

QUALITY ASSURANCE PROCEDURES FOR



NEW APPRENTICESHIP PROGRAMMES A REFERENCE HANDBOOK

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INTRODUCTION

_____ has been appointed by the National Consortium Steering Group to act as Co-ordinating Provider to deliver a _____ National Apprenticeship Programme in _____. It will work with approved Collaborating Providers and industry representatives to deliver this apprenticeship as validated by Quality and Qualifications Ireland (QQI). This document outlines the Quality Assurance Procedures (QAPs) of _____, as Co-ordinating Provider, for the establishment, provision, maintenance and review of validated National Apprenticeship Programme(s), in compliance with QQI Statutory Quality Assurance Guidelines for 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.

The Apprenticeship Council was established on an interim basis in 2014. The Council is tasked with the expansion of apprenticeship into new sectors of the economy and identifying sectors where new apprenticeships can make a real difference to both employers and employees.

Education and training boards are established under the Education and Training Boards Act 2013. Section 10 of that act outlines the functions of education and training boards. The following is an extract from Section 10 of that Act:

(1) The general functions of an education and training board shall be to—

...

(c) plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in—

These procedures refer to apprenticeship programmes developed by _____, as Co-ordinating Provider, in partnership with a Consortium Steering Group, in response to national policy to expand apprenticeship provision.

PURPOSE

new apprenticeship QAPs have been developed in the context of an ETB sectoral approach and a national governance and oversight framework which is being established collectively by the 16 ETBs to support the implementation of quality assured new national apprenticeship programmes.

The purpose of these procedures is to ensure the apprenticeship programme:

- a) Is consistent with the Occupational Profile, developed by the Consortium Steering Group and approved by the Apprenticeship Council
- b) Offers a valuable educational experience to apprentices
- c) Takes cognisance of the National Framework of Qualifications and implements the procedures of QQI in relation to access, transfer and progression
- d) Complies with QQI standards on validation criteria and is in line with QQI policy and quality assurance.

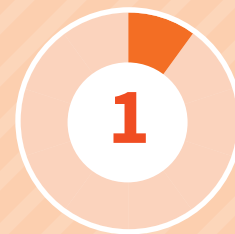
Upon completion of the programme, the apprentice will be fully qualified to perform the full range of activities and responsibilities outlined in the Occupational Profile. Those qualified should also have the skills to continue their learning as their occupation changes throughout their career. This requires the achievement of the intended programme learning outcomes and that he/she has demonstrated the skills of an autonomous learner.

All references in this document to the

- *“Programme” shall be taken as references to the “National Apprenticeship Programme”*
- *“Consortium Steering Group”, the “National Programme Board” and the “National Examination Board” shall be taken as references to these boards as they pertain to the National Apprenticeship Programme.*
- *“ETB” shall be taken as references to*
- *“Co-ordinating ETB” shall be taken as references to , acting as Co-ordinating Provider.*

TABLE OF ACRONYMS

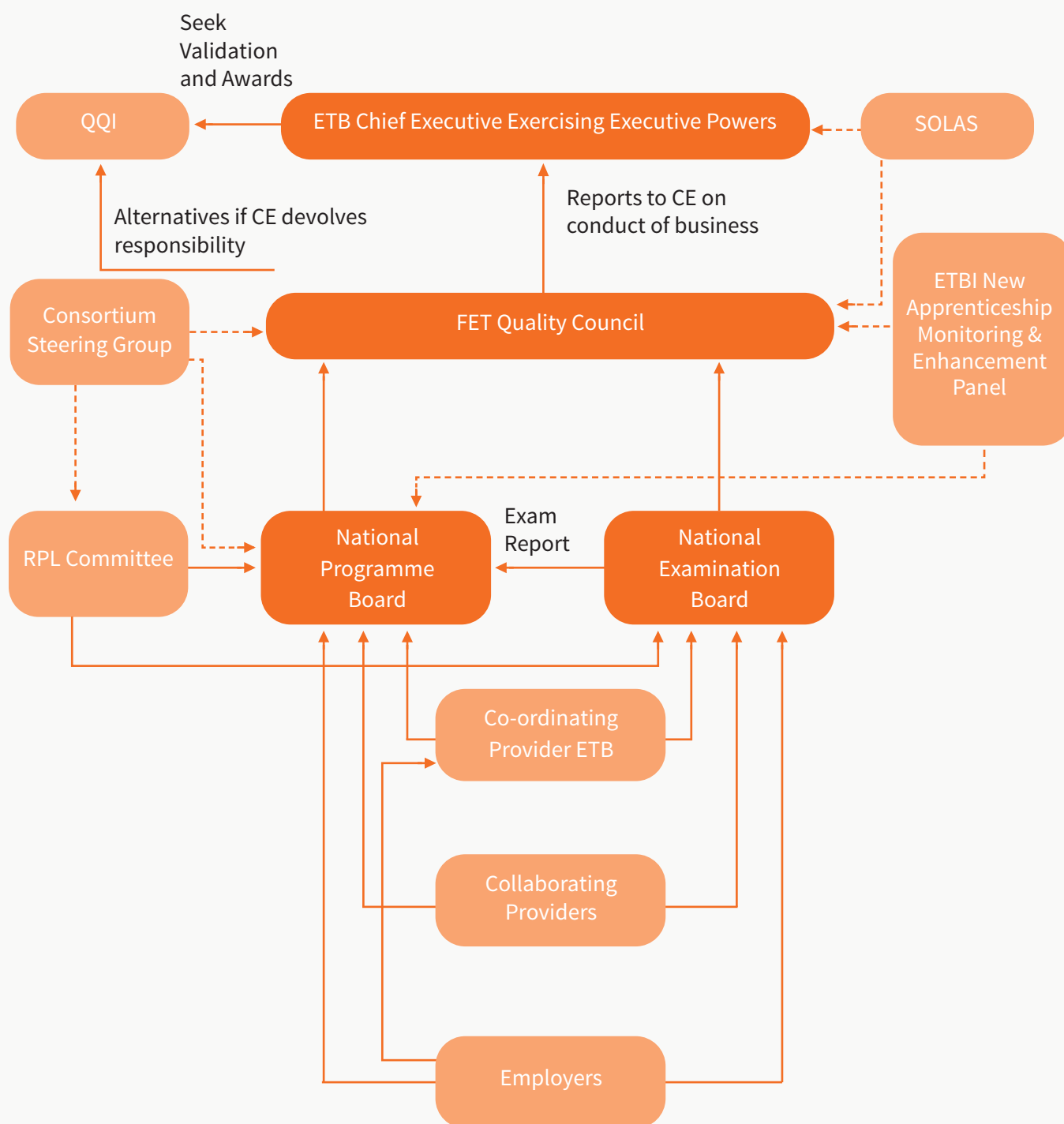
<i>Acronym</i>	<i>Meaning</i>
QC	FET Quality Council
SAO	SOLAS Authorised Officer
CSG	Consortium Steering Group
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
ICSG	Initial Consortium Steering Group
NPB	National Programme Board
QQI	Quality and Qualifications Ireland
RPL	Recognition 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



QA GOVERNANCE STRUCTURES AND PROCEDURES

Title	QA Governance Structures, Organisation and Administration
Date approved	
Effective From	
Date for Review	
Summary	<p>, 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. The key structures of this system are:</p> <ul style="list-style-type: none"> ■ National Consortium Steering Group ■ FET Quality Council ■ Apprenticeship Quality Council (AQC) ■ 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>

Governance Structure



1.1 New Apprenticeship FET Quality Council

Terms of Reference of the FET Quality Council

Role	The purpose of the FET Quality council is to oversee the planning, co-ordination, quality, development and improvement of all aspects of the new apprenticeship programme as part of the further education and training offering of the ETB. It protects, maintains and develops the standards of education and training programmes and related activities. In doing so, the FET Quality council is ensuring, as far as possible, that all learners receive an equivalent experience.
Membership	<p>Chair: The FET Director (or designated member))</p> <p>Secretary: The ETB Quality Officer (or equivalent staff member designated by the FET Director)</p> <p>Members:</p> <ul style="list-style-type: none"> - 6 Staff members drawn from across the ETB, as the CE (FET Director) determines appropriate. Included in these six staff members should be 2 representatives from the Programme Governance Commission - 2 representatives from the National (Apprenticeship) Programme Boards, one of which is from industry - 1 learner representative. <p>External Members: The Chair of the FET 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 FET or in quality systems. Persons with expertise from other ETBs may also be invited to join the FET Quality Council for a defined period.</p>
Accountable to	Chief Executive

Schedule of Meetings

- The FET Quality Council 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
- 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 FET Quality Council
- In some cases, at the discretion of the Chair, an incorporeal meeting of the FET Quality Council may be held where reports can be circulated virtually and accepted by the FET Quality Council without the FET Quality Council having to meet.

Responsibilities

The Chief Executive (CE) of the ETB has delegated certain governance responsibilities to the FET Quality Council, as detailed below. The FET 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 FET Quality Council is responsible for the following:

QA policies and procedures

- Approving the FET quality assurance policies and procedures of the ETB.

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.
- Approving programme documentation prior to its submission to the awarding body for validation.



Responsibilities

- 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
- Approving programme and organisational review documentation prior to its submission to the awarding body
- Receiving reports 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.

Assessment responsibilities

- Ratifying the agreement of persons to act as External Authenticators and External Examiners
- Noting assessment reports and confirming they are in line with agreed assessment processes and procedures
- Ratifying assessment results and final results presented by the QA Officer (or equivalent) prior to their submission to the awarding body for the purposes of certification.

Apprenticeship-specific responsibilities

The FET Quality Council is asked to reserve a section of its agenda to fulfil the role of “Apprenticeship” FET Quality Council. In doing so, it undertakes the following responsibilities:

- Considering reports from the Consortium Steering Group established by the FET Quality Council on matters affecting apprenticeship programmes
- Considering the report by the Monitoring and Enhancement Panel on matters affecting the apprenticeship programme



Responsibilities	<ul style="list-style-type: none"> - Ensuring that the proposals received from the National (Apprenticeship) Programme Board 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 - Receiving named annual and biannual reports from the National (Apprenticeship) Programme Board. - Noting examination results from the National Examination Board
Operational Matters	<ul style="list-style-type: none"> - Agreeing its operating procedures - Establishing sub-units of governance, as required, and delegating responsibilities to those groups through defined terms of reference - Establishing ad-hoc working groups to assist it in fulfilling its functions - Take appropriate action, where necessary, on reports and/or observations received - Receiving recommendations from sub-units of governance on specified matters to inform its functions - Receiving annual reports from sub-units of governance on their activities - Providing a FET Quality Council Annual Report to the CE, identifying key decisions and actions taken by the FET 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

1.2 Apprenticeship Consortium Steering Group

Role and Purpose of the National 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><i>*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.</i></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 involved in the occupation</p> <p>Others: The majority of the Consortium Steering Group will comprise of representatives from enterprises, employer's associations, 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

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 Topical QA Guidelines for New Apprenticeships.

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.

Develop in conjunction with relevant stakeholders binding MOAs/MOUs which commit all parties to the implementation process.

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.

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.

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.

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.

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.

Operations

The Consortium Steering Group will:

Consortium Steering Group – Inputs

The Consortium Steering Group will receive its information from a number of sources.

During the development and validation phase of the programme the CSG will receive ongoing reports on the structure and outcomes of the programme.

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 opportunity to inform the CSG of particular and also broad changes in the sector that might require the CSG's attention.

Consortium Steering Group – Outputs

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 ETBNAME 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 ETB name Apprenticeship Quality Council, it will also agree the final submission to QQI.

Operations

It will comment on reports received from the National Programme Board on the recruitment and assessment of learners 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.

1.3 National Programme Board**Terms of Reference of the 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.
Membership	<p>Membership of the National Programme Board comprises of</p> <p>Chair: National Programme Co-ordinator 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 instructor from the Coordinating Provider and one instructor 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 Co-ordinator - 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.

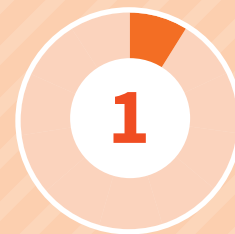
Responsibilities

- Consider reports from Collaborating Providers, Workplace Mentors and instructors/tutors, 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 instructors/tutors.
- 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 and review process.

Responsibilities	<ul style="list-style-type: none"> - Perform a detailed self-evaluation of the operation of the National Programme Board periodically (usually every five years) - 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> <ul style="list-style-type: none"> ■ After each new intake <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) ■ Annual Reports <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 ■ Biannual Reports <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
Programme
Board**

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 Co-ordinator, to discuss urgent items that may require some action before the next scheduled meeting of the Programme Board. The National Programme Co-ordinator will act on the decisions of the Committee.

Membership of the Committee could include:

- National Programme Co-ordinator
- Programme Co-ordinator
- One instructor 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

1.4 National Examination Board

Terms of Reference of the National Examination 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. Following and separate from the formal business of the meeting, instructors and assessors 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 Co-ordinator</p> <p>Secretary: Coordinating Provider Programme Leader</p> <p>Members:</p> <ul style="list-style-type: none"> - At least one teacher/trainer/instructor/tutor from the Co-ordinating Provider At least one teacher/trainer/instructor/tutor 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) - QA Officer of the Co-ordinating Provider - Collaborating Programme Leaders from all providers where assessments have taken place
Accountable to	The FET Quality Council
Schedule of Meetings	After each examination session
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

Responsibilities	<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. - <u>Recommend results to the FET Quality Council for noting at their next meeting.</u> - Promote best practice in assessment and the development of a community of practice among instructors and assessors. - 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.
Operations	<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 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 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.

Operations

- Any dissenting opinion by an External Authenticator which shall have been recorded upon the Examination Report shall be brought to the attention of the FET Quality Council by the Chair.
- 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 Co-ordinator 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 Co-ordinator
- The National Programme Co-ordinator 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 , 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:
 - 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.
 - 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

Operations

assessment performance, recommend that a final decision on an apprentice's result be deferred to enable the apprentice to complete specific outstanding requirements of the programme or examination.

- 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.

Appeals Procedure

It is the policy of _____, as Co-ordinating Provider, to endeavour insofar as is practicable to

- 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 _____ 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 E**.

1.5 ETBI New Apprenticeship QA Monitoring and Enhancement Panel

Role	The FET Quality Council established in individual Co-ordinating ETBs will oversee the monitoring and review of individual ETB 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"> - Transparency – ensuring that relevant information is accessible to stakeholders. - Apprentice Participation – strengthening methods for systematically gathering apprentice feedback on the programmes and support services. - 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.



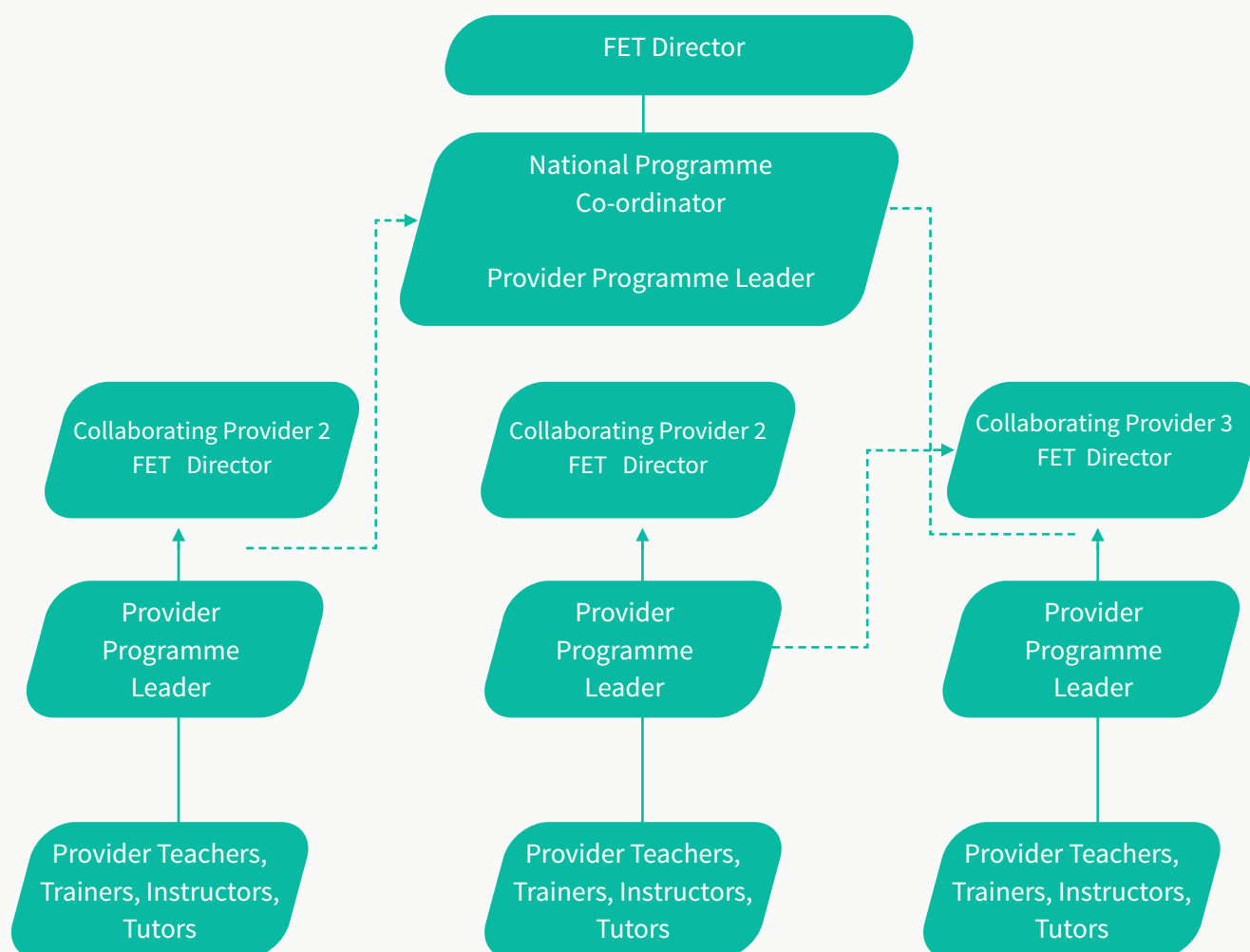
Responsibilities

- 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.
- Assist ETBs in demonstrating the effectiveness of their QA procedures for new apprenticeship programmes.
- Advise 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.
- A structured feedback report to the co-ordinating provider's FET Quality Council within one month of the review.

QUALITY ASSURANCE ROLES AND RESPONSIBILITIES

Title	Quality Assurance Roles and Responsibilities
Date approved	
Effective From	
Date for Review	
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.

QUALITY ASSURANCE ROLES AND RESPONSIBILITIES



2.1 National Programme Co-ordinator

Following appointment by the CSG, _____ will appoint a National Programme Co-ordinator 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 Co-ordinator 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 _____.
- 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 Coordinating/Collaborating Provider Programme Leaders

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

The Provider Programme Leader 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/trainers/instructors/tutors, Internal Verifiers and Workplace Mentors understand their role and are supported.
- 3) Ensure teachers/trainers/instructors/tutors, 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/trainers/instructors/tutors, 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 Co-ordinator with reports on programme outputs and inputs as per the monitoring schedule.
- 7) Ensure any corrective actions required are locally 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 Co-ordinator 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 Teachers/Trainers/Instructors/Tutors

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/trainer/instructor/tutor on the National Apprenticeship Programme shall:

- 1) 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
- 2) Ensure validity, authenticity, currency and sufficiency of evidence produced by apprentices. Brief the workplace mentors on the on-the-job assessments.
- 3) Work closely and in collaboration with the Provider Programme Leader in a technical subject matter advisory role
- 4) Maintain apprentice records and documentation, including up to date attendance records and grades.
- 5) Monitor safety of apprentices, classroom and tools according to safety guidelines.
- 6) Fully brief and provide information to the apprentice on the assessment process.
- 7) Evaluate apprentices progress and provide them with prompt, accurate and constructive formative feedback
- 8) Organise repeat assessment for apprentices when required as per the procedures
- 9) Enter results into the online system/gradebook.
- 10) Ensure safe practices in the classroom.
- 11) Identify any learning support needs of the apprentice and provide support where required.
- 12) Contribute and collaborate with colleagues on the National Programme Board in the establishment of a community of practice to support the ongoing development and enhancement of the National Apprenticeship Programme.
- 13) Comply with anti-discriminatory practice and uphold equal opportunities.
- 14) Attend scheduled sessions with relevant stakeholders
- 15) Attend and contribute to National Examination Board meetings.
- 16) Maintain confidentiality for sensitive information.

2.4 Provider Tutor/ Supervisor

Each provider will assign a School/Provider Supervisor to each apprentice and s/he will be responsible for the pastoral care and the academic progress of the learner, mentoring the learner in small groups and on a one-to-one basis. The School/Provider Supervisor will liaise with the apprentices' workplace mentor on the work-based assessments and will visit the learner in his/her workplace at least once a year.

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 Co-ordinator in the delivery of the Programme

, 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 Co-ordinator and National Programme Board representatives.

2.6 Workplace Mentors

Workplace Mentors will be experienced practitioners generally holding a NFQ Level 6 award or equivalent and/or with a minimum of five years' relevant experience.

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 Co-ordinator as required.

Employers and Workplace Mentors will be briefed on the Workplace Assessment 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 can 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 will be developed in collaboration with the new apprenticeship-specific Consortium Steering Group for the specific programme.

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 workbook and when the standard for each task has been reached, sign the assessment sheets.
- 8) Provide pastoral care for the apprentice in the workplace on an ongoing basis and bring any issues of concern to the attention of the Programme Manager.
- 9) Assess the learner in "on-the-job" assessment tasks.
- 10) Ensure the apprentice uploads all assessment documents and evidence of workplace assessment on Moodle.
- 11) Communicate with the Provider Programme Leader 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

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.

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 academic mentor 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 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



As the focus of the apprentice programme, _____ 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 School/Provider Supervisor 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 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 Co-ordinator, Programme Leader and/or Internal Verifier.
- 5) The Programme Co-ordinator will organise feedback processes where the apprentice can securely comment on the training programme and on the apprenticeship in general. Where necessary the Programme Co-ordinator 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 _____ 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.

2.8 Quality Assurance Arrangements with Employers

Employers are a critical part of the apprentice programme. _____ 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 _____ to act as the workplace mentor.

Employers are expected to ensure that all the on-the-job assessments are conducted in a fair and consistent manner and to submit all the on-the-job training assessment results to the _____ 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 _____. 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 Co-ordinator.

Quality Assurance of Collaborating Providers

, 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, 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 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.

Employer and Provider Responsibilities

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

1. Recruitment, Registration and Induction

Employer

- 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 individualized support to the apprentice where necessary especially in the early stages of the apprenticeship.

Provider – ETB

- 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

- 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.

Provider - ETB

- Acquaint the employer with the curriculum of the on-the-job phases of the programme, of the assessment processes and of an 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/assessors and Supporting the Apprentice

Employer

- Appoint experienced and qualified staff as workplace mentors to the apprentice and free them for any necessary workplace mentor/assessor 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.

Provider - ETB

- 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/assessor, acquaint the workplace mentors/assessors with the curriculum, the assessment system and the reporting and communication lines between workplace mentor/assessor and programme team.

On-the-job Training –Management

Employer

- Appoint a member of staff as contact person for the National Programme Co-ordinator
- 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.

Provider - ETB

- Appoint programme team members who will be observing the apprentice and liaising with the workplace mentors/assessors.
- Ensure that the programme team members do not disrupt the normal operation of the enterprise.

Off-the-job Training

Employer

- Release the apprentice for scheduled training.

Provider - ETB

- 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

Programme Development and Periodic Review

Employer

- 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.

Provider - ETB

- 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.

GOVERNANCE REPORTS

Title	Governance Reports
Date approved	
Effective From	
Date for Review	
Summary	This chapter provides an outline of the key reports and data processes 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 the Co-ordinating 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 FET Quality Council for ensuring that the programme runs as agreed with all Collaborating Providers. The data collected by 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 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 the Co-ordinating ETB. 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

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

The reports are summarised in the tables below.

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	Provider ¹	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/trainers/instructor s/tutors and other stakeholders on results and on examination process	Provider	Following examinations	National Examination Board	See Consolidated Examinations Report below	See Consolidated Examinations Report below
External Examiners Report	Standard report covering an assessment of how the programme is achieving its aims and a report on quality and results of the assessments	External Authenticator	For each Examination	National Programme Board, National Examinations Board	Apprenticeship FET Quality Council, Consortium Steering Group, the Public	National Programme Board

* Content and frequency of reports may differ depending on the apprenticeship

¹ Provider refers to both Coordinating and Collaborating Provider ETB

Name	Content*	Source	Frequency	Recipient	Review	Action
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 Co-ordinator 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/trainer/instructor/tutor	Occasionally	As detailed in these procedures		See Complaints Procedures
Examination Appeals	Matters relating to examinations	Apprentice	Following examination	Provider Programme Leader/National Programme Co-ordinator		See Examination Appeal 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 Board and of QA systems, changes to programme	Staff including workplace mentors	Annually or biannually (TBD)	National Programme Board	Apprenticeship FET Quality Council, Consortium Steering Group	National Programme Board
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		

*Content and frequency of reports may differ depending on the apprenticeship

QUALITY ASSURANCE OF EMPLOYERS AND COLLABORATING PROVIDERS

Title	Quality Assurance of Employers and Collaborating Providers
Date approved	
Effective From	
Date for Review	
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.

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 providers 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 is the Co-ordinating Provider, must enter a formal agreement with 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 with _____, 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 _____ 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 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, _____ 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, _____ 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, 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. _____ 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, _____ examines the information provided in the Provider Approval Form to ensure the Collaborating Provider have a suitably qualified teacher/trainer/instructor/tutor 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 Co-ordinator 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.

_____, 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.

PROCEDURES AND GUIDELINES FOR THE DESIGN OF NEW APPRENTICESHIP PROGRAMMES



Title	Procedures and Guidelines for the Design of New Apprenticeship Programmes
Date approved	
Effective From	
Date for Review	
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.

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 innovative, current and competitive.

The application of academic quality principles at 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 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 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

- Policies and Criteria for the Validation of Programmes of Education and Training
- Statutory Quality Assurance Guidelines for Apprenticeships
- Statutory Quality Assurance Guidelines for Education and Training Boards
- 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.

, 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, , 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

, in partnership with the Consortium Steering Group, shall:

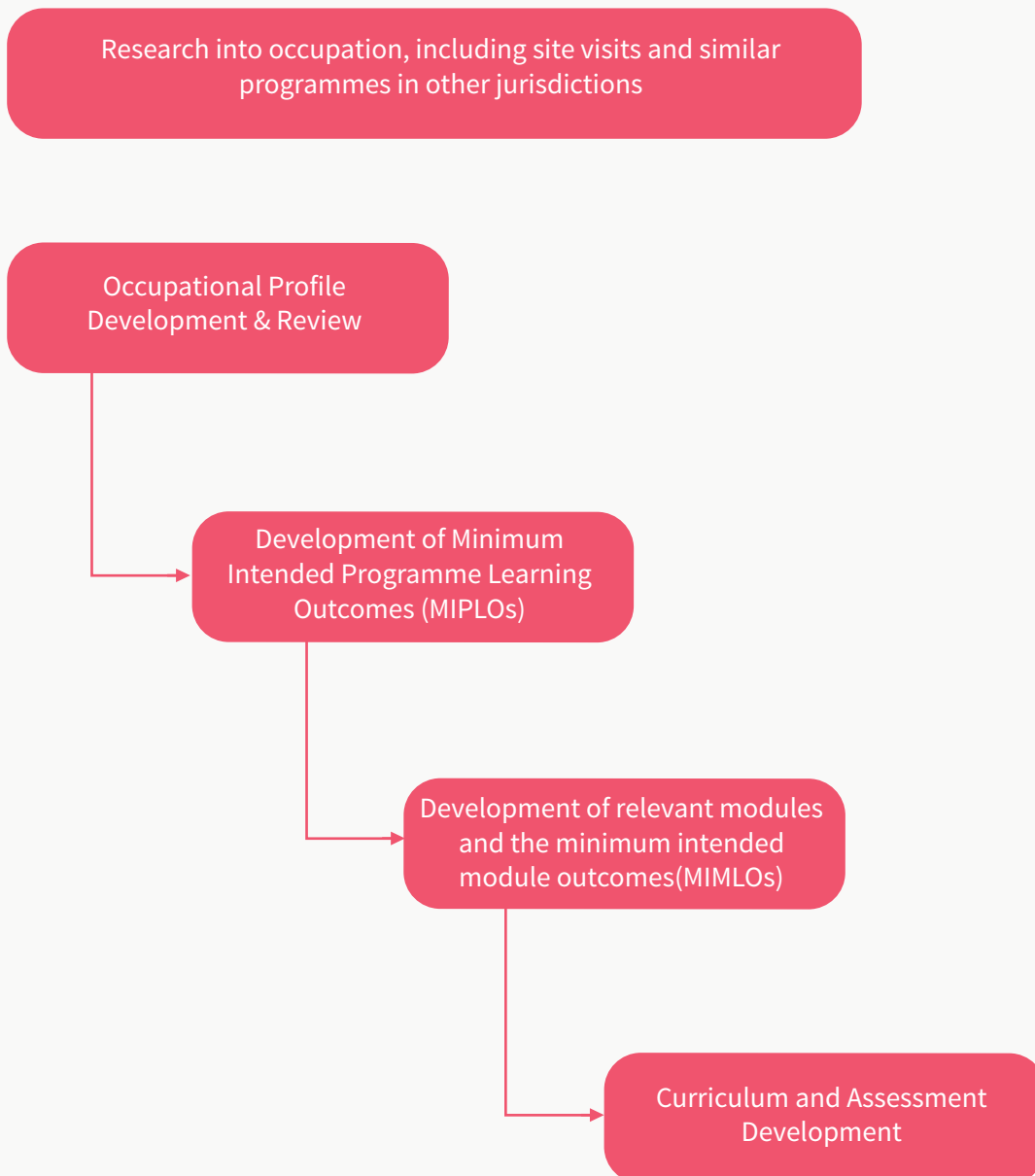
- 1) Take responsibility, FET Quality Council for development of a programme proposal to go forward for validation, working closely with the Consortium Steering Group
- 2) Appoint a programme development/project manager to convene the programme development group
- 3) This Programme Development Manager 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:
 - 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.
 - 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 learners' 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.

SCHEDULE FOR NEW APPRENTICESHIP PROGRAMME DEVELOPMENT



5.2 Programme Documentation

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 learners;
- 4) Samples of the material to be provided to enrolled learners;
- 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.



ACCESS, TRANSFER AND PROGRESSION

Title	Access, Transfer and Progression
Date approved	
Effective From	
Date for Review	
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.

is dedicated to providing an optimal education experience to the apprentice by creating innovative and creative programmes in a learner centric environment. The key objective is to provide a dynamic learning environment which encourages and supports the learner 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, 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 learner
 - 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

Co-ordinating Providers implementation of access, transfer and progression is monitored through programme validation and through review processes for provider's 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 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

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. will work closely with the Collaborating Providers to facilitate transfer between programmes.



6.3 Progression

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.

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.

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.

, 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

- a) It is the policy of _____ to ensure that all apprentices have an opportunity to obtain the necessary workplace skills and competencies specified in the programme.
- b) 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/trainer/instructor/tutor 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 Co-ordinator 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.

TEACHING, LEARNING AND ASSESSMENT STRATEGY

Title	Teaching, Learning and Assessment Strategy
Date approved	
Effective From	
Date for Review	
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

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 _____ 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 _____ 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 _____ 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, 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 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.

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/trainers/instructors/tutors instructors/tutors 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 /trainers/ instructors/tutors 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.

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/trainers/instructors/tutors 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.

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 learner 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 learner in their own ETB.

7.2 Assessment Strategy

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/trainers/instructors/tutors, 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.

7.2.2 Process for Collaborating Provider Access to Assessment Instruments

Access to the new apprenticeship validated programme assessment instruments is arranged by the National Programme Co-ordinator 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/trainers/instructors/tutors instructors/tutors 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.

7.2.3 Off-the-job Assessment

Off-the-job assessment will be conducted by teachers/trainers/instructors/tutors as per the validated programme document and in accordance with the Assessment Procedures.

The Teacher/Trainer/Instructor/Tutor 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.

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

7.2.4 On-the-job Assessments

- a) On-the-job assessments will be conducted by trained Workplace Mentors/Assessors 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 .

- b) The Collaborating Provider Programme Leader will at the time of Workplace Mentor training conduct a follow-up briefing with the on-the-job assessors.
- c) The Workplace Mentor will:
 - Assess the apprentice on each 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 workbook.
 - Monitor the apprentices recording of their daily experiences in the Workbook.
 - Provide the apprentice with written feedback following each assessment.
- d) Workplace Mentors will be supported in their assessment decisions by the Provider Programme Leader and/or other relevant staff members.

7.2.5 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 .
- c) Before submitting results, the Provider Programme Leader will:
 - Collate all the assessment documentation with the teacher/trainer/instructor/tutor 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.

² QQI Quality Assuring Assessment Guidelines for Providers (2013, p.24)

- 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.

7.2.6 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.

7.3 Apprentice Wellbeing and Pastoral Support

The College/Head Tutor 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 _____ 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/trainers/instructors/tutors 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/trainer/instructor/tutor. 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, _____ 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 _____ and is agreed with New Apprentices at induction. It applies to all new apprentices on programmes for which _____ is the Co-ordinating Provider.

³Ref: Apprentice Code of Practice

- ## 7.5 New Apprentice National Complaints Procedure

Full details of the procedures are attached in **Appendix G ‘Apprentice National Complaints Procedure’**.

In developing their skills and expertise within their specific craft, _____ 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 _____ 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.

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.

, 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 Co-ordinator 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 learner 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

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 the 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 Co-ordinator 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.

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 learner 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/assessors 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/assessors in the occupational area as well as in delivery and support to apprentices.



INFORMATION PROVISION

9.1 Provision of Information to the Public

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 to ensure that it is consistent and accurate

- The Website
- Collaborating 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 the 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/trainer/instructor and workplace mentor/assessor reports which the National Programme Co-ordinator/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/trainer/instructor and on-the-job workplace mentor/assessor.

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/Trainer/Instructor/Tutor 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/trainers/instructors/tutors from all of the collaborating providers on the National Programme Board.
- b) Teachers/trainers/instructors will also participate in the ETB's self-evaluation and programmatic review processes for the new apprenticeship programmes.
- c) The teacher/trainer/instructor 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/assessor/ 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/assessor will provide feedback on apprentice performance in the workplace to the National Programme Co-ordinator 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/trainer/instructor/tutors 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 Co-ordinator will collate the feedback received from the apprentice, the teacher/trainer/instructor/tutor, the on-the-job workplace mentor/assessor, 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/assessors and teachers/trainers/instructors/tutors instructors 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 Co-ordinator 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.



COLLABORATIONS AND AGREEMENTS

10.1 Providers

- a) , 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 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

- a) 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.

APPENDICES

Appendix A	ETBI Guideline on the Establishment of ETB Co-ordinating/Collaborating Provider Memorandum of Agreement for New Apprenticeship Programmes
Appendix B	Co-ordinating ETB/Collaborating ETB Memorandum of Agreement Template
Appendix C	MOA between the ETB as Co-ordinating Provider and Consortium Steering Group
Appendix D	External authenticator Report Form Template
Appendix E	Recognition of Prior Learning (RPL) Policy and Procedures
Appendix F	Assessment Appeals Procedure
Appendix G	Apprentice National Complaints Procedure
Appendix H	Collaborating Provider Approval Procedure for Apprenticeship Programme

APPENDIX A: PROTOCOL/GUIDELINES ON ESTABLISHING MOAS FOR ETBS



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Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

Guideline on the Establishment of

Co-ordinating 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 Co-ordinating 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 Co-ordinating 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 Co-ordinating 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 Co-ordinating 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

The terms used in the agreement should be clarified. These may be:

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

Collaborating Provider – the Collaborating Provider that is party to the agreement and is offering the programme.

Programme – the validated new 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.

FET Quality Council – this is established by the Co-ordinating Provider as the overarching governance entity for the new apprenticeship programme.

APPENDIX B: MOA TEMPLATE: CO-ORDINATING PROVIDER ETB & COLLABORATING PROVIDERS



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Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

Memorandum of Agreement for the Delivery of National Apprenticeship Programme between Education and Training Board, as Co-ordinating Provider and

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 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

This agreement is between the

Co-ordinating Provider

Collaborating Provider

ETB

ETB

Address 1

Address 1

Address 2

AND

Address 2

Address 3

Address 3

EIRCODE

EIRCODE

Duration of the Agreement

The duration of this agreement will be until the next periodic review of the agreement. In the event of the {XXX} ETB as Collaborating Provider being unwilling or unable to accept an intake of apprentices, the agreement may be suspended. In this case, {XXX} ETB 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

ETB

Title Name

Position

Signature

Date

Collaborating Provider

ETB

Title Name

Position

Signature

Date

Terms Used

Co-ordinating Provider – the provider ETB 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 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

ETB

- a) Ensure that the programme is delivered and assessed as validated by QQI.
- b) Designate a National Programme Co-ordinator 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 ETB FET Quality Council on the operation of the programme.
- e) Manage the National Programme Board.
- f) Appoint a National Programme Co-ordinator.
- 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

The Co-ordinating Provider 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 CO-ORDINATING PROVIDER AND CONSORTIUM STEERING GROUP



Memorandum of Agreement
for the Delivery of
National Apprenticeship Programme
between
as Co-ordinating Provider
and
National Consortium Steering Group

Purpose of the Agreement

The Purpose of this agreement is to ensure the delivery of a statutory apprenticeship programme in the occupational area of . 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 in the provision of the programme.

The agreement recognises 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 , 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

This agreement is between the

Consortium Steering Group		Co-ordinating Provider
Address 1		Address 1
Address 2	AND	Address 2
Address 3		Address 3
EIRCODE		EIRCODE

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 _____ as Collaborating Provider being unwilling or unable to accept an intake of apprentices, the agreement may be suspended. In this case, _____ 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

ETB		Consortium Steering Group	
Title	Name	Title	Name
Position		Position	
Signature		Signature	
Date		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 New Apprenticeship Programme.

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

General

- a) The Consortium Steering Group appoints as the sole Co-ordinating Provider for the Apprenticeship programme.
- b) recognises the central role of the Consortium Steering Group in representing the interests of employers and industry in the Apprenticeship Programme.
- c) recognises the role of the Consortium Steering Group in the governance of the Programme, as detailed in these Quality Assurance Procedures.
- d) he Consortium Steering Group recognises 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 may appoint Collaborating Providers to assist it in the provision of the programme. Such providers will be appointed subject to the agreement of the Consortium Steering Group.
- f) agrees to provide 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 _____ Consortium Steering Group, _____ 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 Leader, who will be a member of the Consortium Steering Group.

Particular Responsibilities of the _____ Consortium Steering Group

- a) Advise the _____ 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 _____ 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 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 _____ 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 _____ in promoting the programme to employers and to potential apprentices.

Particular Responsibilities of the Co-ordinating Provider

- a) Develop the programme in conjunction with the Consortium Steering 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 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 Consortium Steering Group in its work and respond to concerns that the Consortium Steering Group may have in relation to the programme.

Financial Matters

, 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: ETBNAME EXTERNAL AUTHENTICATOR REPORT TEMPLATE



etbi

Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

REPORT OF EXTERNAL AUTHENTICATOR for New Apprenticeship Programme

[To be submitted by the External authenticator to the National Programme Co-ordinator Annually]

Part 1 Details of National Apprenticeship Programme

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

Part 2 (continued)

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 BoardChair	
Signature National Programme BoardChair	Date
Comments National Programme Co-ordinator/FET Director	
Signature National Programme Co-ordinator/FET Director	Date

APPENDIX E: RECOGNITION OF PRIOR LEARNING (RPL) POLICY AND PROCEDURES

E Recognition of Prior Learning (RPL) Policy and Procedures

RPL Roles and Responsibilities

The

The must ensure that all staff and learners 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 must inform the learner of the outcome of the RPL decision.

The must also submit any appeals application to the Independent Appeals Committee and inform the learner of the outcome of the appeals application.

Recognition of Prior Certified Learning (RPCL)

It is the learner's responsibility to apply for the RPCL. Learners must submit their application on the **RPL Application Form** (see Appendix 1) to their within a reasonable timeframe of the module commencement.

Learners should also include original certificates, results, programme details and, where possible, learning outcomes of certified modules completed. Learners 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 (in line with the individual Centre policy).

Recognition of Prior Experiential Learning (RPEL)

It is the learner's responsibility to apply for the RPEL. Learners must submit their claim on the **RPL Application Form** (Appendix 1) to their within a reasonable timeframe of the module commencement.

It is the learner's responsibility to gather and present the evidence required for assessment according to the instructions given by the . 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.

The

The _____ 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 _____ is appointed by the ETB.

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

An _____ must:

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

Recognition of Prior Learning (RPL) Process

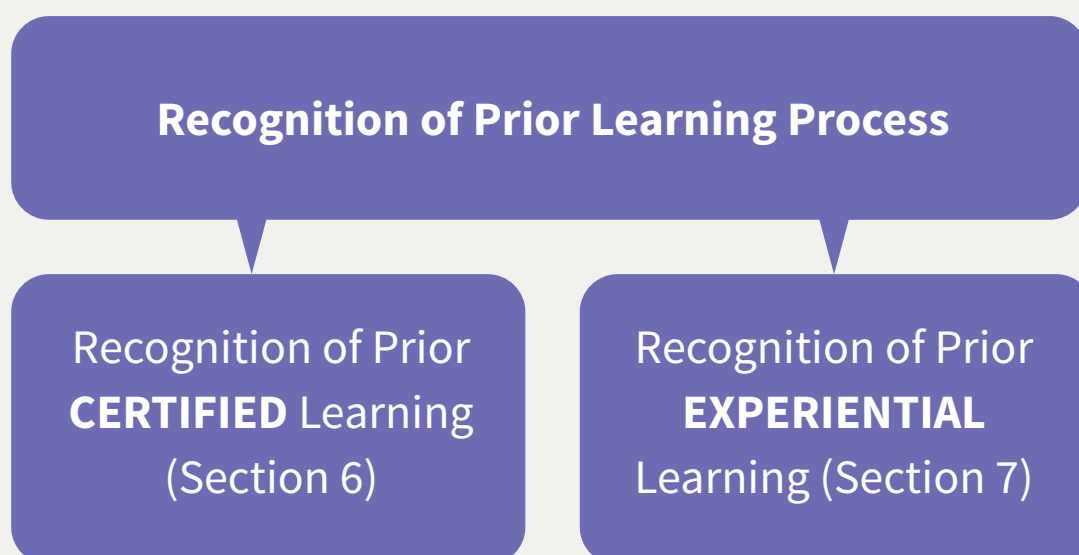
As outlined in Figure 1.1, the RPL process can follow the:

- **Recognition of Prior CERTIFIED Learning (RPCL) process** (See Section 3.4 for definition and Section 6 for process)

and/or

- **Recognition of Prior EXPERIENTIAL Learning (RPEL) process** (See Section 3.5 for definition and Section 7 for process)

Figure 1.1 Recognition of Prior Learning



Recognition of Prior CERTIFIED Learning (RPCL) Process

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 learner to:

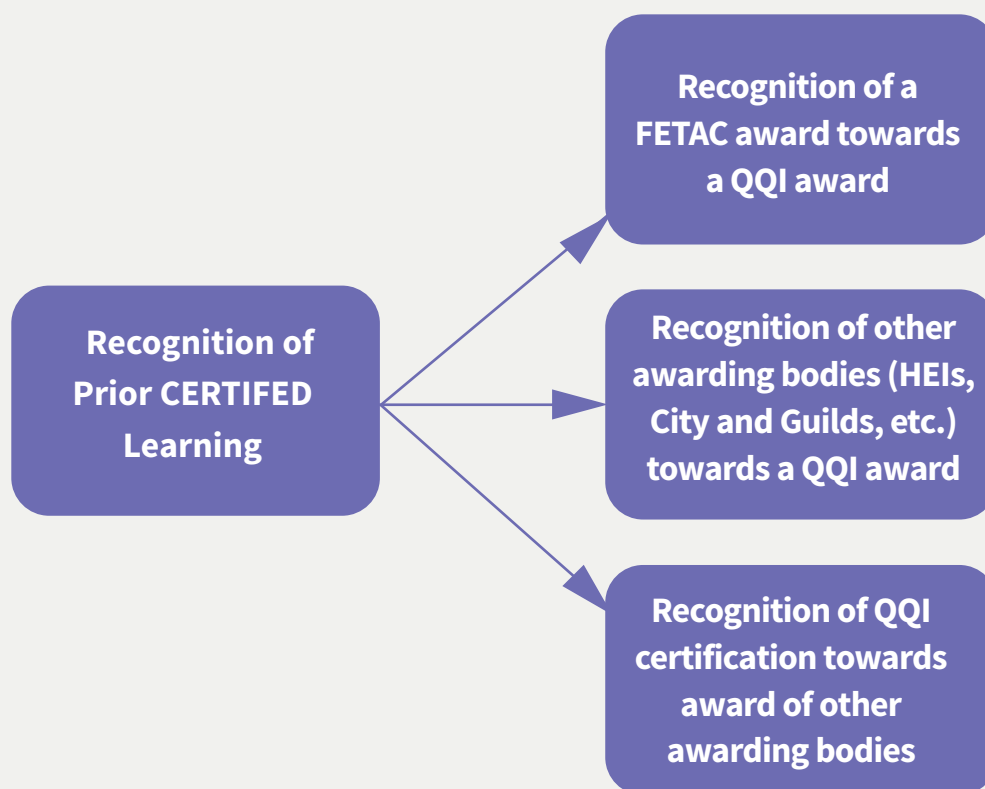
- Admission to a programme or programme of study
- Advanced entry on the programme
- Exemptions from some parts of a programme

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

Types of RPCL

There are 3 types of RPCL considered in this process (see Figure 1.2).

Figure 1.2 Types of RPCL



a) 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 a learner has achieved a CAS award, and has thus met the learning outcomes for that award as currently published on the QQI website, then the learner has achieved that award, regardless of the age of the certificate. In this instance, the 5-year rule does not apply: the learner’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 1.1).

Comparison of Learning Outcomes	It is recommended that the RPCL compares the learning outcomes of the prior certified learning to the learning outcomes of the module(s)/programme in which the learner 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.

Table 1.1 Considerations for RPCL

b) Recognition of other awarding bodies (Higher Education Institution (HEI) City of 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 learner is required to provide the relevant learning programme and original transcript of results, with their application, in order to apply for RPCL.

Learners seeking *Statements of Equivalence* for foreign qualifications may be referred to 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.

c) 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.

2.1 RPL applications for access to a programme:

- a) 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. Such adjudication shall be carried out in accordance with the procedures set out in this policy.

2.2 RPL applications seeking exemption(s) or advanced entry to a new national apprenticeship programme(s):

- a) Applications may be made seeking exemption(s) or advanced entry through either the provisions of Recognition for Prior Certified Learning (RPCL), as described in Section 2 below, or Recognition of Prior Experiential Learning (RPEL), as described in Section 3 below, or a combination of both.
- b) Advanced entry equates to the granting of sufficient exemptions/credit covering the early stage(s) of a programme. This process is adjudicated on by the Co-ordinating ETB through the National Programme Board.
- c) Applications for advanced entry or exemptions may only be considered in the case of an apprenticeship programme with duration longer than two years.
- d) The National Programme Board shall establish an RPL Committee with subject matter expertise, drawn from the National Programme Board and supported by such external RPL assessing expertise that it determines is required to carry out this function.
- e) The RPL committee, supported by the Co-ordinating ETB, shall establish a communications and support services plan to help apprentices in the preparation of their applications, particularly in relation to the development of a portfolio of evidence.
- f) The RPL committee shall establish a panel from which two representatives will be nominated to assess applications received.
- g) Outcomes from the RPL assessment process are subject to ratification by the New Apprenticeship National Examinations Board. This is appropriate as a positive recommendation on RPL leads to the grant of credit or exemptions.
- h) Apprentices have the right to appeal the outcome of their RPL application in accordance with the provisions below.

- 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 learner's personal life
- Published work
- Professional licenses/registrations or membership of professional organisations
- Acknowledged accomplishments
- Video/audio recordings
- Relevant recreational activities or hobbies

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

3. The _____ appoints two _____ to consider the Portfolio of Evidence. The assessors should examine the submitted portfolio and agree a decision within a reasonable timeframe _____ .The portfolio is assessed and an agreed grade is assigned by the assessors.

APPENDIX 1: RECOGNITION OF PRIOR LEARNING APPLICATION FORM

Please complete all sections of the application form

PART A	
Centre Name:	
Learner Name:	
Learner Address:	
Learner Contact Number:	
Learner 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
Recognition of FETAC award towards a QQI award	Yes/No
Recognition other awarding bodies (HEIs, City and Guilds, etc.) towards a QQI award	Yes/No
Recognition of QQI certificate towards award of other awarding bodies	<i>Please see specific awarding body procedures</i>
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

Learner Signature:

Date:

National Programme Co-ordinator Signature:

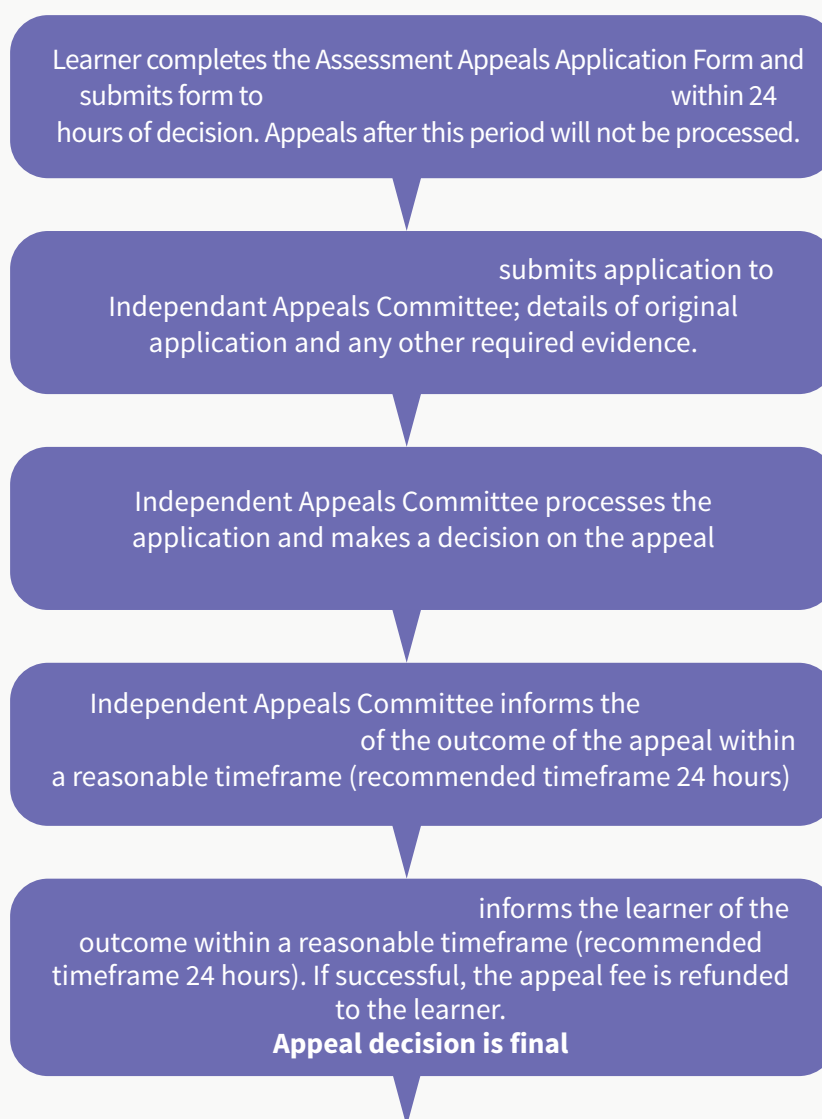
Date:

National Programme Co-ordinator Name:

APPENDIX 2: LEARNER APPEALS PROCESS

Where possible, the learner discusses the appeal application with the _____ and/or _____

Figure 1 Learner Appeals Process



LEARNER APPEALS APPLICATION FORM

Part A: To be completed by the learner and returned to the by a specified deadline

Centre Name:		
Learner Name:		
Learner Address:		
:		
Are there impending deadlines which may need to be considered with this application: CAO Applicant/Other Applicant:	Yes/No	
If yes, please give details:		

Please circle appropriate appeal:

Reasonable Accommodation in Assessment outcome	Yes/No
Assessment Deadlines (short-term extension) outcome	Yes/No
Assessment Deadlines (compassionate consideration in extenuating circumstances) outcome	Yes/No
Learner Assessment Malpractice outcome	Yes/No
Recognition of Prior Learning outcome	Yes/No
Other (please give details):	Yes/No
Details of appeal application (please provide full details of reasons for appeal):	

Learner Signature:

Date:

National Programme Co-ordinator Signature:

Date:

National Programme Co-ordinator Name:

Part B: To be completed by the

Independent Appeals Committee Members:		
Details of evidence received:		
Date received:		
Outcome of decision:	Successful/Unsuccessful	
Date:		
Decision Details:		
Independent Appeals Committee Signatures and Date:	Signature	Date

APPENDIX F: NATIONAL APPRENTICESHIP ASSESSMENT APPEALS PROCEDURE

F National Apprenticeship Assessment Appeals Procedure.

F.1 Purpose

It is the policy of _____, as Co-ordinating Provider, to endeavour insofar as is practicable to:

- a) deal, within its structures and quality assurance procedures, with all reviews, appeals and disputes in relation to assessment matters in accordance with the principles of natural and constitutional justice.
- b) 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.
- c) 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.

1.2 Overview of Procedure

- a) It is a requirement of _____, as Co-ordinating Provider, 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 the procedures set out below.
- b) The following are the levels at which decisions are taken in relation to an apprentice's examination performance:
 - i. Allocation of marks/ grades
 - ii. Adoption of provisional results
 - iii. Recheck
 - iv. Review
 - v. Appeal

These comprise a hierarchy of decision-making whereby the decision taken at any level may be changed at the next proximate level, without referral backward and in which the decision-making entity at any particular level has full powers in relation to any decision brought before it.

- a) An apprentice contemplating a recheck of an examination paper may wish to discuss the matter with the appropriate instructor, in the first instance. Apprentices considering a review may wish to consult their local Programme Leader regarding the scope of a review.

Glossary

- b) **Result:** the decision taken by the National Examination Board in relation to an apprentice's progression or eligibility for award or the outcome of any recheck, review of or appeal against such decision.

Recheck: the marks awarded for a particular module or part of a module can be the subject of a recheck. A recheck is carried out to ensure that there have been no arithmetical or clerical errors, that the marks awarded are appropriate and that all the marks to which the apprentice is entitled have been included in the final total.

Review: re-consideration of a decision of the National Examination Board in the light of additional information provided by the apprentice or the National Programme Co-ordinator in relation to the assessment process.

Appeal: re-consideration by the Appeal Board of the outcome of a review.

Outcome: a decision in relation to a recheck, review or appeal.

Status of Results

- a) The result decided upon by the National Examination Board is a provisional result.
- b) A result that is the subject of recheck, review or appeal is provisional and remains so while within any recheck/review/appeal process.
- c) A provisional result will not be the basis for a QQI Award.
- d) A provisional result becomes an approved result when it has been approved by the Apprenticeship FET Quality Council.
- e) In order that awards be made, the FET Quality Council shall forward results to QQI in such format as shall be agreed from time to time between QQI and providers, which format will show for each result the marks and/or grades and/or performance indicators which support it. QQI will not accept any result that for any reason is not supported by the marks and/or the grades and/or performance indicators that relate to it.
- f) A provisional result may be changed arising from the completion of the recheck/review/appeal process. The provisional result can then be approved by the Apprenticeship FET Quality Council. The Quality Assurance Officer will ensure that all approved results are forwarded to QQI in order that awards can be made.

F2 Recheck

- a) An apprentice wishing to have the marks awarded for a particular module (or modules) re-examined should seek a recheck (or rechecks) of the relevant module(s). A recheck is a re-examination of the marks awarded for a module, or part of a module, to ensure that there have been no arithmetical or clerical errors, that the marks awarded are appropriate, and that all the marks to which the apprentice is entitled have been included in the final total.
- b) will endeavour to complete all rechecks within ten days where recheck requests have been received by the National Programme Co-ordinator (or his/her nominee) not later than five (5) working days after the provisional assessment results have been notified by the Apprenticeship FET Quality Council.
- c) The recheck will be coordinated by the appropriate Programme Leader and carried out by the instructor and validator and the extern examiner, where feasible, or by one or more other appropriate instructor or other appropriate extern examiner.
- d) Only a written request for a recheck made on the Apprentice Recheck Form and signed by the person concerned will be considered. The apprentice can supply details that he/she believes will help expedite the recheck.
- e) The Programme Leader will inform the apprentice in writing of the outcome of the recheck. The Programme Leader will also inform the National Programme Co-ordinator of the result of the recheck.

- f) The Programme Manager will not process recheck requests received more than ten working days after the examination results have been declared by . cannot guarantee that rechecks requested more than five working days after the assessment results have been given to the apprentice will be completed before the next assessment sitting.

F3 Review

- a) An apprentice wishing to have the marks awarded for a particular module (or modules) re-examined should seek a review (or reviews) of the relevant module(s).

3.1 Grounds for a review:

The grounds for a review of the National Examination Board are as follows:

- The examination regulations of have not been properly implemented
or
- The regulations do not adequately cover the apprentice's case
or
- Compassionate circumstances exist which may not have been considered by the National Examination Board. Normally, such compassionate circumstances must be notified in writing to the appropriate Programme Manager when they occur.

3.2 Procedures to be followed to request a review:

- a) will endeavour to complete all reviews within twenty days where review requests have been received by the National Programme Co-ordinator (or his/her nominee) not later than ten working days after the examination results have been displayed on the ETB notice boards or otherwise promulgated by the Chair of the National Examination Board.
- b) Only a written request for a review made on the Apprentice Review Form and signed by the person concerned will be considered.
- c) A request for a review must state the grounds in accordance with 3.1 above, upon which the review is sought.
- d) The apprentice must supply evidence in support of his/her request.
- e) Formal processing of reviews of examination matters will be carried out having due regard to the schedule of meetings of the FET Quality Council and the annual conferring date.
- f) will not process review requests received more than ten days after the examination results have been notified to apprentices.
- g) cannot guarantee that reviews requested more than five working days after the examination results notified to apprentices will be completed before the next examination/assessment sitting.

3.3 Membership of Review Board

- **Chair and Convener:** Appropriate external member of the Apprenticeship FET Quality Council, nominated by the FET Director.
- One Programme Manager from a Collaborating Provider other than the one in which the apprentice is registered, nominated by the FET Director.
- One internal member of the Apprenticeship FET Quality Council, nominated by the FET Director.
- One Apprentice Representative, nominated by the apprentice/graduate member of the National Programme Board.

- A quorum shall be three members.

The Quality Assurance Officer will act as Secretary to the Review Board.

3.4 Modus Operandi of the Review Board

- a) The Review Board shall consider requests for a review received by the National Programme Co-ordinator, and shall decide whether a review should be granted, having regard to the acceptable grounds stated above.
- b) Where a review is granted, the Review Board may request information, for example, from the apprentice's Programme Manager or the National Programme Co-ordinator to expedite the review.
- c) The relevant Programme Manager and the National Programme Co-ordinator will compile all of the information necessary for the Review Board to complete its task.
- d) The Review Board shall consider the evidence presented to it and decide the outcome of the review.
- e) In carrying out a review, the Review Board may consult with such persons as it deems appropriate. The Review Board may require that a re-marking of assessments be undertaken by the instructor and extern examiners, where feasible, or by one or more of other appropriate instructors or other extern examiner.
- f) The Review Board will consult with the apprentice's employer in reaching its conclusion.
- g) All decisions of the Review Board will be by majority vote. In the event of a tie, the Chair will have a casting vote.
- h) The apprentice will be informed by the National Programme Co-ordinator, in writing, by registered post, of the outcome of the review.
- i) An apprentice dissatisfied with the outcome of a review may appeal the decision of the Review Board in accordance with section 2.5.3 below.
- j) The Quality Assurance Officer shall notify the FET Quality Council of the outcome of the review, unless an appeal is lodged in accordance with section 6, below. The FET Quality Council shall confirm the result, in line with the outcome.
- k) Where appropriate, the Quality Assurance Officer shall notify QQI of the outcome of the review.
- i) The Quality Assurance Officer shall notify the apprentice's Programme Manager of the outcome of the review.

F4 Appeal Stage

4.1 Grounds for Appeal

The apprentice can appeal the outcome of the review on the **grounds that the review did not properly address his/her case**. The introduction of new material that could have been included in the submission for the review shall not be a valid ground for appeal.

The National Programme Co-ordinator may require that an appeal be conducted in respect of any review.

Procedure to Be Followed to Request an Appeal:

- a) A request for an appeal must be received by the Chief Executive not later than the date specified in the letter notifying the apprentice of the decision of the review.
- b) Only a written request for an appeal made on the Apprentice Appeal Form and signed by the person concerned will be considered.

- c) A request for an appeal must state the grounds, upon which the appeal is sought.
- d) The apprentice must supply evidence in support of his/her request.

4.2 Decision to Establish Appeal Board

The Chief Executive shall decide whether an Appeal Board should be established, taking into account the provisions of 4.1 above.

4.3 Membership of an Appeal Board

- **Chair:** A person experienced in further or higher education procedures with particular reference to examinations, who is external to the ETB sector, who has had no previous involvement with the matter under appeal and who is nominated by the Chief Executive of the ETB to act as Chair of the Appeal Board.
- An experienced External authenticator who has had no previous involvement in the case.
- A Director of the ETB, other than the FET Director, who should not have had any previous involvement in the case.
- An Apprentice Representative nominated by the apprentice/graduate member of the National Programme Board.

4.4 Modus Operandi of Appeal Board

- a) The Appeal Board:
 - i Shall consider the report of the relevant Review Board or National Programme Co-ordinator Programme Co-ordinator.
 - ii May ask the appellant to address it on the circumstances of the appeal. [Note: The appellant may be accompanied by a person of his/her choice.⁵]
 - iii Will seek (through the Chair) such information or advice as it considers necessary and in such manner as it considers appropriate.
 - iv Shall, having considered the circumstances, decide the outcome of the appeal.
- b) The Chief Executive reserves the right to engage the services of any appropriate professionals that he/she deems necessary.
- c) All decisions of an Appeals Board shall be by majority vote. In the event of a tie, the Chairperson shall have a casting vote.
- d) The Chair shall inform the Chief Executive of the outcome of the Appeal.
- e) The appellant shall be informed, in writing, by registered post, of the outcome by the Chief Executive.
- f) The Chief Executive shall notify the National Programme Co-ordinator Programme Co-ordinator and the apprentice's Programme Manager of the outcome of the appeal.
- g) The Chief Executive shall notify the FET Quality Council of the outcome of the appeal. The FET Quality Council shall confirm the result, in line with the outcome.
- h) Where appropriate, the Quality Assurance Officer shall notify QQI of the outcome of the appeal.
- i) All decisions of the Appeal Board are final within the ETB.

⁵ Provided that he/she does so on the understanding that his/her costs will not be a further charge on the ETB

APPENDIX G: APPRENTICE NATIONAL COMPLAINTS PROCEDURE

G New Apprentice National Complaints Procedure

G.1 Introduction

- a) This is a national apprentice complaints procedure which applies to all apprentices registered on New Apprenticeship Programmes run by 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, 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. also 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 services and members. As such, the FET Quality Council will monitor the registration of complaints and the progress towards resolution. The National Programme Co-ordinator 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.

G.2 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.

G.3 Stage II

- a) 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 Co-ordinator is the subject of the complaint, the complaint form should be forwarded to the National Programme Co-ordinator. The National Programme Co-ordinator will identify an appropriate manager within 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 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.

G.4 Stage III

- a) If the complaint remains unresolved under Stage II, either party may write to the National Programme Co-ordinator, 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 Programme Co-ordinator, 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) 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.

G.5 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 .
- 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 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 as 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.

G.6 National Apprenticeship Programme: Apprentice Complaint Form

New Apprentice Complaints 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 Co-ordinator 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 Co-ordinator.

APPENDIX H: COLLABORATING PROVIDER APPROVAL PROCEDURE

H1 Introduction

1.1 About this Document

In order to deliver the National 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 Apprenticeship Programme Provider.

1.2 Collaborating Provider Approval for National ApprenticeshipName Apprenticeship Programme

If the provider is not currently an approved Provider for the National 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 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 ApprenticeshipName Programme

Collaborating Provider Approval must be obtained by any Education and Training Provider that is seeking to become a collaborating provider for the National 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.

H2 What is a Provider?

The _____ National Apprenticeship Programme, for which _____ 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
- Institute of Technology
- Independent Education and Training Provider

Only approved providers may offer the QQI validated _____ Apprenticeship Programme and assessments/examinations.

Specific programme related documentation applies:

- i. QQI Validated Programme
- ii. Apprenticeship Quality Assurance Procedures

This programme-related documentation details the programme as validated, specifically:

- i. The programme's assessment strategies and procedures
- ii. The programme's teaching and learning strategies
- iii. Specifications regarding the programme's staffing requirements
- iv. Precise specifications of the programme's physical resource requirements
- v. Documented procedures for the operation and management of the programme

2.1 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.

1.3 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.

1.4 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.

1.5 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/trainer/instructor or internal verifier, it must notify the National Programme Co-ordinator immediately using the Programme Approval Application Update form (Form The 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.

1.6 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 Programme and the level of assessment activities both on and off-the-job. For example, Providers with one or more teachers/trainers/instructors/tutors instructors will probably need more than one internal verifier and may therefore need to identify an Internal Verifier Co-ordinator 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 co-ordinator 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/trainer/instructor and internal verifier. However, it should be noted that Internal Verifiers who are also teachers/trainers/instructors/tutors instructors cannot internally verify their own assessments.

Please refer to the relevant Apprenticeship Programme specific documentation for the level of expertise required by the teachers/trainers/instructors/tutors instructors and Internal Verifiers.

1.6.1 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 Co-ordinator, its Authorised Officer, the Quality Assurance Personnel, the Teacher/Trainer/Instructor(s) 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 Co-ordinator 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 Co-ordinator, 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/trainers/instructors/tutors Instructors, Internal Verifiers and On-the job Mentors comply with the requirements of the validated programme.
- Attend meetings of the National Examination Board.

1.6.2 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 Co-ordinator in the day-to-day delivery of the Programme.

1.6.3 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.

1.6.4 Teacher/Trainer/Instructor/Tutor

The teacher/trainer/instructor 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/trainers/instructors/tutors instructors 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/trainer/instructor 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.

1.6.5 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/trainer/instructor 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 workbook.
- 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.

1.6.6 Internal Verifier

Internal Verifiers monitor the work of all teachers/trainers/instructors/tutors Instructors 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 Co-ordinator to enhance the quality of delivery of the programme.

The responsibilities of the Internal Verifier include to:

- Ensure that teachers/trainers/instructors/tutors Instructors 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.

1.6.7 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.

1.6.8 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 Co-ordinator 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.

1.7 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.

1.8 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.

1.9 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

H2 Procedures for Collaborating Provider's Approval

2.1 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 The ETB 01)

- Visit Request (Form 04 If applicable)
- E-mail forms to: The ETB's National Programme Co-ordinator

The ETB's National Programme Co-ordinator 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.

2.2. 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.

⁶ These will include the Collaborating Provider's Programme Manager and personnel involved in the delivery of the programme and its assessments including the teacher/trainer/instructor(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 Co-ordinator 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.

2.3 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 Co-ordinator 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

- i. Where insufficient evidence to satisfy the Collaborating Provider Approval criteria has been provided, the Programme Co-ordinator will advise the applicant provider of the following:
- ii. Areas that need to be developed further and any additional evidence required.
- iii. Once the action has been implemented, the applicant provider should contact the Programme Co-ordinator who will request evidence to confirm that the Collaborating Provider Approval criteria have been satisfied. If necessary, another approval visit may be made.
- iv. 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.

2.4 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.

2.5 Re-Approval

An approved provider must apply for re-approval by completing the appropriate *Application for Re-approval* (Form The 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.

2.6 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/Trainer/Instructor 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 Co-ordinator 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.

2.7 Withdrawal and Suspension of Approval

2.7.1 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.

2.7.2 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.

2.7.3 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 Co-ordinator, 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.

2.8 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 Co-ordinator. 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/trainers/instructors/tutors Instructors 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/Trainer teacher/trainer/instructor/apprentice allocation
- > Internal Verifier/Teacher/Trainer/Instructor/apprentice ratios
- > Procedures for staff induction (new Teacher/Trainer/Instructor)
- > 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)

H3 Forms and Guidance for Completion

The forms provided in this section should be treated as Master Documents.

Application for Collaborating Provider Approval for the

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 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 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 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 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 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

Choose an item.

Surname

Forename

If different from above telephone number

Email address

Name of person nominated to be the Quality Assurance Officer

Mr/Mrs/Ms/Dr

Choose an item.

Surname

Forename

If different from above telephone number

Email address

Please tick the appropriate box(es) 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 date and details

Please tick (ü) the appropriate box 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 Assessment

☐ 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 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 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 – the 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 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	

Assessment criteria	Evidence			
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 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	Year2
Please provide details of group size for your proposed apprentice intake				
Please tick if you will facilitate repeat assessment for apprentices from other Providers				
<input type="checkbox"/> Yes <input type="checkbox"/> No				

Please provide details of every teacher/trainer/instructor, Quality Assurance Officer, and Internal Verifier for the award indicated, and tick (✓) appropriate boxes to show that they have relevant experience and to confirm curricula vitae are available.

Name	IV/Ins/Tr/M	Location Reference	Relevant Occupational/ Experience	Teaching/Training Experience	Assessing Experience	CV Available for Experience
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>

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	Choose an item.
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.

- 1) If you are currently a Provider of the National 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 Apprenticeship Programme, please enter your Provider QQI number.
- 2) 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, co-ordinator, 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 co-ordinator, as described in Section 2.
- 3) Complete as requested.

3.4 Application for Collaborating Provider Approval for Cognate Programme

(Form ETB 02)

You should submit this form for Collaborating Provider Approval for a cognate programme with a lead provider other than the National Apprenticeship Programme where the form The ETB 02 should be used. It should be completed in accordance with the relevant guidance notes and the Programme Syllabus.

It is preferential that this form is completed electronically.

If completing this form by hand use **black ink** and **block capitals**.

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 to be responsible for the Programme	
Mr/Ms/Mrs/Dr	Choose an item.
Surname	
Forename	
Official Position	
Telephone Number	
E-mail Address	
Name of the Quality Assurance Officer to be responsible for the Programme	
Mr/Ms/Mrs/Dr	Choose an item.
Surname	
Forename	
Official Position	
Telephone Number	
E-mail Address	

Please tick (✓) the appropriate box(es) 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 date and details

Details of the Programme you wish to offer

Title (including level)	Programme Award Number	Date of first practical assessment (approx.)	No. of registrations (approx.)			
			Year 1	Year2		

Please provide details of your proposed apprentice intake for qualifications

Please tick if you will facilitate repeat assessment for apprentices from other Providers

☐ Yes ☐ No

If applicable please list names, addresses and telephone numbers of all locations at which assessment/examination will take place (a separate Form 01 must be attached for any additional location)

9.1 Loc Ref	9.4 Loc Ref
9.2 Loc Ref	9.5 Loc Ref
9.3 Loc Ref	9.6 Loc Ref

Details of each Internal Verifier/Teacher/Trainer/Instructor/Mentor who will be involved with the qualification(s). Please provide location reference and tick (ü) appropriate box(es) to indicate that they have relevant experience and to confirm a current curriculum vitae is available for inspection

Name	IV/Ins/Tr/M	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

Identify the type of evidence you will present in order to satisfy the programme approval criteria

Management and administration systems criteria

Evidence

SC1 Is there a Governance system in place for oversight of the 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 Programme qualification

SC3 There are procedures to ensure effective Communication between all staff involved with the administration, delivery, assessment and examination of the Programme Qualification

SC4 A Collaborating Provider's Programme Manager has been identified to manage the day to day delivery of the programme and liaise with the lead provider

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 complies with the lead provider 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 lead provider assessment regulations

SC9 There are procedures to ensure assessments and examinations are conducted by appropriate staff both on and off-the-job in compliance with the lead provider 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 lead provider	
SC11 The Provider complies with the lead provider appeals procedure which is documented and made available to Apprentices	
SC12 There are procedures to ensure the lead provider is notified of any changes which may affect the Providers ability to meet the approved Provider criteria	
Physical and staff resources criteria	Evidence
SC13 Resources necessary to satisfy the requirements for the 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 and examinations which is suitably quiet, in an undisturbed location, with adequate heating, lighting and ventilation, and complies with lead provider 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 Lead Provider

SC23 Any additional specified criteria relating to this award

Quality Assurance criteria

Evidence

SC24 Procedures are in place to ensure assessment is conducted in accordance with the requirements of the qualification and by appropriately qualified and occupationally expert staff both in the Training Location and the Employer Location in compliance with the lead provider assessment regulations

SC25 The Training and Education Provider will comply with the lead provider Quality Assurance Procedures for the Programme

SC26 Assessment decisions and practices are regularly sampled both on and off-the-job, findings acted upon to ensure quality, consistency and fairness and records are made available for the purpose of auditing

Declaration (to be signed by Head of Provider/FET Director or equivalent)

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

Choose an item.

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 (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 <input type="checkbox"/>	2.5 Name of Quality Assurance Officer <input type="checkbox"/>	
2.2 Address (new letterhead required) <input type="checkbox"/>	2.6 Name of Collaborating Provider's Programme Manager <input type="checkbox"/>	
2.3 Telephone number/fax number/ e-mail address <input type="checkbox"/>	2.7 Assessment/Examination site <input type="checkbox"/>	
2.4 Name of Programme manager <input type="checkbox"/>	2.8 Other information, e.g. policies, procedures <input type="checkbox"/>	
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 <input type="checkbox"/>	Programme number <input type="checkbox"/>	Programme number <input type="checkbox"/>
3.1 Internal verifier <input type="checkbox"/>		
3.2 Staff resources <input type="checkbox"/>		
3.3 Physical resources <input type="checkbox"/>		
3.4 Additional Locations <input type="checkbox"/>		
3.5 Other Locations <input type="checkbox"/>		

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 the Collaborating Provider's Programme Manager on behalf of the Provider)

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	Choose an item.
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 future communications

Name of Education and Training Provider	
Address	
County	
Postal Address (if different from above)	
Telephone number	
Fax number	
Email	
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/Ms/Mrs/Dr	Choose an item.
Surname	
Forename	
Official Position	
Telephone Number if different from above telephone number	
E-mail 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	Choose an item.
Surname	
Forename	
Official Position	
Signature	
Date	

The ETB will endeavour to arrange visitation within two weeks of receipt of this application.



QUALITY ASSURANCE PROCEDURES FOR



NEW APPRENTICESHIP PROGRAMMES A REFERENCE HANDBOOK