aware of any reasonable accommodation in assessment pertaining to the specific examination.

3.3 The Teacher

The Teacher must:

- Ensure secure storage of assessment materials (examination papers, outline solutions and marking schemes, etc.) in line with the Secure Storage policy
- Distribute the assessment plan including examination dates to apprentices at the earliest opportunity
- Prepare the Examination Supervisor pack (if requested by Provider Programme Leader/Manager)

Where possible, the Teacher, or person responsible for the paper, will ensure that s/he or a person capable of handling queries shall be available at the examination or by telephone when the event is underway.

3.4 The Apprentice

The apprentice must:

- Take responsibility to note carefully the assessment: date/time; duration; and examination location, as fixed on the timetable, for the examination in the modules in which the apprentice intends to present himself/herself.
- Be responsible for making their own arrangements to ensure timely attendance at the examination.



- **Be in attendance within a** specific timeframe (recommended timeframe: at least fifteen (15) minutes) before **the hour stated in the timetable.**
- **Not enter the examination after a** specific timeframe (recommended timeframe: thirty (30) minutes from the time at which the examination began (recommended time for 2 hour examination). Access to an apprentice will be denied after the specified time has elapsed.
- **Not leave the examination until a** specific timeframe has elapsed (recommended timeframe: at least thirty (30) minutes) from the time at which the examination began (recommended time for 2 hour examination). Permission to the apprentice will be denied until after the specified time has elapsed.
- Present a valid photo ID (passport, drivers licence, college ID or public services card) for inspection by the Examination Supervisor where the apprentices are unknown (e.g. larger Centres)
- Not bring into the examination, or have in his/her possession or under his/her control or within his/her reach, whilst he/she is in such room: -
 - Any resource, memorandum, notes, etc., except those as permitted under the particular examination
 - Any electronic equipment including Apple Watch or equivalent etc.
- Be responsible for their personal property. Where small bags (e.g. handbags) are permitted in the examination apprentices are responsible for their own property. Small bags should be placed away from apprentices on the floor, not accessible during the examination. Phones must be switched off. Bags must be placed on the floor and out of the reach of each apprentice.
- Sit the examination/practical assessment at the published time.
- Adhere to the guidelines in this document.
- Be aware of the implications of any malpractice.
- Sign and submit all assessment materials after the examination.

No apprentice shall be permitted to leave the examination in the final ten (10) minutes of the examination time (**recommended time for 2 hour examination**).

4 Examination: Guidelines for staff

4.1 Planning an examination

4.1.1 Reasonable accommodation in assessment

The Examination Supervisor should be notified by the Programme Coordinator of any reasonable accommodation in assessment pertaining to the specific examination (see Reasonable Accommodation in Assessment).

4.1.2 Keeping assessment materials secure

All Teachers are responsible for the secure storage of assessment materials (examination papers, outline solutions and marking schemes, etc.) in line with Secure Storage policy. They should make the assessment materials available for the Examination Supervisor in line with the Centre policy.

4.1.3 Examination Timetable/Examination Apprentice Instructions

Sufficient notice of examination timetables should be given to the apprentices. While the assessment plan should be made available at the commencement of the programme, the examination dates should be published using Centre's communication system (e.g. notice board, Moodle, email, etc.) within a specific timeframe (recommended timeframe: at least one (1) month) prior to the examination.

A copy of the Examination Apprentice Instructions (Appendix 2) should be distributed to the apprentice in advance of the assessment.

4.1.4 Room Layout/Facilities

The room layout and relevant facilities need to be checked so that they are fit for purpose. Sufficient space around apprentices must be available in order to maintain assessment integrity.

All posters/diagrams/wall materials/etc. (which may impact the validity of the specific assessment) should be removed prior to the examination.

A working clock should be available and visible.

4.1.5 Examination Resources (Centre)

Any examination resources needed for the assessment (e.g. printer paper, working computers, internet access, pens, papers, USB keys) should be provided and checked prior to the assessment.

All examination resources provided by the Centre need to be checked to ensure the integrity of the examination.

4.1.6 Prearranged Seating Plan

In some instances (e.g. awarding body requirement), a seating plan may be required prior to the examination.

4.2 Conducting an Examination

4.2.1 On the day of the Examination

4.2.1.1 Examination Supervisor Check

The Examination Supervisor should sign out the Examination materials from the secure storage location and this should be co-signed by the Provider Programme Leader/Manager or designated person.

The Examination Supervisor should take the Examination Supervisor Pack to the Examination.

The Examination Supervisor must report on any issues which may arise using the materials/reporting template located in the Examination Supervisor Pack.

4.2.1.2 Apprentice Identification

In some examinations where the apprentices are not known to the Examination Supervisor, apprentices may need to verify identity. Examples of apprentice identification include but are not limited to:

- Photo ID (Passport, Drivers Licence or Public Services Card)
- Teacher verification (or Centre Manager, Programme Coordinator)

The Examination Supervisor should confirm the identification of the each apprentice.

4.2.1.3 Examination Equipment/Resources (Apprentice)

All examination resources provided by the apprentice (e.g. dictionaries) must to be submitted to the Examination Supervisor by the apprentice: these resources are checked by the Examination Supervisor to ensure the integrity of the examination.

4.2.1.4 Reasonable Accommodation

If reasonable accommodation is provided to an apprentice, care must be taken to ensure that the integrity of the assessment and adherence to the standards is maintained at all times.

4.2.1.5 Seating Plan

All apprentices are required to sit in the designated seat according to the pre-arranged seating plan if a pre-planned seating plan is required.

4.2.1.6 Mobile Phones/Internet Enabled Devices/Bags

Mobile phones and/or internet enabled devices must be switched off and placed on the floor. If an apprentice is found to have a mobile phone and/or internet enabled device, that

is switched on, in his/her possession i.e. not on the floor, it will be confiscated and reported as a breach of the examination.

Bags must be placed out of the reach of each apprentice.

4.2.2 Commencing the examination

4.2.2.1 Attendance/Sign-in

The Examination Supervisor will distribute the attendance/sign-in sheet and ensure that all apprentices in attendance have signed. This will be done in conjunction with the ID check (see 4.2.1.2)

4.2.2.2 Examination Papers

The opening of the examination papers is witnessed and signed by an apprentice: the Examination Supervisor co-signs.

The examination papers and answer books (if required) will be distributed face down by the Examination Supervisor at the commencement of the examination. Apprentices are not permitted to commence reading the instructions until permitted by the Examination Supervisor. If required, computers and other equipment may need to be switched on or apprentices logged in prior to the commencement of the assessment.

4.2.2.3 Commencement of Assessment

The salient points from the Examination Apprentice Instructions (Short Version) (see Appendix 2) should be **read aloud** to all apprentices before the time for the examination commences.

The specified examination start time, duration and end time will also be **read aloud** to apprentices and **written on** whiteboard/flipchart/other.

Apprentices may then commence the assessment. The assessment starting time will be noted on the Examination Supervisor Report.

4.2.3 Conducting assessment

4.2.3.1 Guidelines on conducting assessment

Only apprentices sitting the examination and authorised personnel can be present in the room

No apprentice may be authorised **to enter the examination after a** specified timeframe (recommended timeframe: thirty (30) minutes) from the time at which the examination began (recommended time for 2 hour examination).

No apprentice may be authorised **to leave the examination until after** a specified timeframe (recommended timeframe: at least thirty (30) minutes) from the time at which the examination began (recommended time for 2 hour examination). Permission to the apprentice will be denied until after the specified time has elapsed.

Strict silence must be observed in the examination. (Due to the nature of some specific events (for example, oral assessments, some practical assessments), this guideline may not apply).

Each apprentice should check that they have the correct examination instructions (e.g. examination paper, task list)

An apprentice should raise his/her hand if he/she wishes to attract the attention of the Examination Supervisor during the examination.

An apprentice shall not, while in the examination

- Use, or attempt to use, any book⁸, memorandum, notes or paper (save the examination paper and such answer books, etc., as shall have been supplied to him/her by the Examination Supervisor); or
- Aid, or attempt to aid, another apprentice; or
- Obtain, or attempt to obtain, aid from another apprentice, or Examination Supervisor; or
- Communicate, or attempt to communicate, in any way, with another apprentice within the Centre or by electronic means with a person outside the Centre
- See other examples in Assessment Malpractice procedure section 2.2 unacceptable behaviour

An apprentice shall:

- Not take out, or attempt to take out, of the examination, any answer books, whether used or unused
- Not take out examination paper (if applicable)
- Shall not damage the examination premises or its furniture

4.2.3.2 Apprentices leaving the examination

An apprentice may not be permitted to leave the examination and return during the examination period unless the Examination Supervisor is satisfied that the apprentice's need to leave the examination is genuine, (e.g. because of illness, urgent need to visit the toilet, etc.). An apprentice who leaves the examination during any period of examination shall not be re-admitted during that period unless the apprentice has been in the care of a representative of the Centre. The apprentice must hand the examination

⁸ Exceptions include resources specifically required for the assessment event (e.g. dictionary, log books etc.)



material/documentation to the Examination Supervisor on leaving the examination. In the event of a practical assessment, computers and other equipment may need to be switched off. The Examination Supervisor should record on the cover of the answer book the time of departure from and return to the examination and the reason for the absence; the time lost by the apprentice may not be compensated for at the close of the assessment period. Particulars of any such occurrence should be reported on the appropriate Examination Supervisor Report.

4.2.3.3 Erratum notice

Where an error in the examination has been noted, the Examination Supervisor will seek clarification from the Teacher (or other subject matter expert if Teacher is unavailable) who should be available to clarify the query. This amendment will be communicated all apprentices and noted on the Examination Supervisor Report. **The integrity of the examination must be maintained at all times.**

4.2.3.4 Unexpected event during an examination

When an unexpected event occurs during an examination (fire alarm, medical emergency, etc.), the Examination Supervisor must ensure that integrity of the examination is maintained.

Any unexpected events should be noted in the Examination Supervisor Report (our template).

In some instances (e.g. critical illness, fire, etc.) the examination may need to be abandoned.

4.2.3.5 Apprentices who have completed at least ten (10) minutes before the concluding time

No apprentice shall be permitted to leave the examination in the final ten (10) minutes of the examination

4.2.3.6 If unacceptable behaviour is observed during the examination event it must be recorded in the Attendance Register templates and the apprentice needs to be informed at the end of the exam. This unacceptable behaviour falls under the jurisdiction of the Malpractice Assessment procedure.

4.3 Concluding Assessment

The Examination Supervisor will remind apprentices that there are ten (10) minutes remaining and that all apprentices should remain in the room until the assessment concludes.

At the end of the examination:

- Apprentices are reminded to ensure that all scripts are signed
- Apprentices must remain in their seats until all assessment material has been collected by the Examination Supervisor.



Once all assessment materials have been collected, apprentices are permitted to leave.

The Examination Supervisor is responsible for the collection and packaging of all examination material in the manner required by the Centre and transporting it to the designated member of staff for safe and secure storage.

4.4 Repeat of Assessment

4.4.1 Repeat Assessments in the context of Limerick and Clare ETB as co-ordinating provider for Apprenticeship programmes

A Referral assessment result is recorded when an apprentice fails to achieve an overall pass grade in an individual module assessment component. The grade is recorded as “Referral”.

- Set-down by the Labour Service Act 1987-Apprenticeship Rules 1997, Apprentices have an opportunity to attempt each off-the-job assessment on three occasions.
- A minimum period of 5 days must elapse before an apprentice can attempt a re-sit of a referred assessment.
- The Pass Mark for graded assessments is 50%.
- The repeat assessment(s) will be graded in accordance with the standard of the assessment criteria, with no penalties imposed on repeat assessments.

If the apprentice fails the final attempt, apprenticeship will be terminated but the apprentice can appeal this decision. If the appeal is successful, the apprentice may be given one last attempt to complete the exams.

References

QQI (2018 Revised) *Quality Assuring Assessment Guidelines for Providers*. Ireland: QQI. Available from: <https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf> [accessed 2nd April 2019].

Appendix 1: Non-programmable calculators

- 1 Programmable calculators are **prohibited**. The term “programmable” includes any calculator that is capable of storing a sequence of keystrokes that can be retrieved after the calculator is turned off or powers itself off. Note that the capacity to recall, edit and replay previously executed calculations does not render a calculator programmable, provided that this replay memory is automatically cleared when the calculator is powered off. Also, the facility to store numbers in one or more memory locations does not render a calculator programmable.
- 2 Calculators with any of the following mathematical features are prohibited:
 - graph plotting
 - equation solving
 - symbolic algebraic manipulation
 - numerical integration
 - numerical differentiation
 - matrix calculations
- 3 Calculators with any of the following general features are prohibited:
 - data banks
 - dictionaries
 - language translators
 - text retrieval
 - capability of remote communication

(State Examinations Commission, 2017)

See www.examinations.ie for full list of calculators which are allowed and disallowed in SEC examinations. This is a useful guide.



Appendix 2: Examination Apprentice Instructions (Short Version)

- 1 Mobile phones and/or internet enabled devices must be switched off and placed on the floor. If an apprentice is found to have a mobile phone and/or internet enabled device, that is switched on, in his/her possession i.e. not on the floor, it will be confiscated and reported as a breach of the examination.
- 2 Bags must be placed out of the reach of each apprentice.
- 3 No apprentice may be authorised **to enter the examination** after thirty (30) minutes from the time at which the examination began (recommended time for 2 hour examination).
- 4 No apprentice may be authorised **to leave the examination** until thirty (30) minutes from time at which the examination began (recommended time for 2 hour examination).
- 5 Strict silence must be observed in the examination. (Due to the nature of some specific events (for example, oral assessments, some practical assessments), this guideline may not apply).
- 6 Each apprentice should check that they have the correct examination instructions (e.g. examination paper, task list)
- 7 An apprentice should raise his/her hand if he/she wishes to attract the attention of the Examination Supervisor during the examination.
- 8 An apprentice shall not, while in the examination
 - Use, or attempt to use, any book⁹, memorandum, notes or paper (save the examination paper and such answer books, etc., as shall have been supplied to him/her by the Examination Supervisor); or
 - Aid, or attempt to aid, another apprentice; or
 - Obtain, or attempt to obtain, aid from another apprentice, or Examination Supervisor; or
 - Communicate, or attempt to communicate, in any way, with another apprentice within the Centre or by electronic means with a person outside the Centre.
- 9 An apprentice shall:
 - Not take out, or attempt to take out, of the examination, any answer books, whether used or unused,
 - Not take out the examination paper (if applicable)
 - Not damage the examination premises or its furniture.
- 10 No apprentice shall be permitted to leave the examination in the **final ten (10) minutes of the examination**
- 11 At the end of the examination:
 - Apprentices will be reminded to ensure that all scripts are signed
 - Apprentices must remain in their seats until all assessment material has been collected by the Examination Supervisor.

⁹ Exceptions include resources specifically required for the assessment event (e.g. dictionary, maths formulae and log table etc.)



- 12 Once all assessment materials have been collected, apprentices are permitted to leave.
- 13 An apprentice may be expelled from the examination if his/her behaviour is such as to jeopardise the successful conduct of the examination.

References

State Examinations Commission (2017) *Candidate Information Booklet Leaving Certificate 2017*. Available at: <https://www.examinations.ie/misc-doc/BI-CA-96791328.pdf>. [Accessed 6th December 2017].

QQI (2018 Revised) *Quality Assuring Assessment Guidelines for Providers*. Ireland: QQI. Available from: <https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf> [Accessed 2nd April 2019].

Appendix L - SECURE STORAGE OF ASSESSMENT MATERIALS, RECORDS AND APPRENTICE ASSESSMENT EVIDENCE

1. Definitions

1.1 Assessment Materials

This refers to any documentation associated with the planning of an assessment (pre-assessment).

Examples of assessment material include (but are not limited to):

- Assessment briefs¹⁰
- Examination papers
- Solutions/marking schemes/model answers
- Practical/Skills Demonstration instructions
- Assessment related documentation (attendance records, room layout, invigilator's report etc.)

1.2 Assessment Records

This refers to any documentation which demonstrates evidence that the assessment has taken place (post-assessment).

Examples of assessment records include (but are not limited to):

- Completed attendance sheets
- Completed Invigilator report
- Completed seating plan
- Teacher verification
- Photo/audio evidence
- Signed assessment submission documentation
- Internal Verification reports
- External Authentication reports
- Appeals documentation (application forms, appeals outcomes, etc.)

1.3 Apprentice Assessment Evidence

This refers to any assessment evidence, created by the apprentice, which forms part of a module or programme assessment.

Examples of apprentice assessment evidence include (but are not limited to):

- Apprentice examination scripts
- Hard/soft copy of assessment evidence

¹⁰ This assessment brief is the set of clear instructions given to the learner outlining the requirements and assessment/performance criteria of each piece of assessment.

- Artefacts

2 Principles of assessment in relation to secure storage of assessment material and apprentice evidence

Quality assured assessment ensures that, in criterion referenced assessment, “apprentices are assessed and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2018, p.5). Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

2.1 Principles of Assessment

2.1.1 Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

2.1.2 Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and apprentices

2.1.3 Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures: apprentices have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all apprentices; and policies and procedures exist to ensure fair assessment of apprentices.

2.1.4 Quality

Quality in assessment ensures that all assessment processes are quality assured.

2.1.5 Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

Assessment is underpinned by the **principles of assessment** including the ***fair*** principle (equal opportunity for all apprentices) and ***consistent*** principle (consistency in approach to assessment across Limerick and Clare ETB's programmes and modules). As such, in order to ensure the fair and consistent assessment of apprentices, the following procedures should be followed in relation to the secure storage of assessment materials and apprentice assessment evidence. Limerick and Clare ETB's Quality Assurance System overarches these principles and ensures apprentice achievement is assessed in a fair and consistent way in line with the award standards.



3 Security and Storage Roles and Responsibilities

3.1 The Provision Manager

The Provision Manager must ensure that:

- The staff are compliant with the assessment procedures of Limerick and Clare ETB, which reflects the requirements of the awarding body
- The assessment storage facility is secure with authorised access only
- A tracking and storage system are in place and the location of assessment materials and evidence is known
- He/she manages the secure storage of assessment evidence and materials

3.2 The Provider Programme Leader/Manager

The Provider Programme Leader/Manager must ensure that the:

- Teachers understand and are compliant with the assessment procedures of the provider (which reflect the requirements the ETB's QA requirements' to 'awarding body)
- Teachers are made aware of their responsibilities in relation to the secure storage of both assessment material and apprentice assessment evidence
- Apprentices are made aware of their responsibilities for their assessment evidence and submission process for same

3.3 The Teacher

The Teacher is responsible for:

- The understanding of and compliance with the assessment procedures of the provider, which reflects the requirements of the awarding body
- PRE ASSESSMENT:
 - Secure storage and transportation of assessment material (related to programme delivery).
 - Ensuring due care in the secure storage (e.g. USB storage), printing and photocopying of assessment briefs and examination papers (where applicable) so that assessment integrity is not compromised
 - Compliance with provider arrangements for receipting of apprentice evidence
- POST ASSESSMENT:
 - Compliance with arrangements for the retention and secure storage of assessment materials and apprentice assessment evidence (see relevant definitions)
 - Compliance with provider arrangements on timely return or secure disposal of assessment evidence following certification

3.4 The Apprentice

The apprentice is responsible for the:

- submission of assessment evidence in accordance with the assessment deadlines
- retention of any receipting evidence in line with Provision policies and procedures
- management of and the security and integrity of their own assessment work in advance of submission. At Levels 1-3, support will be provided by the Teacher.
- Retention of backup copies of assessment evidence. In the case of original artefacts, it is advisable to ensure photographs are taken as backups are not possible.

It is recommended that apprentices should keep copies of all work submitted, where appropriate.

4 Secure storage of assessment material by staff

PRE ASSESSMENT: Assessment material (assessment plan, assessment briefs, examination papers, solutions, marking schemes and model answers) are stored securely by a the Teacher or a designated member of staff for each programme module being taught in advance of the assessment/examination date. Additionally, relevant documentation (invigilator report, seating plan, attendance/sign in register etc.), other relevant examination material and the correct number of examination papers are stored securely, with authorised access only.

POST ASSESSMENT: On completion of an examination or proctored assignment all apprentice assessment evidence together with relevant assessment documentation must be stored securely, with authorised access only. Any breaches to the integrity of assessment evidence (e.g. loss/damage etc.) should be disclosed to the Provision Manager immediately.

5 Submission of Apprentice Evidence

Each Provision should ensure that a protocol exists for Teachers to confirm the submission of work by an apprentice to a Teacher: this protocol should be evidence based. For example, once work has been submitted, the apprentice may sign an assessment submission document which is countersigned in the presence of by the Teacher.

- Where apprentice assessment evidence is submitted via email, email receipts should be provided by the Teacher
- Where apprentice assessment evidence is submitted electronically via an online platform which automatically generates a confirmation email (e.g. Turnitin), the Teacher is not responsible for receipting of this apprentice assessment evidence
- Where apprentice assessment evidence is submitted via an online platform which does not automatically generate a confirmation email (e.g. Google docs, cloud etc.), the Teacher is not responsible for receipting of this apprentice evidence.

Records of apprentices' assessment progress are held individually by each teacher.

6 Secure storage of apprentice assessment evidence by staff

Apprentice assessment evidence is the personal data of the apprentice. Storage arrangements for both hard and soft copy evidence must have regard to the Limerick and Clare ETB's Data Protection Policy and Procedures. Apprentices have a right of access to their personal data. Right of access to assessment evidence is in addition to an appeal of an assessment result or assessment process. Apprentices do not have a right to correct errors in their assessment answers. However, they do have the right to have processing errors corrected.

6.1 Apprentice assessment evidence: hard copy and practical/artefact

In order to ensure best practice exists, providers **must provide a secure room or secure locked facilities, with authorised access**, to facilitate the storage of all hard copy apprentice assessment evidence over the course of the programme and until after all assessment QA procedures have been carried out. **Teachers must comply with the Limerick and Clare ETB's Data Protection Policy and Procedures while they are in possession of assessment evidence.**

6.2 Apprentice assessment evidence: Soft copy

In order to ensure best practice exists, Provisions **are expected to provide storage for apprentice assessment evidence on a computer network or online platform (with backup capacity)** which is accessible to the Provider Programme Leader/Manager and Teachers. The apprentice assessment evidence is then made available for the Internal Verifier and the External Authenticator. Appropriate security should be in place for networks and online platforms and login details made available for the IV and EA with live/active accounts that can be accessed even after the programme has ended. Instructions on how to access said accounts may also need to be provided for IV and EA. Assessment evidence stored on mobile devices must comply with the ETB's Data Protection Policy on Use of Mobile Devices.

6.3 Marking and grading

In order to ensure best practice exists, where possible, space should be made available for Teachers to mark and grade assessment evidence in a secure location within the Provision. Additionally, each provision should ensure that a procedure exists for Teachers to sign out assessment evidence for marking and grading. The Teacher is responsible for assessment evidence until the evidence is signed back in.

6.4 Internal Verification/External Authentication

On completion of Internal Verification

In preparation for the Internal Verification process, the Provision Manager or Programme Coordinator must ensure that apprentice assessment evidence is tracked using the Provision's tracking process (evidence of the signing in and out of assessment evidence).

During the Internal Verification process, all Teachers must adhere to the tracking system so that apprentice assessment evidence is stored securely at all times.

On completion of the Internal Verification, apprentice assessment evidence is moved into the allocated rooms / storage facilities with authorised access (using the provider's tracking processes) for relevant programme in order for external authentication to take place.

During the External Authentication process, only authorised staff should have access to the allocated rooms / storage facilities.

On completion of External Authentication, apprentice assessment material should be moved to the appropriate secure storage space using the provider's tracking process, to facilitate ease of access in the event of apprentice appeals.

On completion of the Appeals Process and when results can no longer be challenged it is advised that all assessment evidence be safely destroyed¹¹ as per Limerick and Clare ETB's Records Retention Schedule (see below).

7 Duration of Storage

7.1 Duration of storage of apprentice evidence

All apprentice evidence will be retained until after the appeals process concludes (unless stated otherwise by the relevant awarding body) after which it will be disposed of securely as per Limerick and Clare ETB's Records Retention Schedule *"Once results are issued and period for apprentice appeals has expired, apprentices should be given a short window in which to collect their work, after which it is destroyed if uncollected. Exceptions: ESF-funded programmes."*

7.2 Duration of storage of assessment material

All assessment material (including application forms, apprentice contracts, exam sign-in sheets, course evaluations, etc.) will be retained until after the appeals process concludes unless stated otherwise by the awarding body or due to a funding requirement, after which it will be disposed of securely (e.g. shredded/deleted from the relevant drive) by the Provision. All records retained must be retained in line with current legislation and GDPR (General Data Protection Regulation).

References

QQI (2018 Revised) *Quality Assuring Assessment Guidelines for Providers*. Ireland: QQI. Available from: <https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf> [accessed 2nd April 2019].

¹¹ Case C-434/16 *Nowak v Data Protection Commissioner* [2017] ECLI:EU:C:2017:582 Opinion of AG Kokott, para 65



Appendix M – Assessment Procedure Forms



Form 1 (a) - ALLEGED ASSESSMENT MALPRACTICE REPORT

ALLEGED ASSESSMENT MALPRACTICE REPORT

STRICTLY PRIVATE AND CONFIDENTIAL

SECTION 1: GENERAL

Provider Details:			
Provision Name:			
Address:			
Course Reference Number/Contract Number/Course Code (as applicable):			
Contact Name:		Position:	
Email Address:		Contact No:	
Assessment Details			
Award Details (Type/Level/Title): <i>e.g. Level 5 Minor Computer Applications</i>			
Title of Assessment:			
Assessment Location:			
Description of Alleged Malpractice			
Date of Alleged Malpractice:		Time of Alleged Malpractice:	
Description of Alleged Malpractice (<i>Specify the assessment procedure/rule that has allegedly been breached. Include details of mitigating factors, if any</i>):			
Number of Apprentices Impacted (if any)			
Nature of Impact on Apprentices			
Certification Status at time of Allegation Notification (tick as appropriate)			



Certificates not requested and will not be progressed until process is concluded		<input type="checkbox"/>
Certificates have been issued and are to be retrieved and held pending outcome of process		<input type="checkbox"/>
Certificates have not been issued and will be held until the process is concluded		<input type="checkbox"/>
Certification will not be impacted		<input type="checkbox"/>
Notification of Malpractice Allegation		
Name of relevant designated person:		
Notified by (name):		
Date of Notification:		
Apprentice to be investigated notified in writing	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name(s) of Investigator(s):		Contact Number:
		Email Address:
Comment:		



SECTION 2: INVESTIGATION REPORT

If this section is not applicable, please tick ☐

Investigation			
Name(s) of person(s) spoken to/met:			
Documents reviewed:			
Evidence reviewed:			
Investigation Findings			
Investigation Findings:			
Supporting Documents/ Evidence/Testimony:			
Allegation substantiated:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Investigation Report submitted to relevant designated person:		Date:	
Signed (Investigator):		Date:	
Print Name:			



SECTION 3: FINDINGS ADJUDICATION AND COMMUNICATION FINDINGS

If this section is not applicable, please tick ☐

Findings Adjudication by relevant designated person

Malpractice Allegation Findings:	Substantiated <input type="checkbox"/>	Not Substantiated <input type="checkbox"/>	
Comment:			
Signed (relevant designate person):		Date:	

Communication of Adjudicated Findings

Adjudicated Findings	Communicated to: (as relevant)	Please tick	Date:	Informed by:
	Investigated Apprentice	<input type="checkbox"/>		
	Relevant designated person	<input type="checkbox"/>		
	Other	<input type="checkbox"/>		



SECTION 4: SANCTIONS FOR ASSESSMENT SYSTEM MALPRACTICE

(APPRENTICE ONLY)

If this section is not applicable, please tick ☐

Sanction

The sanction(s) recommended:

Approved: Signed (Relevant
designated person):

Date:

Communication of the Sanction

Sanction being
imposed:

Communicated to:
(as relevant)

Please
tick

Date:

Informed by:

Relevant Apprentice(s)

☐

Relevant designated person

☐

Other party informed
(specify):



Form 1 (b) - DECLARATION REGARDING CONFLICT OF INTEREST

Declaration regarding conflict of interest:

For persons involved in the investigation of an Alleged Malpractice within Limerick and Clare ETB's assessment system.

Conflict of interest means any issue that might unfairly influence, or appear to influence, the outcome of an investigation. A conflict of interest for a person investigating an alleged malpractice with the Limerick and Clare ETB's assessment system shall be deemed to exist if the personnel:

- Are/were engaged in any aspect of the assessment process (including quality assurance functions)
- Have a personal relationship or family relationship with the party being investigated
- Are perceived to have a professional relationship with the party being investigated that may unfairly influence the investigation process

Where a conflict of interest exists, there can be no involvement in the investigation of the alleged malpractice, or in the decision-making surrounding the outcome of the alleged malpractice.

Provision:	
------------	--

This is to certify that, as far as I am aware, no conflict of interest exists in relation to my participation in the investigation of the above-mentioned Alleged Assessment Malpractice.

Name (Block Capitals):	
Signature:	
Position:	
Date:	



Form 1 (c) - NOTIFICATION OF INVESTIGATION LETTER TEMPLATE

NAME

COMPANY NAME (if applicable)

ADDRESS 1

ADDRESS 2

ADDRESS 3

Reference Number: Number

Date: <dd/mm/yy>

Subject: Alleged Assessment System Malpractice

Dear Mr/Ms <Name>,

I wish to inform you that it has come to our attention that an Assessment System Malpractice may have occurred relating to: *(delete as appropriate)*

<Assessment Title> held at <Location> on <date>.

<Assessment Event> held at <Location> on <date>.

<other - specify what the alleged malpractice relates to, when and where it is alleged to have occurred if known>

The < Provision Name> intends to conduct an investigation into the alleged malpractice in accordance with the ETB *Assessment Malpractice Procedures* (copy attached). You will be contacted by the Investigator appointed to investigate the alleged assessment malpractice in due course.

I wish to assure you that the investigation will be carried out in a discreet and confidential manner, and will have due regard to the principles of natural justice for all parties concerned.

If you require any further information please do not hesitate to contact me. Please quote the reference number above in all your correspondence with the < Provision Name> in this regard.

Yours sincerely

<Name>

Manager



Form 1 (d) - NOTIFICATION OF ASSESSMENT MALPRACTICE FINDING LETTER TEMPLATE

NAME

ADDRESS 1

ADDRESS 2

ADDRESS 3

Reference Number: Number

Date: <dd/mm/yy>

Subject: Finding of the Alleged Malpractice Investigation

Dear Mr/Ms < Name>,

I am writing to tell you about the finding of our investigation into the malpractice allegation. We have **<upheld / not upheld >** *(delete as appropriate)* the allegation.

(In the case of an allegation that has been upheld)

<If you want to appeal this finding, you must complete the attached application form and return it to me **within ten (10) working days** from the date of this letter.

If you require any further information, please do not hesitate to contact me. Please **keep this letter** as you will need the above reference number to complete the appeal form (if you are taking one) and when you contact us on this matter.

Yours sincerely

<Name>

Manager



Form 1 (e) - APPEALS OF ASSESSMENT MALPRACTICE APPLICATION FORM

Appeal of Assessment Malpractice Application Form

Instructions

Please complete **all** parts of this form in BLOCK letters. Send it to the relevant designated person who communicated with you in relation to the assessment malpractice finding. Please do this within a **defined** timeframe (recommended timeframe: five (5) working days) from the date of their letter.

PART A:	
This section must be completed by the Apprentice	
Nature of Appeal: (please tick one box)	Appeal on Findings <input type="checkbox"/> Appeal on Sanctions <input type="checkbox"/>
Name:	
Address:	
Reference Number (you will find this on your letter):	
Contact number:	
Email address:	

Reason for your appeal (please tick one box only)	
Malpractice was not dealt with in line with the Provision procedures	<input type="checkbox"/>
Regulations did not adequately cover the circumstances around the malpractice	<input type="checkbox"/>
New information is now available that was not available to the investigation	<input type="checkbox"/>



Please explain your reason for this appeal application:

Print Name:			
Signature:		Date:	

**Part B:
Office Use**

This section must be completed by the relevant ETB Manager

Name:	
Receipt date of application:	
Application:	I can confirm that a review of the Application has been completed and that the Appeal is Granted <input type="checkbox"/> Declined <input type="checkbox"/>
Reason:	
Signature:	
Date:	



Form 2_3 (a) STATEMENT FROM PROVISION

Application for Compassionate Consideration/Short-term Extension

In some cases, the Provision may be aware of circumstances whereby the apprentice may be unable to obtain a statement from another qualified professional (e.g. due to financial constraints) and may complete a statement for the apprentice while maintaining confidentiality.

To be completed by the relevant designated person within the Provision

Name of relevant designated person:	
Apprentice Name:	
Provision:	
FET Provision:	
Module(s):	
Declaration:	
I can confirm that there are confidential extenuating circumstances which pertain to this apprentice which: c) may have prevented or may prevent him/her from either: 7.2.1 completing an assessment activity (Apprentice Record, Collection of Work, Project, Assignment or Skills Demonstration), or 7.2.2 attending a practical assessment (Examination or Skills Demonstration) or d) seriously impaired or may seriously impair his/her performance in: 4.4.2 a practical assessment (Examination or Skills Demonstration).	
Signed:	
Date:	



Form 2_3 (b) - COMPASSIONATE CONSIDERATION/SHORT-TERM EXTENSION APPLICATION

COMPASSIONATE CONSIDERATION/SHORT-TERM EXTENSION in extenuating circumstances APPLICATION FORM	
Part A: This section must be completed by the Apprentice	
Apprentice Name:	
Apprentice Address:	
Provision:	
Module(s):	
Assessor Name:	
Types of Assessment:	<input type="checkbox"/> Examination <input type="checkbox"/> Project <input type="checkbox"/> Skills Demonstration <input type="checkbox"/> Apprentice Record <input type="checkbox"/> Assignment <input type="checkbox"/> Collection of Work
Assessment Due Date(s):	
Reasons for application:	
Relevant supporting evidence/documentation included	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of supporting relevant evidence/documentation:	
Apprentice Signature:	
Date:	

This application form must be submitted to the relevant designated person



COMPASSIONATE CONSIDERATION/SHORT-TERM EXTENSION in extenuating circumstances APPLICATION FORM	
Part B: Office Use Only This section must be completed by the relevant designated person	
Apprentice Name:	
Assessment Due Date:	
Date relevant designated person is notified by Apprentice:	
Notified by:	<input type="checkbox"/> Telephone <input type="checkbox"/> Email
Receipt date of application:	
Assessor Name(s):	
Date of meeting with Assessor(s):	
Application prior to or after the assessment activity/deadline:	<input type="checkbox"/> Prior to <input type="checkbox"/> After
Criteria:	Details:
Details of extenuating circumstances	
Relevant supporting evidence/documentation	
Nature of the assessment activity (Assignment, Project, Apprentice Record, Collection of Work, Skills Demonstration and Examination)	
Application:	<input type="checkbox"/> Granted <input type="checkbox"/> Declined
Declaration:	
I can confirm that: <ul style="list-style-type: none"> • A meeting with the Assessor to discuss the application has taken place • There is sound evidence to grant or decline the application based on criteria above • If granted, the granting of Compassionate Consideration/Short-term extension will not give the apprentice in question an unfair assessment advantage over other apprentices undertaking the assessment • I will inform the apprentice in writing of the decision regarding the outcome of the application • I will inform the assessor in writing of the decision regarding the outcome of application 	
Signature:	



Date:	

COMPASSIONATE CONSIDERATION in extenuating circumstances APPLICATION FORM	
Part C: This section must be completed by the relevant designated person and returned to the Apprentice and Assessor Note: This section must accompany relevant assessment material when submitted for certification	
Apprentice Name:	
Date of Decision:	
Outcome:	<input type="checkbox"/> Granted <input type="checkbox"/> Declined
If granted, details of extended deadline etc.	



Form 2_3 (c) - APPEALS APPLICATION FORM
(Compassionate Consideration/ Short-term Extension)

APPEALS APPLICATION FORM (Assessment Deadlines: Compassionate Consideration/Short-term Extension)	
Part A: This section must be completed by the Apprentice	
Nature of Appeal:	<input type="checkbox"/> Compassionate Consideration <input type="checkbox"/> Short-term Extension
Provision Name:	
Apprentice Name:	
Date of Appeals Application:	
Reason for Appeal:	
Reason why application was declined:	
Details of supporting evidence provided:	

Part B: Office Use Only This section must be completed by the relevant designated person and copied to the apprentice and assessor	
Name:	
Receipt Date of Appeal Application:	
Application Outcome:	I can confirm that a review of the Application has been completed and that the Appeal is: <input type="checkbox"/> Granted <input type="checkbox"/> Declined
Reason:	
Signature:	
Date:	



Form 04 (a) - REASONABLE ACCOMMODATION IN ASSESSMENT FORM

REASONABLE ACCOMMODATION IN ASSESSMENT APPLICATION FORM	
This request must be completed at the start of the course and be submitted along with relevant evidence/documentation to the relevant designated person for approval.	
Part A:	
This section must be completed by the apprentice or a nominated person	
Provision Name:	
Apprentice Name:	
Award/Course:	
Module(s):	
Assessor(s):	
Assessment Techniques:	<input type="checkbox"/> Examination <input type="checkbox"/> Project <input type="checkbox"/> Skills Demonstration <input type="checkbox"/> Apprentice Record <input type="checkbox"/> Assignment <input type="checkbox"/> Collection of Work
Details of reasonable accommodation being requested:	
Supporting relevant evidence/documentation included:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of supporting relevant evidence/documentation:	
Apprentice Signature:	
Date:	



REASONABLE ACCOMMODATION IN ASSESSMENT APPLICATION FORM	
Part B: Office Use This section must be completed by the relevant designated person	
Name:	
Receipt date of application:	
Details of relevant evidence/documentation:	
Application:	
Adaptation of assessment details:	
Signature:	
Date:	

REASONABLE ACCOMMODATION IN ASSESSMENT APPLICATION FORM	
Part C: Office Use This section must be completed by the relevant designated person and returned to the apprentice and assessor(s) Note: This section must accompany relevant assessment material when submitted for certification	
Apprentice Name:	
Date of Decision:	
Outcome:	Successful <input type="checkbox"/> Unsuccessful <input type="checkbox"/>
If granted, details of assessment adaptation:	



Form 04 (b) - REASONABLE ACCOMMODATION APPEALS APPLICATION FORM

REASONABLE ACCOMMODATION APPEALS APPLICATION FORM	
Part A:	
This section must be completed by the Apprentice	
Provision Name:	
Apprentice Name:	
Date of Application:	
Reason for Appeal:	
Reason why decision was declined:	
Date of Application:	

Part B:	
Office Use	
This section must be completed by the relevant designated person	
Name:	
Receipt date of application:	
Application:	I can confirm that a review of the Application has been completed and that the Appeal is: Granted <input type="checkbox"/> Declined <input type="checkbox"/>
Reason:	
Signature:	
Date:	



Form 05 - ASSESSMENT APPEALS APPLICATION FORM

Apprentices wishing to appeal their received final result or any aspect of the assessment process must complete this form and return it and a fee of **€40** per appeal to their Provision before the following date: -

Provision:		Date:	
-------------------	--	--------------	--

Apprentices who have applied to the CAO must submit their appeal by **12.00 on the 21 June 2019**. Appeals received after that date may not be considered by the CAO for the purpose of offers.

A fee of **€40.00** is payable in respect of each result/grade being appealed. The fee is refundable in the case of successful appeals. Fees should be paid directly to the Provision

APPEALS WILL NOT BE PROCESSED WITHOUT DIRECT PAYMENT TO PROVISION

Part A: To be completed by the apprentice and returned to the Provision by date specified above	
Please tick appropriate appeal type: Assessment Result Appeal <input type="checkbox"/> Assessment Process Appeal <input type="checkbox"/>	
Provision Name:	
Apprentice Name:	
Apprentice Address:	
Programme Code/Title:	
Are there impending deadlines which may need to be considered with this application: CAO Applicant/Other Applicant:	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please give details:	
Details of Application:	

Module Code	Module Title	Original Result	Original Grade	Fee (please tick)
				<input type="checkbox"/>
				<input type="checkbox"/>



				<input type="checkbox"/>
				<input type="checkbox"/>
	Total Fee Due (Number of Appeals x €40)			€00.00

I attach fee in the total amount of €_____ in respect of this Appeal/s ☐ (please tick)

Apprentice's Signature: _____ Date: _____

Provision or Programme Manager: _____ Date: _____

Office Use:

Total Fee Received: _____ Date: _____

Provision or Programme Manager Signature: _____

CAO Applicant/ Other Applicant: Yes ☐ No ☐



Form 06 - RECOGNITION OF PRIOR LEARNING APPLICATION FORM

Please complete all sections of the application form

PART A	
Provision Name:	
Apprentice Name:	
Apprentice Address:	
Apprentice Contact Number:	
Apprentice Email Address:	
Programme Code/Title:	
Award Code/Title:	
Date of Application:	

PART B	
Recognition for Prior CERTIFIED Learning (RPCL) If yes, please indicate which RPCL you are applying for:	Yes/No
a) Recognition of FETAC award towards a QQI award	Yes/No
b) Recognition other awarding bodies (HEIs, City and Guilds, etc.) towards a QQI award	Yes/No
c) Recognition of QQI certificate towards award of other awarding bodies (<i>Please see specific awarding body procedures</i>).	Yes/No
Recognition for Prior EXPERIENTIAL Learning (RPEL)	Yes/No



PART C

Details of application:

Supporting evidence: (Please list all supporting evidence included in this application)

Exemptions (based on RPCL) in respect of:

Module Code	Module Title	Module Level

Apprentice Signature: _____

Date: _____

Relevant designated person
Signature: _____

Date: _____

Relevant designated person
Name: _____

APPENDIX N: APPRENTICE NATIONAL COMPLAINTS PROCEDURE

New Apprentice National Complaints Procedure

Introduction

- a) This is a national apprentice complaints procedure which applies to all apprentices registered on New Apprenticeship Programmes run by Limerick and Clare Education and Training Board as Co-ordinating Provider.
- b) This procedure does not cover academic appeals for which there is a separate procedure > (See Assessment Appeals Procedure in Appendix F).**
- c) No apprentice will be disadvantaged through availing of the complaint procedure. However, Limerick and Clare Education and Training Board expects that in raising possible issues of complaint, apprentices themselves will have observed their obligations and responsibilities in keeping with the Apprentice Rights and Responsibilities Charter.

Limerick and Clare Education and Training Board expects that apprentices will not engage in frivolous or vexatious complaints.

- d) The intention is that most problems will be dealt with locally, in a spirit of conciliation. Thus the formal complaints procedure should be seen as a last resort in the search for a solution.
- e) Any party involved in a complaint has the right to be accompanied and represented by a person of his/her choice at every relevant stage of the procedure. Apprentices may choose a representative, but they must make their own arrangements in this matter.
- f) The procedure is intended to produce a speedy and efficient resolution. The aim is to prevent unnecessary delay, whilst ensuring a full and fair assessment of the particular circumstances of any individual complaint.
- g) Complaints provide an important source of feedback on the performance of the Limerick and Clare Education and Training Board services and members. As such, the FET Quality Council will monitor the registration of complaints and the progress towards resolution. The National Programme Manager will include a section on complaints in his/her annual report to the FET Quality Council to ensure complaint trends are monitored and that relevant quality issues are identified and addressed. Information that would identify any of the parties involved will not be included in this report.
- h) All complaints should normally be made within 21 days of the alleged incident, matter or concern.
- i) The complaints procedure is based on the principle of Natural Justice. Consequently, anonymous complaints will not be accepted.

Stage I

- a) Apprentices who feel that they have been treated unfairly or inequitably have the right to express their complaint.
- b) The apprentice should first try to address the issue with the subject of their complaint or with the immediate manager/supervisor of the service.



- c) Stage I will generally be an oral process and a written record will not be made. However, staff members involved will be encouraged to share their experience of the process to the benefit of their colleagues.
- d) If the apprentice's complaint is not resolved locally, then Stage II of the procedure, outlined below, should be followed.

Stage II

- a) Limerick and Clare Education and Training Board appreciates that there may be occasions where Stage I is inappropriate and/or that a more formal approach is necessary.
- b) The relevant Programme Leader will explain to the apprentice the operation of the remaining stages of the Apprentice Complaints Procedure.
- c) At this point the apprentice should complete a complaint form. The completed complaint form should be forwarded to the apprentice's relevant Programme Leader. The complaint should be specific and comprehensively documented. The complaint form must detail the apprentice's name and contact details, any relevant documentation, and dates, locations and witnesses as appropriate. Any previous efforts to resolve the matter should also be given.
- d) Where the National Programme Manager is the subject of the complaint, the complaint form should be forwarded to the National Programme Manager. The National Programme Manager will identify an appropriate manager within Limerick and Clare Education and Training Board to deal with the complaint consistent with this procedure.
- e) The relevant Programme Leader will acknowledge receipt of the complaint within 5 working days. It is
 - a) Limerick and Clare Education and Training Board's aim that all complaints under Stage II will be resolved within 21 days.
 - f) At this point the relevant Programme Leader will advise the person who is the subject of the complaint and provide that person with a copy of the complaint.
 - g) The relevant Programme Leader will arrange to meet with the apprentice to discuss the complaint. The apprentice may, if so desired, be accompanied by a fellow apprentice or a representative. The Programme Leader will make a written record of the meeting.
 - h) To establish the facts of the complaint, the Programme Leader will hold a separate meeting with the person who is the subject of the complaint (who may be accompanied by a colleague or union officer), and may also interview any material witnesses. The Programme Leader will make a written record of the meeting(s).
 - i) The Programme Leader will notify both parties in a written report, of the result of the complaint and the reasons for the decision. Where the result of the complaint includes consequent action or recommendations, the Programme Leader shall notify the appropriate person(s) or committee, internal or external, without undue delay.



Stage III

- a) If the complaint remains unresolved under Stage II, either party may write to the National Provider Programme Leader/Manager, outlining how the complaint resolution process has progressed in their view.
- b) The Programme Leader will be asked to submit the original complaint to the National Provider Programme Leader/Manager, the evidence considered under Stage II and the Programme Leader's report on the complaint and the reasons for the decision.
- c) The Programme Leader will forward the complaint and the accompanying information to two members of the senior management executive team of the ETB (nominated by the Chief Executive) for their consideration.
- d) The Chief Executive's nominees will examine the material and may seek further information from the apprentice to clarify matters concerning the complaint. They may decide, if in their opinion the evidence justifies it, to uphold (or not to do so) a complaint without proceeding further with the complaint process.
- e) The Chief Executive's nominees will otherwise interview, separately, the apprentice and the subject of their complaint and any appropriate witnesses. The apprentice may be accompanied by a fellow apprentice or a representative. The staff member who is the subject of the complaint may also be accompanied by a colleague or union officer.
- f) The Chief Executive's nominees will agree a written record of these meetings.
- g) Limerick and Clare Education and Training Board aims to complete this stage of the complaints procedure within 14 days. The parties to the complaint will be informed if delays are expected.
- h) The Programme Manager will notify both parties in writing of the decision reached concerning this stage of the procedure and the reasons for it, together with any recommended consequent action.
- i) The Programme Manager shall notify the appropriate person(s) or committee without undue delay concerning changes recommended or required as a consequence of the complaint.

Stage IV (Appeal)

- a) Either party may appeal the outcome of Stage III within 14 days of receipt/knowledge of the decision. The relevant party must confirm the wish to appeal in writing to the Chief Executive of Limerick and Clare Education and Training Board.
- b) The Chief Executive will seek appropriate advice on the composition of a complaints committee and the protocol to be adopted before establishing the complaints committee to examine the appeal.
- c) Typically the complaints committee will have four members, chaired by the Chief Executive (or his/her nominee) and include an experienced manager from another ETB, a member of Limerick and Clare Education and Training Board senior executive and an external



nominee. No member of the committee will have been previously associated with the complaint.

- d) The committee will receive the documentation so far generated by the complaint and will consider that documentation and hear other evidence at a hearing.
- e) The hearing will enable the committee to consider the way in which the complaint has been handled at any previous stage of the procedure and/or to reconsider the appropriateness of the result of the previous stage of the procedure. However, the hearing will not be conducted as an alternative to any part of the disciplinary procedures which apply to members of staff.
- f) The decision of the committee will be final as far Limerick and Clare Education and Training Board's Apprentice Complaints Procedures are concerned.
- g) The Chief Executive will inform both parties, in writing, of the decision of the committee and the reasons for the decision.
- h) If the committee decides that certain actions have to be taken as a consequence of the complaint or appeal, the Chief Executive will nominate an individual to monitor such actions.



National Apprenticeship Programme: Apprentice Complaint Form

An Apprentice completing the Apprentice Complaint Form should consult the Apprentice Complaints Procedure. This form should only be completed by Apprentices who wish to pursue a complaint beyond Stage I of the Institute's Apprentice Complaints Procedure. At this point, the relevant National Programme Manager /Programme Manager should have explained the remaining stages of the complaints procedure to you.

Apprentice's Details	
Name	
ETB (off-the-job)	
Programme Year	
Address for Correspondence	
Email	
Phone	



The complaint should be specific and well-documented and include dates, locations and witnesses as appropriate.

Please outline the substance of the complaint

Please outline previous efforts to resolve the matter

How would you like the complaint resolved?

Signed:

Date:

The completed Complaint Form should be returned to your relevant Programme Manager/National Programme Manager.

Appendix O - COLLABORATING PROVIDER APPROVAL PROCEDURE

Introduction

1.1 About this Document

In order to deliver the National Hairdressing Apprenticeship Programme, as validated by QQI, the Education and Training Provider must demonstrate to the Co-ordinating ETB, that it meets the specified criteria for the validated National Apprenticeship Programme in the following areas:

- Quality Assurance
- Staff Resources
- Environment and physical resources
- Assessment on and off-the-job

This guide will provide full details of the criteria and requirements for a provider to become an approved National Hairdressing Apprenticeship Programme Provider.

1.2 Collaborating Provider Approval for National Hairdressing Apprenticeship Programme

If the provider is not currently an approved Provider for the National Hairdressing Apprenticeship, it must apply for approval. The applicant provider will need to provide Co-ordinating ETB with evidence that it meets the approval criteria in four key areas of operation:

- Quality Assurance
- Staff Resources
- Environment and physical resources
- Assessment on and off-the-job

This will demonstrate whether the applicant provider has the overall systems and people in place to deliver the National Hairdressing Programme.

1.3 Collaborating Provider Approval for a Cognate Programme

If the applicant provider already runs an Apprenticeship Programme with the Collaborating Provider and, as an Education and Training Provider, wish to run another apprenticeship programme in the same cognate area, it must apply for approval to the Collaborating Provider. The applicant provider must submit an application for Collaborating Provider Approval for a Cognate Programme for each additional apprenticeship programme.

1.4 Collaborating Provider Approval for the National Hairdressing Apprenticeship Programme

Collaborating Provider Approval must be obtained by any Education and Training Provider that is seeking to become a collaborating provider for the National Hairdressing Apprenticeship Programme.



Application procedures for Collaborating Provider Approval together with approval criteria and examples of supporting evidence appear in Section 2.8 below. An Application Form for Collaborating Provider Approval (Form ETB 01), with guidance for its completion, can be found in Section 3.0.

Once Collaborating Provider Approval is granted, it will be valid for a period of five years, subject to ongoing compliance monitoring, in line with the Collaborating Provider Approval criteria. After the five-year period has elapsed, a Provider must reapply for renewal of the programme approval, but approval will normally be a desk-based procedure unless:

- The Provider has not provided examinations or assessments for a viable number of apprentices within the five years and/or
- The Provider has had approval withdrawn because the Collaborating Provider Approval criteria were no longer being met.

1.5 What is a Provider?

The National Hairdressing Apprenticeship Programme, for Limerick and Clare Education and Training Board is the Co-ordinating Provider, may only be offered by providers of QQI awards.

A Provider may be one of the following:

- Education and Training Board n Institute of Technology
- Independent Education and Training Provider

Only approved providers may offer the QQI validated National Hairdressing Apprenticeship programme and assessments/examinations.

Specific programme related documentation applies:

- QQI Validated Programme
- Apprenticeship Quality Assurance Procedures

This programme-related documentation details the programme as validated, specifically:

- The programme's assessment strategies and procedures
- The programme's teaching and learning strategies
- Specifications regarding the programme's staffing requirements
- Precise specifications of the programme's physical resource requirements
- Documented procedures for the operation and management of the programme

1.6 Applications from an Education and Training Board or an Institute of Technology

The application process for an ETB or an IoT will differ from that for an Independent Education and Training Provider, which will normally be a private organisation operating on a for-profit basis. In all cases, it is the Co-ordinating ETB's responsibility to ensure that it is satisfied that each Collaborating Provider can deliver the programme appropriately. However, ETBs and IoTs are experienced providers with quality assurance systems in place and while they may not have direct experience in

the area in question, they have the capacity to develop the systems required to deliver the programme.

In these cases, The ETB will require the ETB or IoT that is seeking approval, to conduct a self-evaluation against their criteria and make a written declaration to the effect that they meet the criteria. Such a declaration, accompanied by the completed self-evaluation, will be included in the Memorandum of Agreement that will be signed between the Co-ordinating ETB and the Collaborating Provider, before the programme commences on that site.

1.7 Programme Approval for an additional Cognate Programme

Programme approval must be obtained by providers who are currently providing an apprenticeship programme and wish to deliver an apprenticeship programme in another cognate area.

Application procedures for Collaborating Provider Approval for a Cognate Programme together with approval criteria and examples of supporting evidence, appear in Section 3.0.

1.8 Advisory Visits

An Education and Training Provider can request an advisory visit before applying for Collaborating Provider Approval, or after approval has been granted.

The purpose of the advisory visit can be to:

- Provide general advice on Collaborating Provider Approval criteria.
- Identify and clarify specific areas of provider approval that need further attention.
- Provide opportunities for the nominated Education and Training Provider staff to ask questions and resolve queries.

1.9 Programme Approval Application Information

Collaborating Provider Approval is granted based on information that the Education and Training Provider submits at the time of applying for approval. If at any time there are changes to those details, e.g. the Education and Training Provider adds a new teacher or internal verifier, it must notify the National Programme Co-ordinator immediately using the Programme Approval Application Update form (Form ETB 03), a copy of which document can be found in Section 3.6 below.

Note: Failure to notify The ETB of changes may affect the provider's approved status.

2.0 Roles of key Assessment, Verification and Assessment/Examination Personnel

When submitting applications for Collaborating Provider's Approval, Education and Training Providers are asked to identify who will be undertaking various roles in the assessment, verification and assessment processes. These should be appropriate to the National Hairdressing Apprenticeship Programme and the level of assessment activities both on and off-the-job. For example, Providers with one or more teachers will probably need more than one internal verifier and may therefore

need to identify an Internal Verifier Manager to ensure consistency of the internal verification practice.

This section gives details of the requirements and responsibilities of each role involved in the assessment, verification and assessment/examinations processes.

A Provider should identify members of staff to fulfil roles appropriate to the level of assessment activities being undertaken. For example, there will be no requirement to designate an Internal Verifier Manager in small Providers where one Internal Verifier can undertake effectively all verification activities.

Two or more roles may be undertaken by the same person, e.g. teacher and internal verifier. However, it should be noted that Internal Verifiers who are also teachers cannot internally verify their own assessments.

Please refer to the relevant Apprenticeship Programme specific documentation for the level of expertise required by the teachers and Internal Verifiers.

2.1 Collaborating Provider – Collaborating Provider’s Programme Leader

The Collaborating Provider’s Programme Leader is the person responsible for ensuring that the management, administrative and quality assurance systems for the programme are properly maintained. The operational role will be managed by the Collaborating Provider’s Programme Manager, Co-ordinating with the National Programme Manager, its Authorised Officer, the Quality Assurance Personnel, the Teacher and the Internal Verifier(s).

The Collaborating Provider’s Programme Leader or their nominated subject matter expert representative will screen employers for suitability to train apprentices and ensure that all SOLAS approved employers sign the Co-ordinating ETB-Employer Memorandum of Agreement (Reference SOLAS Employer Suitability to Train Process).

The Collaborating Provider’s Programme Leader will work closely with the National Programme Manager on the day to day management and administration of the Programme.

The Collaborating Provider’s Programme Leader must:

- Have an appropriate background in assessment management, administration and quality assurance, and possess the necessary authority within the provider’s structures to ensure that management, administrative, assessment and internal verification procedures both on and off-the-job are implemented correctly and consistently across the Provider as a whole.
- Work closely with employers, maintain a database of employers and mentors and forward employer and mentor details to the National Programme Manager, as required by the memorandum of agreement.
- Ensure only suitably qualified staff are used in the assessment and internal verification processes both on and off-the-job and organise mentor training for Workplace Mentors/Assessors and/or assessors, where necessary.



- Ensure staff involved in training, assessment and/or internal verification have access to and regularly participate in activities for continuing professional development.
- Ensure teachers, Internal Verifiers and On-the job Mentors comply with the requirements of the validated programme.
- Attend meetings of the National Examination Board.

2.2 The SOLAS Authorised Officer

The SOLAS Authorised Officer provides an independent brokerage through which the integrity of the overall Apprenticeship programme is maintained on behalf of SOLAS.

Upon satisfactory registration of the apprentice, the Authorised Officer will:

- Establish the employers' suitability to train apprentices, and the Authorised Officer may consult with the Consortium representative as required to establish suitability.
- Conduct an assessment site visit to assess the employers' suitability to train apprentices.
- Brief employers on their roles and responsibilities in relation to the on-the-job elements of the apprenticeship as an initial briefing on behalf of the statutory regulator.
- Approve an employer in a specific statutory apprenticeship in which that employer has no previous record of training apprentices.
- Advise an employer accordingly if that employer fails to meet the criteria for suitability to train apprentices, and give details of shortcomings and invite for re-assessment for reconsideration when all the criteria specified is met.
- Brief the apprentices on their roles and responsibilities in relation to the on-the-job elements of the apprenticeship.
- Monitor the apprentices' activities in the on-the-job element of their apprenticeship.
- Employers and prospective apprentices are both required to complete an Apprenticeship Registration Form within two weeks of the Apprentice commencing employment. The Registration Form is checked by the Authorised Officer and, providing all requirements are satisfied, the application is approved and the apprentice registration details are entered on to the Apprenticeship Client Services System.
- Collaborate and communicate with the National Programme Manager in the day-to-day delivery of the Programme.

2.3 Quality Assurance Personnel

Quality Assurance Personnel must be appointed to be responsible for ensuring that:

- Registrations, examination results and claims for certification are processed in accordance with The ETB Quality Assurance procedures.
- Appropriate arrangements are in place for the proper conduct of all assessments.
- Appropriate records, results or other evidence of achievement are released to other Providers or the apprentice (as applicable) in cases where apprentices transfer to new Providers.

- Results and/or certificates are properly issued to apprentices.

2.4 Teacher

The teacher will have a qualification in the area and have the requisite experience to deliver the off-the-job elements of the validated programme. He/she will maintain a strong collegiality with mentors and will be involved in the verification of on-the-job assessment.

The teachers will engage with colleagues on the National Programme Board and in the National Examination Board in a self-development role and in developing the community of practice for the benefit of all involved in the programme.

They will report to the Collaborating Provider's Programme Manager, who will in turn report any issues to the Co-ordinating Provider.

It is responsibility of the teacher to:

- Introduce the apprentice to the off-the-job training location and to provide a full briefing on the validated programme including the programme structure, content and assessment both on and off-the-job.
- Explain the programme content and the qualification they will have achieved following successful completion of the programme.
- Ensure that each apprentice is aware of his/her responsibility in relation to their own learning.
- Explain the meaning of equal opportunities with reference to Irish Equality Legislation.
- Provide the apprentice with continuous feedback.
- Follow assessment guidance in accordance with QA requirements of the Co-ordinating Provider's Quality Assurance Office/Provider Quality Assurance Personnel.
- Monitor the apprentice's performance in the workplace and in off-the-job locations, and verify apprentice assessment evidence on Moodle.
- Ensure validity, authenticity, currency and sufficiency of evidence produced by apprentices as part of the assessment process.
- Provide apprentices with prompt, accurate and constructive feedback.
- Maintain accurate records of apprentices' achievement.
- Attend Examination Board Meetings and assist in conducting re-checks or reviews as required by the Collaborating Provider's Programme Manager.
- Co-operate with reviews of the programme.

2.5 Workplace Mentor

Workplace mentors should be occupationally qualified with appropriate experience to deliver the on-the-job elements of the validated programme. He/she will be required to complete the SOLAS online mentoring programme in addition to the outlined the Co-ordinating ETB's mentoring programme, prior to programme commencement.



The mentor should work closely with the teacher and internal verifier and bring any issues to the attention of the Collaborating Provider's Programme Manager.

It is the responsibility of the Workplace Mentor to:

- Ensure that the sequence of course work set out in the validated programme document is covered in the schedule of training and that the apprentice gets opportunities to gain experience in all of the relevant techniques.
- Ensure that the apprentice is trained in the techniques and skills of the occupation on-the-job as per the programme specification and guide the apprentice in completing his/her programme Work-Based Competency Task Book.
- Assess the apprentice on the on-the-job practical assessments and complete the assessment protocols.
- Facilitate the apprentice's learning in the workplace by shadowing, coaching, observing and guiding, ensure that the apprentice is conversant with the normal work practices, and include the apprentice in the community of practice within the workplace.
- Support the apprentice in communicating with the employer on training-related issues.
- Develop a sense of professionalism in the apprentice, including attributes such as dependability, maturity, politeness, respect, loyalty and the ability to communicate effectively.
- Ensure the apprentice uploads all assessment documents and evidence of workplace assessment on Moodle.
- Attend Programme Board meetings if required and co-operate with reviews of the programme.

2.6 Internal Verifier

Internal Verifiers monitor the work of all teachers and/or Mentors involved with the Programme both on and off-the-job, to ensure the accuracy and consistency of assessment activities and decisions. He/she will work closely with the Collaborating Provider's Programme Manager and the National Programme Manager to enhance the quality of delivery of the programme.

The responsibilities of the Internal Verifier include to:

- Ensure that teachers and Mentors follow the programme assessment guidance provided and that learning has been assessed using the techniques and instruments as indicated in the validated programme.
- Monitor the consistency of assessment decisions and maintain accuracy.
- Maintain up to date records of internal verification and sampling activities.
- Assist in conducting re-checks or reviews as required by the Collaborating Provider's Programme Manager.

Note: Internal Verifiers will possess current occupational experience in the programmes they are internally verifying.

Internal Verification of Assessment Results

The internal verification of assessment results on a sampling basis will be carried out by Quality Assurance Personnel before submitting results to the Examination Board.

This includes:

- Checking on a sample basis that assessment evidence is available for all apprentices and that results are recorded accurately and grades are assigned according to QQI requirements.
- Marks are totalled and percentage marks are calculated correctly.
- Percentage marks and grades awarded are consistent with QQI grading bands.

2.7 External Authenticators

Approved External Authenticators, including External Authenticators with international expertise, are appointed by the Co-ordinating ETB, to ensure that all assessments undertaken by Providers are fair, valid, consistent, and meet the requirements of the validated programme.

Collaborating Providers will cooperate fully with the appointed external authenticators and provide all appropriate information requested.

2.8 Quality Control

Quality assurance monitors are appointed by the Co-ordinating ETB to ensure that Collaborating Providers comply with the Collaborating Provider Approval criteria. Their responsibilities relate to systems and quality assurance of programme delivery rather than programme-specific assessment requirements. They report to the National Programme Manager who will collate and bring reports to Programme Board.

The duties of quality assurance monitors include to:

- Conduct inspection or audits to ensure providers comply with the Collaborating Provider Approval criteria.
- Quality monitor Programme delivery both on and off-the-job.
- Provide prompt, accurate and constructive advice and feedback to all relevant parties.
- Provide advice to Providers on internal quality arrangements.

2.9 Access and Equal Opportunities

The ETB is committed to equality of opportunity and fair access to assessment for all our Programmes. The diversity of apprentices for whom this may be an issue is extensive so we offer guidance on access and equal opportunities.

2.10 Reviews, Appeals, Complaints and Infringement of Rules

The ETB always aims to establish and maintain excellent working relationships with our Collaborating Providers. However, on rare occasions, disputes over approved status and other matters may arise. Where these occur, procedures are in place and these are outlined in Section 2.7.

2.11 Online Assessment Management System

Approved Providers will be provided with access to Assessment Management Systems which will enable it to access:

- Moodle System
- Programme Curriculum
- Apprentice Resources and Materials
- Assessment Instruments
- Grade book

Procedures for Collaborating Provider's Approval

3.1 Initial application from Providers other than an ETB or IoT

Where The ETB has determined that a Provider is required to formally apply for approval to offer the programme, that provider is required to:

Complete an Application for Collaborating Provider Approval (Form ETB 01)

- Visit Request (Form 04 If applicable)
- E-mail forms to: The ETB's National Programme Manager

The ETB's National Programme Manager will:

- Review the completed forms (The ETB 01/04 if applicable)
- Send an acknowledgement of receipt of the application, and advise if any further information is required.
- Send copies of the forms, with necessary information, to the Co-ordinating ETB's Apprentice Quality Committee, who may also request additional information.
- Arrange for the Co-ordinating ETB representative to undertake an approval visit.
- Confirm to the applicant provider in writing the outcome of the application, normally within four six weeks of receipt.

3.2 Approval Visit

A visit will be undertaken by a Co-ordinating ETB representative who has expertise in the relevant Programme area or within the family of Programmes, or an External expert will be appointed to review specific programme resources,



E.g. staff, programme and physical resources such as kitchen facilities and equipment, etc.

Please also note that if a Provider intends to deliver this programme in more than one location the Co-ordinating ETB representative will need to visit each location to ensure compliance with the approval criteria.

Prior to the visit

The Co-ordinating ETB representative will:

- Contact the education and training provider nominated contact person and agree the visit schedule.
- Indicate any points within the application which need clarification/discussion.
- Identify the members of staff⁶ which the Co-ordinating ETB representative wishes to meet.

During the visit

The Co-ordinating ETB representative will:

- Look for evidence to confirm that the provider meets, or has the potential to meet, the Collaborating Provider Approval criteria.
- Provide a briefing on the Co-ordinating ETB Quality Assurance policies and procedures in line with awarding body requirements. Access to the Co-ordinating ETB's Quality Assurance Procedures will be provided following approval.
- Ensure that systems exist for advising all staff involved with conduct of assessments/examinations, and assessment and verification of their roles and responsibilities.
- Ensure that Workplace Mentors/Assessors will be appropriately trained.
- Provide any help, support or advice required.
- These will include the Collaborating Provider's Programme Manager and personnel involved in the delivery of the programme and its assessments including the teacher (s), Quality Assurance Personnel and Internal Verifier(s) for the programme.

At the end of the visit

The Co-ordinating ETB representative will:

- Complete a report on the visit which will include an action plan.
- Send a copy of the report to The ETB's Programme Manager who will forward the application to the Co-ordinating ETB Apprenticeship Quality Committee who will advise the applicant provider of the outcome of the application.

3.3 Notification of Approval Decision

At the time of the approval visit the Co-ordinating ETB nominated representative will discuss their findings and recommendations with the applicant provider, but formal approval must be received

from the Co-ordinating ETB Apprenticeship Quality Committee before undertaking any programme delivery and assessments/examinations.

The ETB will not grant conditional approval to Providers, unless there are minor issues which can be easily remedied within the required timescale, so there are only two possible outcomes of a Collaborating Provider Approval application:

a) Collaborating Provider Approval Granted

If The ETB's Apprentice Quality Committee is satisfied that the applicant provider meets the criteria, it will ask the Programme Manager to notify the applicant in writing that Collaborating Provider Approval has been granted and provide the applicant with access to all necessary Programme documentation and materials.

b) Collaborating Provider Approval Withheld

- Where insufficient evidence to satisfy the Collaborating Provider Approval criteria has been provided, the Programme Manager will advise the applicant provider of the following:
- Areas that need to be developed further and any additional evidence required.
- Once the action has been implemented, the applicant provider should contact the Programme Manager who will request evidence to confirm that the Collaborating Provider Approval criteria have been satisfied. If necessary, another approval visit may be made.
- An applicant provider may not assess apprentices for the Programme until Collaborating Provider Approval has been granted. An applicant provider has the right to appeal against a decision to withhold Collaborating Provider Approval to the Apprenticeship Quality Committee who will establish a panel of at least two external independent experts to adjudicate on the appeal. The fee for such an appeal is €5000. The result of this adjudication on that application will be final. Notwithstanding this it is open to a provider to initiate a new application following a period of time determined by the Apprenticeship Quality Committee.

3.4 Period of Approval

Once granted, Collaborating Provider Approval continues for a period of five years unless withdrawn earlier.

Please note that Providers are subject to inspection visits at any time that the Apprentice Quality Committee deems appropriate, including at assessment/examination time, to ensure compliance with the approval criteria.

3.5 Re-Approval

An approved provider must apply for re-approval by completing the appropriate Application for Re-approval (Form ETB 03), at least six weeks prior to the approval expiry date.

Re-approval will normally be a desk-based procedure unless a Provider has undergone significant changes in staffing or has had approval withdrawn.

3.6 Updating Collaborating Provider Approval Information

If in future there are changes to the details the provider provided at the time of applying for Collaborating Provider's Approval, e.g. a change of Programme Teacher or personnel involved in assessment or an organisational change that has affected its ability to satisfy the approval criteria, the provider must notify the Programme Manager immediately and complete an Application for Re-approval (The ETB Form 03).

Failure to notify the ETB of changes may result in withdrawal or suspension of Collaborating Provider's Approval.

3.7 Withdrawal and Suspension of Approval

3.7.1 Withdrawal

Collaborating Provider Approval may be withdrawn at any time by the Co-ordinating ETB, giving one month's notice in writing, for reasons including the following:

- The Provider fails to comply with the terms of the agreement with the Co-ordinating ETB, with the approval criteria or with any of the Co-ordinating ETB's policies, regulations, requirements, procedures and guidelines which are in force from time to time and which have been sent to the person nominated by the training provider.
- There are major deficiencies in the assessment process and the Co-ordinating ETB's Apprenticeship Quality Committee reasonably believes that the appropriate quality of assessment provision can no longer be ensured.
- There is any change in the legal control of the Provider.
- In the event that an approved Provider becomes bankrupt or insolvent or goes into liquidation, or any resolution or order is made for the purposes of voluntary or compulsory winding-up, the Co-ordinating ETB will normally immediately withdraw approval to run the programme.

3.7.2 Suspension of approval

The Apprenticeship Quality Committee may suspend all or any of a Provider's involvement with delivery of the programme for a specified period of time or indefinitely.

This may occur where:

- Time is required to determine whether the event that triggered the withdrawal of approval can be remedied.
- The Apprenticeship Quality Committee feels that it is appropriate to do so in order to protect apprentices or the Co-ordinating ETB, for example where the Provider is the subject of an investigation or breaches of assessment security.

3.7.3 Provisions applying to withdrawal and suspension of approval

In the event of a withdrawal or suspension of approval, in order to help affected apprentices, providers must provide them, within the time-frame specified by the Co-ordinating ETB, with whatever information (about how they can complete their Programme, for example) or supports the Co-ordinating ETB consider reasonable.

Providers must return to the Programme Manager, the originals and any copies of any documents which belong to the Co-ordinating ETB.

Withdrawal or suspension does not affect any earlier claims, or give rise to any new ones, as between the Provider and the Co-ordinating ETB, except that:

- The Co-ordinating ETB will seek compensation from Providers to make good any loss which it may suffer as a result of the withdrawal or suspension if it occurs as a result of anything which the Provider has done or failed to do.
- An approved provider has the right to appeal against withdrawal or suspension of programme approval to the Apprenticeship Quality Committee who will establish a panel of at least two external independent experts to adjudicate on the appeal. The fee for such an appeal is €5000. The result of this adjudication will be final. Notwithstanding this it is open to a provider to initiate a new application following a period of time determined by the Apprenticeship Quality Committee.

3.8 Collaborating Provider Approval Criteria and Examples of Supporting Evidence

The criteria listed in this section relates to Collaborating Provider's Approval. Education and Training Providers will need to demonstrate how they satisfy the criteria.

The following is a sample list of the types of evidence that the Co-ordinating ETB representative will expect on the site visit. It is recognised that some may not be relevant until the provider is actually delivering the Apprenticeship Programme.

- Quality Assurance
- Provider Management and Administrative Systems
- Apprentice records and details of achievements are accurate, kept up to date, securely stored and forwarded to the Programme Manager. In addition, this information must be made available for External Examining and auditing by the Co-ordinating ETB if required.
- Attendance records of the apprentice
- Assessment results, on and off-the-job
- The roles, responsibilities, authorities and accountabilities of the assessment/ examination team across all assessment locations are clearly defined, allocated and understood
- There are procedures to ensure effective communication between staff involved with the administration, delivery, assessment and examination of the Apprenticeship Programme both on and off-the-job.



In these circumstances the provider needs to list the type of evidence it will provide, as suggested above, and then at the time of the approval visit show/explain what systems/procedures it has/will put in place to ensure the accuracy and security of apprentice records. An External authenticator will wish to look at the relevant records when undertaking his/her examination visit.

Examples of evidence

- Apprentice registration details
- Apprentice assessment records
- Procedures for maintaining and updating databases (IT or manual)
- Procedures for maintaining evidence files/portfolios
- Security and access arrangements
- Organisational chart showing all assessment locations and staff
- Documented and signed agreements indicating the lines of accountability of partner organisations in relation to the management of assessment and internal quality assurance
- Records of staff having access to/having copies of all necessary documentation
- Organisational/communication flowcharts
- Records of Programme delivery (i.e. lesson plans, schemes of work, etc.)
- Written procedures/oral explanation
- The Provider has access to the Co-ordinating ETB's access policy and assessment regulations and they are understood by staff and apprentices
- Procedures, accommodation and equipment are fit for purpose to ensure the security of all assessment/examination and external test materials and apprentice scripts, assignments, projects or portfolios, in accordance with QQI requirements.
- There are procedures to ensure assessments/examinations are conducted by appropriate staff in accordance with the Co-ordinating ETB assessment regulations as they relate to the apprenticeship programme.
- Apprentice records and details of achievements are accurate, kept up to date, securely stored and available for External Examining and auditing by the Co-ordinating ETB.
- The apprentice has available to them a copy of the ETB assessment appeals procedure.
- There are procedures to ensure the Co-ordinating ETB is notified of any changes which may affect the Provider's ability to meet the approval criteria.
- Examples of evidence of the above:
 - Documented policies and procedures (written and/or oral)
 - Access and fair assessment policy
 - Details of security and access arrangements (safe or non-portable, lockable steel or metal cabinet, secure room/area)
 - Records of appropriate staff accessing or having copies of Assessment Regulations and any other documentation relating to the administration and conduct of assessment
 - Apprentice assessment records
 - Written/Oral explanation of procedures for notification of changes to the assessment, and/or verification team and/or other resources, etc.



- Resources necessary to satisfy the requirements for the Apprenticeship Programme and assessment and examination are/will be identified and provided.
- Equipment and accommodation used for assessment and examination purposes comply with the requirements of relevant health and safety legislation.
- Accommodation is provided for apprentice undertaking assessment/examinations which is suitably quiet, in an undisturbed location, with adequate heating, lighting and ventilation and complies with the relevant rules and regulations of the Co-ordinating ETB.
- Staff have sufficient time, resources and authority to perform their roles and responsibilities effectively.
- A staff development Programme to support the delivery of the programme is established in line with identified needs for both on and off-the-job teachers and Mentors.
- Examples of evidence of the above
 - Records of available resources
 - Procedures used to identify and report deficiencies to senior management
 - Evidence of additional resources obtained as necessary
 - Records of accommodation checks
 - Equipment maintenance records/schedules including Health & Safety schedules
 - Health and safety policies and audit reports
 - Details of accommodation to be used
 - Records of accommodation checks
 - Copies of the Co-ordinating ETB Assessment Regulations
 - Arrangements for assessment planning (practical assessments)
 - Record of/plans for Teacher /apprentice allocation
 - Internal Verifier/Teacher/apprentice ratios
 - Procedures for staff induction (new Teacher)
 - Procedures for identifying and meeting staff development needs
 - Records of meetings, briefings and updates
 - Records of individual development plans
 - Procedures for taking remedial action to support staff having difficulty.

Physical resources

- Accommodation and equipment required to deliver the National Apprenticeship programme as validated, having regard to the number of apprentices in a class group in the off-the-job element of the programme.
- Resources necessary to satisfy the requirements for the Apprenticeship Programme and assessment and examination are/will be identified and provided
- Equipment and accommodation used for assessment and examination purposes comply with the requirements of relevant health and safety legislation
- Accommodation is provided for apprentice undertaking assessment/examinations which is suitably quiet, and in an undisturbed location, with adequate heating, lighting, ventilation and complies with the relevant rules and regulations of the Co-ordinating ETB



- Examples of evidence of the above
 - Details of accommodation to be used and available equipment.
 - Procedures used to identify and report deficiencies to senior management
 - Evidence of additional resources obtained as necessary
 - Records of accommodation checks
 - Equipment maintenance records/schedules including Health & Safety schedules
 - Health and safety policies and audit reports
 - Records of accommodation checks
 - Copies of The ETB Assessment Regulations
 - Arrangements for assessment planning (practical assessments)

3 Forms and Guidance for Completion

The forms provided in this section should be treated as Master Documents.

Application for Collaborating Provider Approval for the National Hairdressing Apprenticeship Programme (Form ETB 01)

3.1 Guidance on Completing the Application for Collaborating Provider Approval Form ETB 01

There is a master copy of this form at the end of this section. Please read the following guidance notes and refer to other sections of this guide as appropriate.

- Please enter the appropriate details. All formal correspondence and any documentation will be sent to the address provided [Insert Address] here.
- The applicant Provider will need to nominate a person(s) to be responsible for the quality assurance of the National Hairdressing Apprenticeship Programme for which it is seeking approval and show what position that person holds within the Provider (official position). Please refer to Section 1.7.4 (Quality Assurance Personnel).
- Please ensure all fields are complete.

Assessment

Procedures are in place to ensure assessment is conducted in accordance with the requirements of the National Hairdressing Apprenticeship Programme and by appropriately qualified and occupationally expert staff.

Examples of evidence

- Details of the assessment team, including occupational background and experience.
- CVs of assessment team.

Quality assurance

An effective system for Quality Assurance of assessment is in place both in the training locations and the workplace.



Examples of evidence

- Documented quality assurance procedures and completed personnel organisational flowcharts covering all assessment locations and showing roles, responsibilities and reporting lines
- Documented procedures used for reviewing and evaluating quality assurance arrangements
- Certificate of Accreditation for a nationally recognised Quality Assurance Programme
- Records of meetings/reviews

If the Provider is applying to offer the National Hairdressing Apprenticeship Programme including assessments / examinations, it must nominate assessment personnel to be responsible for apprentice entries and facilitation of the assessment/examinations materials for the assessment event. Please identify the type of organisation on behalf of which the Provider is applying for approval and give the information requested.

Please identify the type of evidence the Provider has and will make available to the ETB to satisfy the Collaborating Provider Approval criteria specified (examples are listed in Section 2.8).

- The items of evidence listed are examples only and alternative evidence that satisfies the criteria will be accepted.
- The Provider will not be expected to produce different items of evidence where one will satisfy a number of criteria.
- It is not a requirement to include specific evidence in the application, but it is essential that the Provider provide as much detail as possible on the form.
- It is essential that the Provider provides evidence that it can or will be able to satisfy all the criteria.

List all staff who will be training/tutoring apprentices for the National Hairdressing Apprenticeship Programme

Please tick the appropriate boxes to confirm that they have relevant experience and have current CVs which will be available for inspection by The ETB at any time required.

If there is insufficient space, please list additional names and required details on a separate sheet of paper and attach it to this form (ETB 01), making sure you have ticked the box showing you have done so.

Most assessment/examination Providers run assessments/examinations for their own apprentices but Providers can open up their assessments/examinations to an apprentice requiring repeat assessments/examinations from a different Provider. Providers will not be obliged to run an assessment/examination just to suit that apprentice but they will be obliged to accept the apprentice if he/she fits in with the arrangements for running a particular assessment/examination.

On application (ETB 01), the Provider should have indicated if assessments/examinations will take place at any locations other than that listed on page one. If yes, full address(es) and telephone number(s) of the location(s) are now required.

Please read the declaration in this section very carefully. Before signing, make sure full consideration has been given to the implications for your Provider. The head of the Provider must sign it.

In signing the declaration and submitting a Collaborating Provider Approval application (The ETB 01), the Provider is demonstrating its commitment to establishing and maintaining the arrangements necessary to satisfy the approval criteria.

All Providers will be subject to ongoing compliance audits with Collaborating Provider Approval criteria.



3.2 Application for Collaborating Provider Approval (Form ETB 01)

Please use this form only if your organisation is not currently approved to offer the National Hairdressing Apprenticeship programme. It should be completed in accordance with the relevant guidance notes, and the ETB National Apprenticeship Quality Assurance Procedures.

It is preferential that this form is completed electronically.

If completing this form by hand use black ink and block capitals

The postal address will be used for all communications		
Name of Education and Training Provider		
Address		
Telephone number		
Fax number		
Email address		
Website		
Name of the Collaborating Provider's Programme Manager responsible for the Quality Assurance of all the national apprenticeship programme		
Mr/Mrs/Ms/Dr	Choose an item.	
Surname		
Forename		
If different from above, telephone number		
Email address		



Name of the ETB Authorised Officer	
Mr/Mrs/Ms/Dr	
Surname	
Forename Telephone number	
If different from above, telephone number Fax number	
Email address	
Name of person nominated to be the Quality Assurance Officer	
Mr/Mrs/Ms/Dr	
Surname	
Forename Telephone number	
If different from above, telephone number Fax number	
Email address	
Please circle Yes / No to declare if your organisation has had a previous application for approval refused or withdrawn by The ETB or any awarding/examinations body	
Approval Withheld	Yes / No
Approval Withdrawn	Yes / No
If yes, please provide details	
Please circle Yes / No to indicate whether practical assessment and/or the sitting of assessment/examinations will be conducted at any address(es) other than that specified on point one	
Practical Assessments	Yes / No
Sitting Assessments / Examinations	Yes / No
Number of Locations	



If yes, briefly describe the relationship between your organisation and the other locations		
Briefly explain the geographical spread of the locations		
Is your organisation currently offering qualifications through other local or international awarding/examining bodies?		
	Yes / No	
If yes, please state the names of the main bodies concerned and the Provider number allocated		
Awarding/examining body		
Provider No		
Is your organisation accredited/approved/recognised by		
The state education/training authorities	Yes / No	
Any national quality assurance programme	Yes / No	
By any professional associations	Yes / No	
If yes, please state the authorities, quality assurance initiatives(s), organisation(s), agency(ies) concerned and indicate the date of your latest inspection		
Name		
Date of last Inspection		



Identify the evidence you will provide to satisfy the Co-ordinating Provider Approval criteria

Management and Administration Systems Criteria	Evidence
SC1 Is there a Governance system in place for quality assurance oversight of the National Hairdressing Apprenticeship Programme	
SC2 The roles, responsibilities, authorities and accountabilities of the assessment/examination team across all assessment locations are clearly defined allocated and understood for the National Hairdressing Apprenticeship Programme	
SC3 There are procedures to ensure effective communication between all staff involved with the administration, delivery and assessment of the programme	
SC4 A Collaborating Provider's Programme Manager has been identified to manage the day to day delivery of the programme and liaise with the Co-ordinating Provider – Limerick and Clare ETB	
SC5 An Authorised Officer is identified to approve employers, register apprentices and monitor employers	
SC6 A subject matter expert is identified to screen employers for suitability to train apprentices	
SC7 The Provider will comply with the ETB policies and procedures for equal opportunities and access to assessment	



SC8 Procedures, accommodation and equipment are fit for purpose to ensure the security of all assessment/examination or external test materials and Apprentice scripts, assignments, projects or portfolios, in accordance with the ETB assessment regulations	
SC9 There are procedures to ensure assessments/examinations are conducted by appropriate staff both on and off-the-job in compliance with the ETB Assessment regulations	
SC10 Apprentice records and details of achievements are to be accurate, kept up to date, securely stored and available for verification and auditing by the ETB	
SC11 The Provider will comply with the ETB appeals procedure which is documented and made available to Apprentices	
SC12 There are procedures to ensure the ETB is notified of any changes which may affect the Provider's ability to meet the approved Provider criteria	
Physical and staff resources criteria	Evidence
SC13 Resources necessary to satisfy the requirements for the National Hairdressing Apprenticeship Programme and assessments/examinations are/will be identified and provided	
SC14 Equipment and accommodation used for assessment and examination purposes comply with the requirements of relevant health and safety legislation and as specified in the programme specification	
SC15 Accommodation is provided for Apprentices undertaking assessments/examinations which is suitably quiet, in an undisturbed location, with adequate heating, lighting, and ventilation, and complies	



with the ETB assessment regulations	
SC16 Staff have sufficient time, resources and authority to perform their roles and responsibilities effectively	
SC17 A staff development programme to support the delivery of the programme is established in line with identified needs	
SC18 Information, advice and guidance about qualification procedures and practices are provided to apprentices and potential apprentices	
SC19 Apprentices' development needs are matched against the requirements of the qualification and an agreed assessment plan is established	
SC20. Apprentices have regular opportunities to review their progress and goals and to revise their assessment plan accordingly	
SC21. Particular assessment requirements of apprentices are identified and met where possible	
SC22 Queries about the programme specification/delivery, assessment guidance or related material are recorded and notified to the Co-ordinating Provider	



SC24 Procedures are in place to ensure assessment is conducted in accordance with the requirements of the validated programme and by appropriately qualified and occupationally expert staff both in the Training Location and the Employer Location in compliance with the ETB assessment regulations				
SC25 The Training and Education Provider will comply with the ETB Quality Assurance Procedures for the National Hairdressing Apprenticeship Programme				
SC26 Assessment decisions and practices will be regularly sampled both on and off-the-job, findings acted upon to ensure quality, consistency and fairness and records made available to the Co-ordinating Provider				
Title of Programme for which Collaborating Provider is seeking approval				
Details of programme for which you wish to enter apprentices for assessment/examination				
Title (including level if appropriate)	Programme Number(s)	Date of first assessment/ examination	No. of entries (approx.)	
			Year 1	Year 2
Please provide details of group size for your proposed apprentice intake				
Please tick if you will facilitate repeat assessment for apprentices from other Providers				
			Yes / No	



Please provide details of every teacher/trainer/instructor, Quality Assurance Officer, and Internal Verifier for the award indicated, and tick (3) appropriate boxes to show that they have relevant experience and to confirm curricula vitae are available.

Name	Teacher/QA/IV	Location Reference	Relevant Occupational/ Experience	Teaching/Training Experience	Assessing Experience	CV Available for Experience

NOTE: Workplace Mentors/Assessors and Employers can be notified to the ETB prior to Programme commencement

Please provide details of your proposed apprentice intake for these assessment and examinations

If applicable please list names, addresses and telephone numbers of all locations at which assessments and examinations will take place

15.1 Loc Ref	15.4 Location Ref
15.2 Loc Ref	15.5 Location Ref
15.3 Loc Ref	15.6 Location Ref



Declaration (to be signed by Head of Provider/ETB FET Director)

I declare that the information contained in this application is correct and current and that I am authorised to sign on behalf of the Collaborating Provider. The Collaborating Provider agrees that: This application will, if accepted by The ETB, complement the Memorandum of Agreement between the Training and Education Provider and The ETB, and that the Provider will submit an approval application update if there are any changes to the information in it.

Mr/Mrs/Ms/Dr

Surname

Forename

Official Position

Signature

Date



3.3 Guidance on completing the Application for Collaborating Provider Approval for Cognate Programme (Form ETB 02)

Please treat the form provided in this section as a Master Document.

Complete the form in accordance with the following guidance notes and refer to other sections of this Collaborating Provider Approval guide as appropriate. You must submit an original and one copy of the qualification approval form and retain one copy for your records.

- a) If you are currently a Provider of the National Hairdressing Apprenticeship Program and wish to offer another cognate program with a Co-ordinating Provider you must fill out the form in Section 3.4. If your organisation is already an approved Collaborating Provider for the National Hairdressing Apprenticeship Programme, please enter your Provider QQI number.
- b) Please refer to Section 1.7 (Roles of key Assessment, Verification and Assessment/Examination Personnel) of this guide for information on the roles of the internal verifier, Manager, QA manager and enter the appropriate details. Where there is only one internal verifier involved with the qualification, please enter the name as requested. In this case, he/she will need to carry out the liaison function of the internal verifier Manager, as described in Section 2.
- c) Complete as requested.



Title of Award Level and Award Code of the programme for which approval is sought	
Title	Number
Title	Number
Title	Number
Provider Details	
Name of Provider	
Provider QQI Number	
Name of the Collaborating Provider's Programme Manager responsible for programme	
Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
If different from above, telephone number	
Email address	
Name of the Quality Assurance Officer to be responsible for the Programme	
Mr/Mrs/Ms/Dr	
Surname	
Forename Telephone number	
If different from above, telephone number Fax number	
Email address	
Please circle Yes / No to declare if your organisation has had a previous application for approval refused or withdrawn by The ETB or any awarding/examinations body	
Approval Withheld	Yes / No
Approval Withdrawn	Yes / No



If yes, please provide details

Details of programme for which you wish to enter apprentices for assessment/examination

Title (including level if appropriate)	Programme Number(s)	Date of first assessment/ examination	No. of entries (approx.)	
			Year 1	Year 2

Please provide details of group size for your proposed apprentice intake

Please tick if you will facilitate repeat assessment for apprentices from other Providers

Yes / No

Please provide details of every teacher/trainer/instructor, Quality Assurance Officer, and Internal Verifier for the award indicated, and tick (3) appropriate boxes to show that they have relevant experience and to confirm curricula vitae are available.

Name	Teacher/QA/IV	Location Reference	Relevant Occupational/ Experience	Teaching/Train ing Experience	Assessing Experience	CV Available for Experience

NOTE: Workplace Mentors/Assessors and Employers can be notified to the ETB prior to Programme commencement

Please provide details of your proposed apprentice intake for these assessment and examinations



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If applicable please list names, addresses and telephone numbers of all locations at which assessments and examinations will take place

15.1 Loc Ref	15.4 Location Ref
15.2 Loc Ref	15.5 Location Ref
15.3 Loc Ref	15.6 Location Ref

Identify the evidence you will provide to satisfy the Co-ordinating Provider Approval criteria

Management and Administration Systems Criteria	Evidence
SC1 Is there a Governance system in place for quality assurance oversight of the National Hairdressing Apprenticeship Programme	
SC2 The roles, responsibilities, authorities and accountabilities of the assessment/examination team across all assessment locations are clearly defined allocated and understood for the National Hairdressing Apprenticeship Programme	
SC3 There are procedures to ensure effective communication between all staff involved with the administration, delivery and assessment of the programme	
SC4 A Collaborating Provider's Programme Manager has been identified to manage the day to day delivery of the programme and liaise with the Co-ordinating Provider – Limerick and Clare ETB	
SC5 An Authorised Officer is identified to approve employers, register apprentices and monitor employers	



SC6 A subject matter expert is identified to screen employers for suitability to train apprentices	
SC7 The Provider will comply with the ETB policies and procedures for equal opportunities and access to assessment	
SC8 Procedures, accommodation and equipment are fit for purpose to ensure the security of all assessment/examination or external test materials and Apprentice scripts, assignments, projects or portfolios, in accordance with the ETB assessment regulations	
SC9 There are procedures to ensure assessments/examinations are conducted by appropriate staff both on and off-the-job in compliance with the ETB Assessment regulations	
SC10 Apprentice records and details of achievements are to be accurate, kept up to date, securely stored and available for verification and auditing by the ETB	
SC11 The Provider will comply with the ETB appeals procedure which is documented and made available to Apprentices	
SC12 There are procedures to ensure the ETB is notified of any changes which may affect the Provider's ability to meet the approved Provider criteria	
Physical and staff resources criteria	Evidence
SC13 Resources necessary to satisfy the requirements for the National Hairdressing Apprenticeship Programme and assessments/examinations are/will be identified and provided	



SC14 Equipment and accommodation used for assessment and examination purposes comply with the requirements of relevant health and safety legislation and as specified in the programme specification	
SC15 Accommodation is provided for Apprentices undertaking assessments/examinations which is suitably quiet, in an undisturbed location, with adequate heating, lighting, and ventilation, and complies with the ETB assessment regulations	
SC16 Staff have sufficient time, resources and authority to perform their roles and responsibilities effectively	
SC17 A staff development programme to support the delivery of the programme is established in line with identified needs	
SC18 Information, advice and guidance about qualification procedures and practices are provided to apprentices and potential apprentices	
SC19 Apprentices' development needs are matched against the requirements of the qualification and an agreed assessment plan is established	
SC20. Apprentices have regular opportunities to review their progress and goals and to revise their assessment plan accordingly	



SC21. Particular assessment requirements of apprentices are identified and met where possible	
SC22 Queries about the programme specification/delivery, assessment guidance or related material are recorded and notified to the Co-ordinating Provider	
SC24 Procedures are in place to ensure assessment is conducted in accordance with the requirements of the validated programme and by appropriately qualified and occupationally expert staff both in the Training Location and the Employer Location in compliance with the ETB assessment regulations	
SC25 The Training and Education Provider will comply with the ETB Quality Assurance Procedures for the National Hairdressing Apprenticeship Programme	
SC26 Assessment decisions and practices will be regularly sampled both on and off-the-job, findings acted upon to ensure quality, consistency and fairness and records made available to the Co-ordinating Provider	



Declaration (to be signed by Head of Provider/ETB FET Director)

I declare that the information contained in this application is correct and current and that I am authorised to sign on behalf of the Provider. The Provider agrees that it will submit an Approval application update if there are any changes to the information in this application and, if qualification approval is given, the terms of the Collaborating Provider Approval agreement will apply.

Mr/Mrs/Ms/Dr

Surname

Forename

Official Position

Signature

Date



3.5 Guidance on completing the Approval Application Update (Form ETB 03)

You should complete and submit an ETB 03 form whenever there has been a change affecting the information on the Application for Collaborating Provider Approval for the National Hairdressing Apprenticeship Programme (Form The ETB 01), Application for Collaborating Provider Approval for Cognate Programme (Form The ETB 02) or a previous Approval application update (Form The ETB 03).

Complete the form in accordance with the following guidance notes and refer to other sections of this Provider guide as appropriate. Complete Section 1 of the form, then 2 and/or 3 as applicable, to indicate information has changed, and provide details in Section 4.

Please fill in the details required.

Collaborating Provider Approval Update

Complete this section if there have been changes to information previously provided by ticking (✓) the appropriate box(es). Assessment and Examination site (2.7 on Form The ETB 03) may include changes concerning:

- The name, address or telephone number of the location
- Other information (2.8 on Form The ETB 03) should include changes to information relating to the overall operation of your Provider. This may include policies, practices or procedures for:
 - Managing and administering qualifications
 - Equal opportunities
 - Assessment and internal verification

Programme approval update

You can use this section of the form to identify:

- Changes relating to a maximum of three qualifications or groups of qualifications
- If there is insufficient space to list all the qualifications concerned, please use an additional copy of the form

Amended/additional information:

- Number all sheets submitted, as indicated in the top right hand corner, e.g. page [1] of [2].
- Complete the columns with the
 - Award details (the qualifications you are offering)
 - Reference – this is the number which corresponds to the items in sections 2 and 3
 - Amended or additional information.

The example below illustrates how this section should be completed. Please read the declaration in this section very carefully.



Before signing, make sure full consideration has been given to the implications for your Provider. The Collaborating Provider's Programme Manager must sign it on behalf of the Provider. In signing the declaration and submitting an Approval application update, you are demonstrating your commitment to establishing and maintaining the arrangements necessary to satisfy the approval criteria.

Remember, failure to notify us of changes to the information submitted at the time of seeking Provider/Programme approval or on subsequent approval updates may result in withdrawal of Provider and/or Programme approval.



3.6 Approval Application Update (Form ETB 03)

Please use this form if you have already received Collaborating Provider Approval and wish to renew your application, add a new Apprenticeship Programme or notify The ETB of any other changes. It should be completed in accordance with the relevant guidance notes, the Assessment Regulations and other appropriate sections of the Provider Procedures.

It is preferential that this form is completed electronically.

If completing this form by hand use black ink and block capitals

Provider Details		
Name of Provider		
Provider Number		
Collaborating Provider Approval update		
Please tick (✓) the appropriate box(es) if there are changes to the information you have previously provided relating to the following		
2.1 Name of Provider	2.5 Name of Quality Assurance Officer	
2.2 Address (new letterhead required)	2.6 Name of Collaborating Provider's Programme Manager	
2.3 Telephone number/fax number/ e-mail address	2.7 Assessment/Examination site	
2.4 Name of Programme manager	2.8 Other information, e.g. policies, procedures	
Qualification approval update		
Please (✓) the appropriate box(es) if there are changes to the information you have previously provided relating to any of the following		
Programme number	Programme number	Programme number
3.1 Internal verifier		
3.2 Staff resources		
3.3 Physical resources		
3.4 Additional Locations		
3.5 Other Locations		



Amended/Additional Information

The following information is submitted with reference to Section 2 and/or Section 3 on the preceding page.
Please photocopy this page if more space is required and number all sheets

Programme Title and No	Ref(s)	Details

Declaration (to be signed by Head of Provider/ETB FET Director)

I declare that the information contained in this Approval application update, and provided in support of it, is correct and current, and acknowledge that, if accepted by The ETB, this application and such information shall form agreed amendments to the agreement between us and The ETB. We will submit a further Approval application update if there are any further changes to information supplied by us to The ETB.

Mr/Mrs/Ms/Dr

Surname

Forename

Official Position

Signature

Date



3.7 Application for Provider Visit (Form ETB 04)

Please use this form only if your organisation is not currently approved to offer any Apprenticeship qualifications, and you wish to request an advisory visit.

It is preferential that this form is completed electronically.

If completing this form by hand use black ink and block capitals

The postal address will be used for all communications

Name of Education and Training Provider	
Address	
Telephone number	
Fax number	
Email address	
Website	
Name of person who will be responsible for the quality assurance of all the Apprenticeship qualifications/assessments/examinations your organisation intends to offer. This person will normally be the Collaborating Provider's Programme Manager.	
Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
If different from above, telephone number	
Email address	



Declaration (to be signed by the Collaborating Provider's Programme Manager on behalf of the Provider)

I declare that the information contained in this application is correct and current and that I am authorised to request an advisory visit on behalf of the Organisation.

Mr/Mrs/Ms/Dr

Surname

Forename

Official Position

Signature

Date

The ETB will endeavour to arrange visitation within two weeks of receipt of this application.