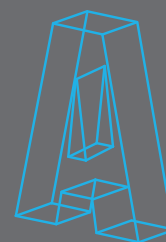
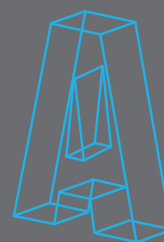
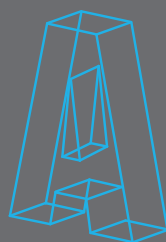
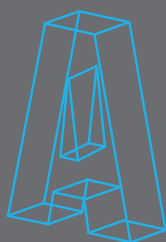
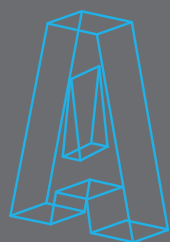
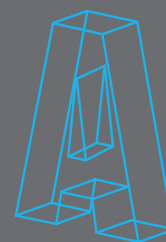
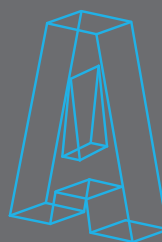
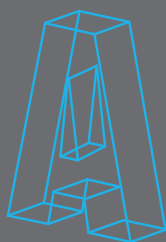
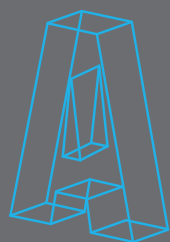
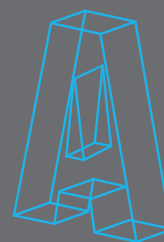
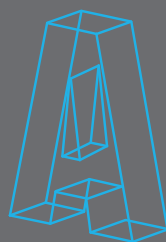
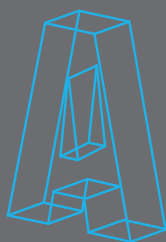
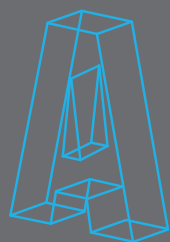
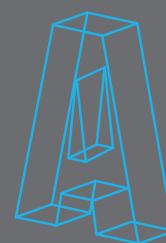
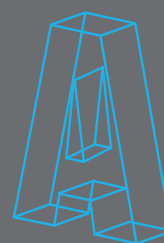
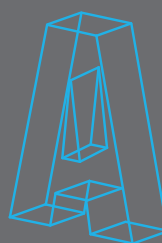
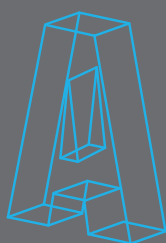
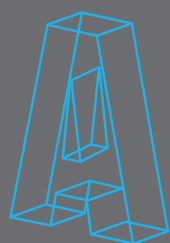


DEVELOPING A NATIONAL APPRENTICESHIP HANDBOOK



www.apprenticeship.ie

May 2017

HELPING MORE PEOPLE DISCOVER AND
DEVELOP THEIR TALENTS THROUGH TRAINING IS
AT THE HEART OF THE NATIONAL
APPRENTICESHIP SYSTEM.

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About this handbook

This handbook explains the steps involved in developing a national apprenticeship, with links to supplementary information and resources.

The handbook has been prepared primarily to assist consortia involved in developing apprenticeships, as well as anyone interested in the apprenticeship development process.

Feedback on the content of the handbook is welcome, via apprenticeship@solas.ie.

The handbook is in three sections.

Section 01	Provides an introduction to the national apprenticeship system
Section 02	Explains each of the key steps in developing an apprenticeship
Section 03	Lists additional information and resources supporting development of national apprenticeships

INTRODUCTION



Apprenticeships in Ireland have the following key features:

- Industry-led – consortia of industry and education partners
- Lead to an award at Levels 5 to 10 on the National Framework of Qualifications (NFQ)
- Between 2-4 years in duration
- Minimum 50% on-the-job learning
- Flexible delivery – online, blended, off-the-job learning in increments/blocks
- The State funds off-the-job learning
- Apprentices are employed under a formal contract of apprenticeship
- The employer pays the apprentice for the duration of the apprenticeship*

*On apprenticeships in place prior to 2016 the State pays a training allowance to apprentices during off-the-job phases of their apprenticeship.

Apprenticeship in Ireland

Similar to other countries around the world, Ireland is engaged in major expansion of its apprenticeship system. Building on a strong tradition of apprenticeship since the 1970s, the system is undergoing significant transformation, steered by a national Apprenticeship Council.

Apprenticeship is defined as a programme of structured education and training which formally combines and alternates learning in the workplace with learning in an education or training centre. It is a dual system, a blended combination of on-the-job employer-based training and off-the-job training.

The national apprenticeship system is governed by legislation, principally the 1967 Industrial Training Act. The legislation sets out the overall structure of the national system and the protections for as well as the responsibilities of apprentices, employers, and education and training providers.

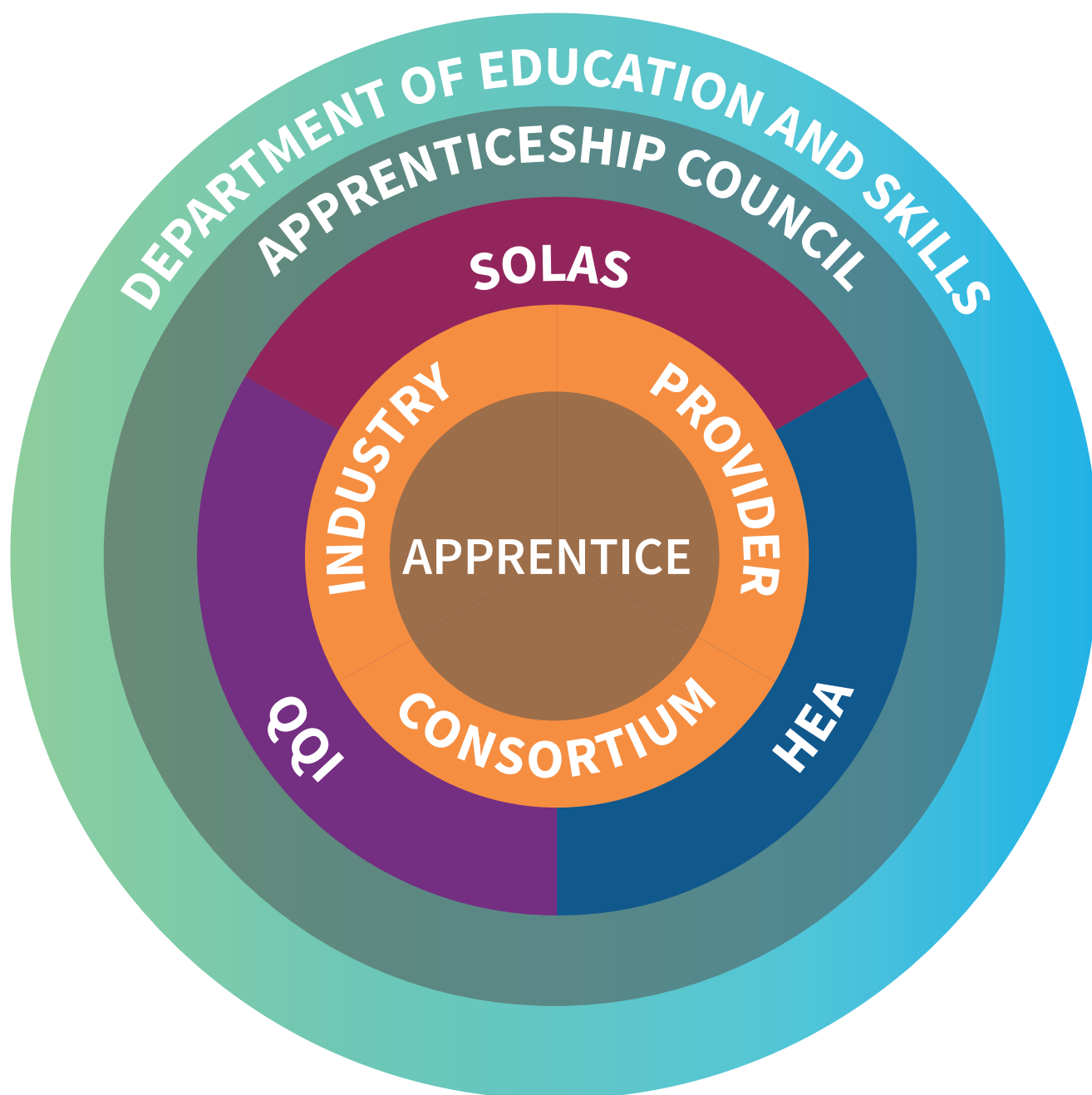
The further education and training authority SOLAS is the agency with primary responsibility for management of apprenticeship nationally, working in partnership with the Higher Education Authority, Quality and Qualifications Ireland, industry, and education and training providers across further and higher education. SOLAS' responsibility includes maintenance of a register of employers approved to take on apprentices and a register of apprentices nationally.

The 2012 Qualifications and Quality Assurance Act also underpins apprenticeship, supporting validation and quality assurance arrangements for programmes nationally.

As set out in the *Action Plan to Expand Apprenticeship and Traineeship 2016-2020*, partnership will be key in the successful development and expansion of our national apprenticeship system. The national apprenticeship system is funded through the National Training Fund and from the Exchequer.

KEY PARTNERS AND STAKEHOLDERS IN APPRENTICESHIP

There are a number of key partners and stakeholders involved in the Irish apprenticeship system:





Department of Education and Skills

The Department of Education and Skills sets policy and allocates funding for apprenticeship via the Further Education and Training Authority (SOLAS) and the Higher Education Authority (HEA).

Apprenticeship Council

The Apprenticeship Council is steering expansion of apprenticeship into new and existing sectors of the economy. Members of the Council are appointed by the Minister for Education and Skills. The Council has representatives from enterprise, the Irish Congress of Trade Unions, further and higher education and training bodies and the Department of Education and Skills.

Apprentice

The apprentice secures a contract with an employer to complete apprenticeship training. S/he participates in learning on- and off-the-job, becoming an autonomous and competent worker in a particular occupation. Apprentices are paid by the employer for the duration of their apprenticeship. Each apprentice agrees to abide by a formal Code of Practice for apprenticeship.

Industry

An apprenticeship gets underway when an approved employer formally registers an apprentice with SOLAS. Employers of apprentices provide on-the-job training, pay the apprentice a salary throughout the apprenticeship (both on-the-job and off-the-job), and they sign up to the formal Code of Practice for apprenticeship.

Consortium

The consortium is the name given to the industry-led group which develops an apprenticeship programme and oversees its roll out and ongoing relevance to the needs of industry. The consortium includes education and training providers.

Providers

Education and training providers have a lead role in co-ordinating delivery of the apprenticeship programme, and providing the off-the-job learning. They are members of apprenticeship consortia. Each apprenticeship will have a lead co-ordinating provider, and may draw on collaborating providers for delivery of the off-the-job parts of the programme in other locations around the country.

SOLAS

SOLAS is the policy advice and funding agency for further education and training in Ireland. It has particular responsibility for apprenticeship, as set out in the 1967 Industrial Training Act. Key functions include designation of apprenticeship programmes on a statutory footing through Industrial Training Orders; a process for approval of employers' suitability to train apprentices and a register of approved employers; and maintenance of a register of apprentices nationally.

HEA - Higher Education Authority

The HEA is the policy advice and funding agency for higher education in Ireland. The HEA manages and funds off-the-job provision of apprenticeship training in higher education and works in close partnership with other State agencies on the expansion and development of the national apprenticeship system.

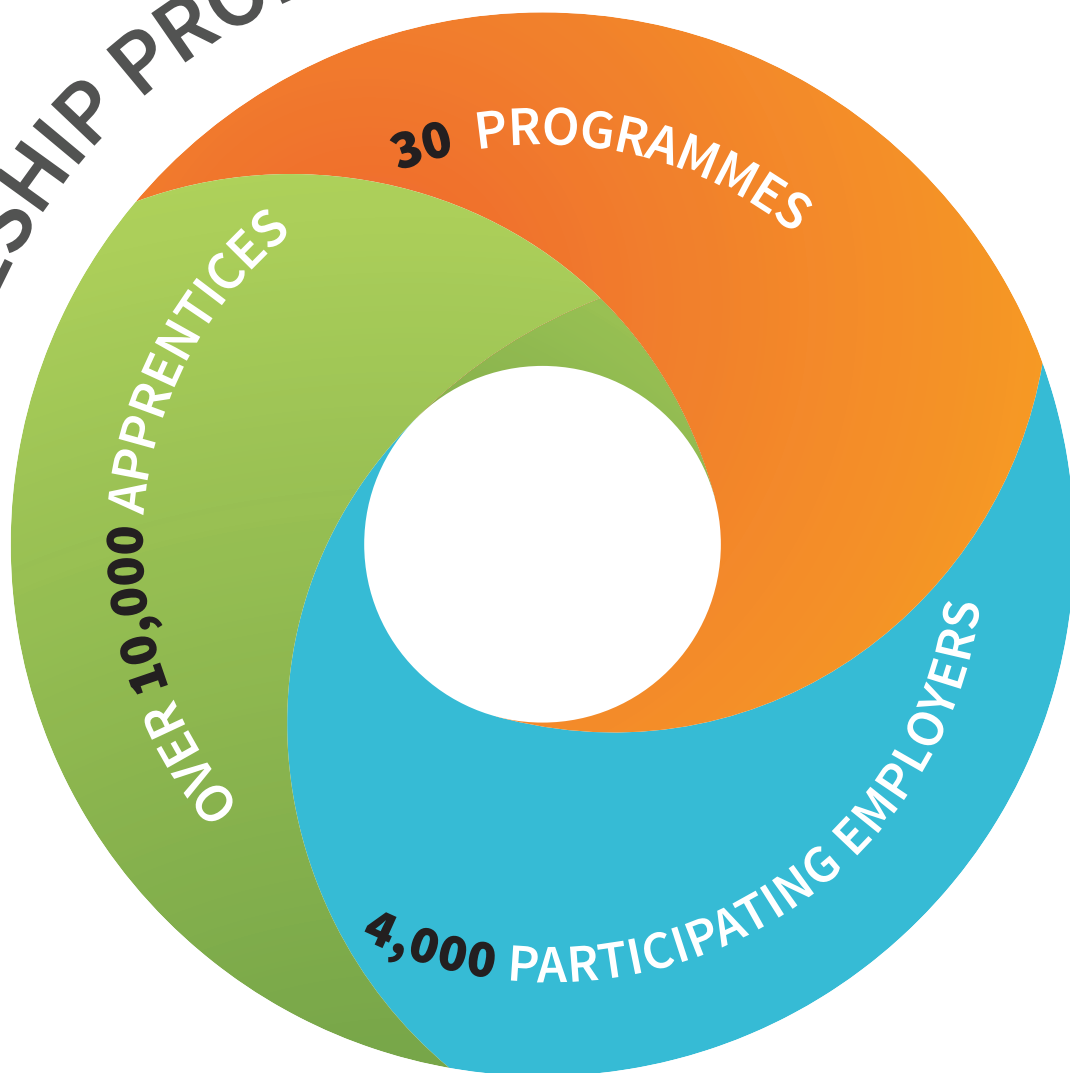
QQI - Quality and Qualifications Ireland

QQI is the quality assurance agency for all further and higher education and training in Ireland, including apprenticeship. It is an awarding body and is responsible for maintaining the National Framework of Qualifications and for developing and monitoring access, transfer and progression policies for learners within the system.



CRITICAL PATH TO DEVELOPING A NATIONAL APPRENTICESHIP

APPRENTICESHIP PROFILE MAY 2017

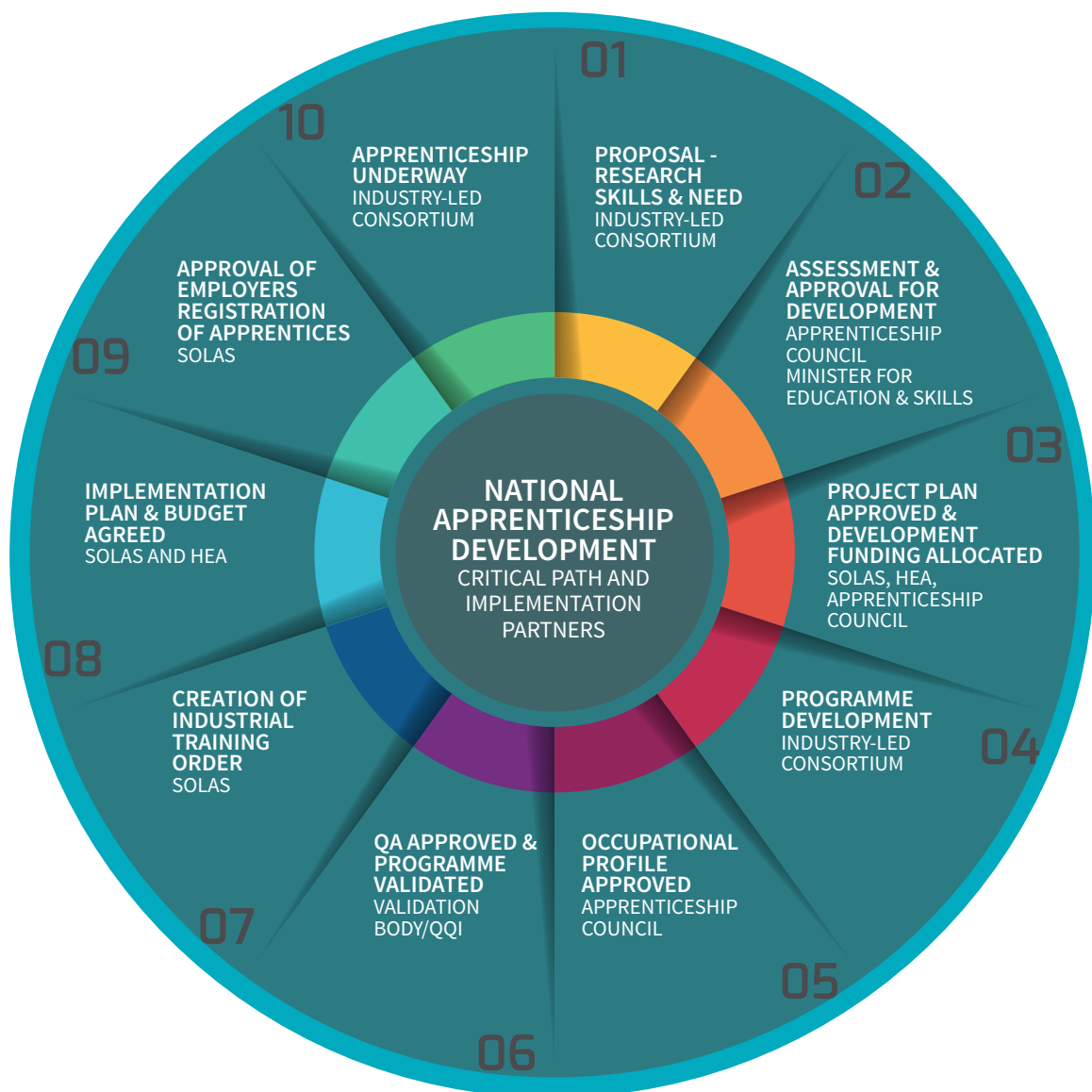


There are 10 main steps involved in developing a national apprenticeship, from research and formulating the outline proposal (Step 1) to rolling out the programme with employers and apprentices (Step 10).

The steps are not necessarily linear, and a number may be taken in parallel. For example, an Industrial Training Order may be created during the same time period as programme development and validation. The step to create an Industrial Training Order may not be required if there is

already an existing Order which covers the apprenticeship occupation.

Based on the experience of consortia during 2015-2017, it is estimated that development of an apprenticeship will in general take between 12-15 months.





STEP 01

PROPOSAL - RESEARCH AND SKILLS NEED

The first step in development of an apprenticeship is to establish a substantial skills need within an industry sector(s) for the programme. It is likely that there will be other education and training provision in the skills area; the apprenticeship mode should meet a particular need within an industry. There should also be evidence of sufficient demand for the apprenticeship among employers over a sustained period of time.

The skills need for an apprenticeship is identified in a range of ways. Groups representing particular industry sectors and employers play a role, drawing on data and research from the industry as well as from national and regional sources such as the National Skills Council; the Expert Group on Future Skills Needs; the Regional Skills Fora and the Skills and Labour Market Research Unit within SOLAS. Clusters of employers may come together to identify and agree on the need for an apprenticeship programme. Education and training providers in a region play an important support role, providing an overview of what skills development opportunities are already available and how an innovative apprenticeship programme could be designed and delivered.

Formal apprenticeship proposal - Call

The rationale developed by an industry sector is a core part of the formal proposal to develop an apprenticeship. This formal proposal is made to the Apprenticeship Council as part of periodic Calls for Proposals. The first Call for Proposals was made by the Council in January 2015. The second Call is being made in May 2017 [see www.apprenticeship.ie]

The proposal to develop a new apprenticeship includes evidence of broad-based industry support, with specific reference to buy-in from named employers and employer groups and documented statements of support.

Outline occupational profile

As an apprenticeship prepares someone to operate autonomously and competently in a particular occupation, an outline occupational profile is an important component of the initial work on an apprenticeship proposal. The occupational profile will propose the knowledge, skills and competencies which will be developed by an apprentice on completion of her/his apprenticeship. It will propose the duration of the apprenticeship and qualification level on the National Framework of Qualifications (between Level 5 to Level 10).

GUIDANCE ON 2017 CALL FOR PROPOSALS

There are a number of reference points and sources of guidance on occupational areas where new apprenticeship programmes could add choice and options to industry sectors and potential participants.

Groups who are considering making a proposal(s) within a particular industry area and would like further information are welcome to contact apprenticeship@solas.ie.

One apprenticeship programme per occupation

As there can only be one national apprenticeship programme for a particular occupation, the initial work on an occupational profile will help determine the need for a new apprenticeship programme in a particular industry. Apprenticeships often need to be broadly based to be sustainable and to support long term career development. Some overlap of content between apprenticeships may be appropriate, and circumstances will vary across industries and occupations, however this should in general be no more than 50%. Proposals to develop an apprenticeship may not be approved by the Apprenticeship Council if there is evidence of excessive overlap between the apprenticeship proposed and an existing programme.

Design and delivery

The apprenticeship proposal will include information on the proposed teaching and learning methodologies to be used, access transfer and progression arrangements, and the quality of the funding proposal.

Indicative funding

The proposal includes funding for development of the programme and outline funding for delivery of the programme, including capital equipment funding and for the off-the-job components of the programme.

REFERENCE POINTS

Existing apprenticeship programmes and programmes in development

In the first instance, groups should review the list of current apprenticeship programmes and associated occupational profiles on www.apprenticeship.ie. There are five current 'families' of apprenticeships: construction; electrical; engineering; finance; and motor. In addition, apprenticeship programmes already in development in 2017 should be reviewed. A list of these programmes in development is available in Appendix 2 of this document and on www.apprenticeship.ie. There are approved occupational profiles for some of these programmes (noted with an asterisk* on the list). These occupational profiles are published on www.apprenticeship.ie.

Analysis of current and future skills needs

New apprenticeship programmes will not be exclusively in industry areas where there is a formally identified current or future skills deficit. There may be a strong case for apprenticeship programmes in areas for which there is an ongoing skills requirement and where the work-based learning component of apprenticeship is particularly suitable, for example in areas like healthcare; childcare; animal care; ICT; the creative industries. The rationale for a new apprenticeship programme should, however, include consideration of available analyses. The Expert Group on Future Skills Needs (EGFSN) produces periodic reports on skills needs in particular industries as well as analysis of overall skills demand from year-to-year in Ireland. The most up-to-date reports are available on www.skillsireland.ie; including a National Skills Bulletin for 2016; a Regional Labour Markets Bulletin for 2016; the Future Skills Needs of the Biopharma Industry (August 2016); the Food and Drink Sector (April 2017) the Creative Industries (forthcoming – May/June 2017).



STEP 02

ASSESSMENT AND APPROVAL FOR DEVELOPMENT

The Apprenticeship Council assesses apprenticeship proposals which are submitted as part of the national Call for Proposals, and makes recommendations to the Minister for Education and Skills on new apprenticeships for development.

A marking scheme assists assessment of proposals, with marks allocated for the industry rationale, the design and delivery of the proposed apprenticeship, and the quality of the funding proposal.

In assessing proposals for development funding, the Council will reference funding allocated to consortia during 2015-2017.

Proposals will include indicative funding for delivery of an apprenticeship; however this funding will not form part of the initial assessment of proposals. The Council will, however, engage with proposers on development and indicative delivery funding in advance of formal approval of an apprenticeship programme for development.



STEP 03

PROJECT PLAN APPROVED AND DEVELOPMENT FUNDING ALLOCATED

Following approval of an apprenticeship proposal for development, proposers are asked (if not already done) to form a consortium and to submit a detailed project plan for development of their apprenticeship.

The consortium is industry-led, with a number of employer representatives, one or more employee representatives, education and training provider(s) and other key stakeholders in the region/nationally. A consortium generally has between 7-12 members. The consortium oversees development of the apprenticeship programme: guidelines on the work of the consortium are provided in the *Topic-Specific Quality Assurance Guidelines for Providers of Statutory Apprenticeship Programmes*, available via www.qqi.ie.

A project plan template will be available online, guiding consortia through the various steps required. On receipt and approval of the plan, the Apprenticeship Council recommends allocation of development funding and a Memorandum of Funding is agreed.

Development funding is paid in two separate allocations of 50%, the first payment at the beginning of the process, and the second on receipt of a project update, following formal approval of the apprenticeship occupational profile (Step 5) and when development is at an advanced stage. A template for the project update will be available to consortia online.



STEP 04

PROGRAMME DEVELOPMENT

During the programme development phase, all of the detailed design and content of the apprenticeship programme is completed by the consortium. The occupational profile for the apprenticeship forms the core of the programme, guiding development of the learning outcomes and the content of modules of learning on- and off-the-job. An occupational profile template is available in Appendix 3 of this document.

In addition to the occupational profile template four guiding documents support the programme development stage. These are produced by Quality and Qualifications Ireland (QQI) and are as follows:

- *Professional Award-Type Descriptors*
- *Policies and Criteria for the Validation of Programmes of Education and Training*
- *Topic-Specific Quality Assurance Guidelines for Providers of Statutory Apprenticeship Programmes*
- *Core Statutory Quality Assurance (QA) Guidelines*

These documents are available via www.qqi.ie. Awarding bodies other than QQI will have their own policy and procedures for validation.

The *Apprenticeship Code of Practice for Employers and Apprentices* (see www.apprenticeship.ie) is a further reference document during programme development. The Code sets out participating employers' and apprentices' duties and responsibilities. Apprentices and employers sign up to the Code of Practice as part of the statutory apprenticeship process.



STEP 05

OCCUPATIONAL PROFILE APPROVED

At a stage determined by the consortium involved in developing the new apprenticeship programme, the occupational profile for the apprenticeship is submitted to the Apprenticeship Council for formal approval, using the template for occupational profiles (see Appendix 3 of this document).

Two principal objectives for the Council at this point are to be satisfied that there is adequate industry support for the apprenticeship and that there is no excessive overlap (in general, no more than 50%) with an existing apprenticeship. Industry support comprises support from employee representatives as well as employers and employer groups.

Upon review of the occupational profile the Council may decide to approve it, or defer approval pending amendment or clarifications from the consortium.

In the case where approval is deferred pending additional information, guidance is provided to the consortium on what is required.

Approved occupational profiles are subsequently published on **www.apprenticeship.ie** and form part of the publicly-available information on national apprenticeships.

STEP 06

QA APPROVED AND PROGRAMME VALIDATED

New national apprenticeship programmes are formally validated by an awarding body. The awarding body may be QQI or another body with power to make National Framework of Qualifications awards. Institutes of technology and universities have the power to make their own awards; a full list is available on www.qqi.ie.

Quality assurance arrangements for the apprenticeship programme form part of the validation process, and topic-specific guidelines on quality assurance of apprenticeship have been developed by QQI to support the on- and off-the-job dimensions of apprenticeship as well as the role of consortia in developing and monitoring the apprenticeship on an ongoing basis.

A number of guideline and policy documents support the validation and quality assurance process. These are available via www.qqi.ie and are as follows:

<i>Professional award type descriptors</i>	Provides the reference framework of knowledge, skill and competence by NFQ level that is required for an NFQ award
<i>Policies and Criteria for the Validation of Programmes of Education and Training</i>	Sets out core policies and criteria for validation of all programmes of education and training by QQI
<i>Topic-Specific Quality Assurance Guidelines for Providers of Statutory Apprenticeship Programmes</i>	Provides tailored quality assurance guidance for the development, delivery and evaluation of national apprenticeship programmes leading to an award on the NFQ
<i>Core Statutory Quality Assurance (QA) Guidelines</i>	Sets out quality assurance guidelines for providers of higher, further and English language education and training, and the basis for QQI's approval of quality assurance procedures

QQI charges a fee for validation of a programme and other bodies may also charge a fee. Consortia may seek funding for programme validation as part of development funding. Information on QQI fees is available via www.qqi.ie.

Consortia prepare a programme submission that sets out the detailed content and structure of the programme, and the quality assurance arrangements that will underpin the programme. The submission also documents how the proposed programme meets the requirements of the Professional Award Type Descriptor and other validation criteria.

Following submission of a programme for validation, an independent panel with external experts is established. The panel assesses the programme submission and makes a recommendation to either QQI or the governing body with delegated authority to make awards. If the panel believes that the programme is not sufficiently developed to warrant validation it may recommend areas for improvement that will assist the provider in modifying the proposed programme and preparing a re-submission. Following a successful validation process, the apprenticeship programme is approved for roll out nationally as part of the national apprenticeship system.



STEP 07

INDUSTRIAL TRAINING ORDER CREATED

An Industrial Training Order (ITO), which is a statutory instrument, designates an industrial activity as an apprenticeship. SOLAS is the body responsible for creating Industrial Training Orders, via the 1967 Industrial Training Act and the 2013 Further Education and Training Act.

As of May 2017, there are 13 Industrial Training Orders on the Statute books. It is intended that two additional ITOs will be created during 2017, with others to follow during 2018-2020 as the national apprenticeship system expands.

The occupational profile which underpins each apprenticeship is used to determine whether an Industrial Training Order is required to designate a new industrial activity or whether an existing Order is sufficient to cover that activity.

Creation of an Industrial Training Order is set out as Step 7 in the critical path to developing a new apprenticeship, however SOLAS undertakes the process of review and development, if required, once an occupational profile has been approved (Step 5).

The process for creation of a new Industrial Training Order is set out in legislation and includes formal consultation by SOLAS with representatives of employers and employees in an industry sector. Following the consultation period, all feedback received is considered. Subject to a satisfactory outcome, a final version of the Order is presented to the board of SOLAS for approval.

A completed Industrial Training Order is laid before the Houses of the Oireachtas and subsequently put on the Irish Statute Book and published in the official Irish State Gazette *Iris Oifigiúil*.

As signalled in the Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020 (p. 9), the legislation that governs apprenticeship will need some minor amendment, in particular to enable creation of apprenticeships in the professions and in areas such as agriculture and aquaculture.



STEP 08

IMPLEMENTATION PLAN AND BUDGET AGREED

In advance of rolling out a new apprenticeship programme, a consortium engages with either the HEA or SOLAS to agree an implementation plan and operational budget. Funding for apprenticeship is provided by the Department of Education and Skills via the HEA for programmes provided in higher education and via SOLAS for programmes provided in further education and training. Apprenticeships are supported by the National Training Fund as well as through Exchequer funding.

Apprenticeships supported via higher education

The HEA has developed a unit cost model for new apprenticeship programmes in line with other funding arrangements currently in place across the higher education system. Unit costing proposals are requested from a consortium whose main provider (co-ordinating provider) is a higher education institution (HEI). Each consortium is required to provide details on the numbers of expected registrations on the course. The total unit cost will comprise the following:

- A contribution provided to the HEI by the HEA towards the cost of delivering the off-the-job component of the apprenticeship programme
- An annual student contribution, which will be charged to individual apprentices (the employer may pay this fee on behalf of the apprentice). In line with existing practice, the amount of the student contribution must be agreed between the lead education and training provider and the HEA, based on a pro rata application of the annual student contribution for a full time higher education student, reflecting the extent of direct contact between the apprentice and the institution.
- A contribution provided to the consortium by the HEA directly or by payment through the HEI to meet the essential running costs of the consortium associated with the administration of the apprenticeship programme

Unit costs similar to those for existing higher education programmes are applied to new apprenticeship programmes.

The HEA will also consider applications for the funding of equipment necessary to provide the programme. These applications will be assessed on a case-by-case basis and may be subject to the HEA visiting the particular HEI to assess the requirements. The HEA advises consortia to make contact at the earliest possible stage of the application process in order to discuss the funding element of the application. Contact can be made through apprenticeship@hea.ie

Monitoring process

The HEA has implemented a monitoring process to support allocation of funding and roll out of new apprenticeship programmes. A number of monitoring templates have been developed, and payments to a consortium are issued when the relevant templates are completed and analysed. Two reports are

generally required per academic year, typically December and April. These reports include details of the numbers of apprentices registered on the courses along with details on the consortium's engagement and activities, details on marketing and promotion campaigns, and engagement with employers and employees.

The HEA also requires that a lead (co-ordinating) provider be identified in the consortium. The co-ordinating provider will be the lead contact and will also be responsible for the submission of the required reports. It is expected that all payments will be made to the lead provider. The only exception is where it is agreed by the consortium to pay the contribution directly to the lead industry partner.

Apprenticeships supported via further education and training

Similar to higher education, current funding arrangements apply to new apprenticeship programmes supported via further education and training. Co-ordinating providers engage with SOLAS to agree apprenticeship provision, and it is requested that this process commences as early as possible in the development phase.

Governance arrangements regarding funding are between each provider of apprenticeship provision and SOLAS. This means that each provider, including the co-ordinating provider and any collaborating providers engages with SOLAS and completes a funding application through the Funding Allocation Request (FAR) process. Consortium partners other than established providers seeking funding for specified work are also required to complete a funding application through the FAR process.

Eligible funding costs include pay and non-pay elements associated with provision, including, for example, contracted trainers, technical support, monitoring and evaluation costs, and rent.

Monitoring process

Monitoring and reporting arrangements are similar to those which apply within further education and training more generally. Education and Training Boards and other providers funded by SOLAS provide reports in May, September and at the end of each year. Those not involved directly in provision are required to provide reports mid-year and at the end of each year.

There is no annual student contribution in further education and training.



STEP 09

APPROVAL OF EMPLOYERS AND REGISTRATION OF APPRENTICES

As part of the national apprenticeship system, there are formal requirements for approval of an employer's suitability to train apprentices and for registration of apprentices. These requirements are set out in the 1967 Industrial Training Act. SOLAS is responsible for delivering on these requirements. To fulfil these requirements, SOLAS has in place a supporting technology infrastructure and draws on a network of 40+ 'Authorised Officers' (AOs) located in the 16 Education and Training Boards (ETBs) around the country. AOs are formally authorised by SOLAS to work on an ongoing basis with employers, apprentices, and the consortia engaged in rolling out apprenticeship programmes. In addition to assessing employers' suitability to train and registration of apprentices, AOs have an ongoing role in assuring the quality of apprentice training on-the-job and in supporting apprentices during their training.

Approval of employers' suitability to train and registration of apprentices can begin once an Industrial Training Order for the apprenticeship is in place, the apprenticeship programme is validated, and funding for implementation of the programme is agreed with the HEA or SOLAS.

Approval of employer suitability to train

The employer Suitability to Train process requires employers to demonstrate that they have the capacity and the ability to provide quality, relevant on-the-job training to apprentices on a specified national apprenticeship programme. In the case of new apprenticeship programmes, there is liaison between the Authorised Officers and the consortium involved in the apprenticeship programme. In some instances a consortium may 'pre-select' employers in liaison with AOs. This pre-selection supports but does not replace the statutory employer approval process. The Authorised Officer (AO) carries out a site visit to the employer's premises and the employer is formally assessed. The AO makes a recommendation to SOLAS on the employer's suitability to deliver the programme. The Suitability to Train process is supported by formal documentation and a Standard Operating Procedure that is used by all Authorised Officers.

If the employer is not initially approved, the AO will work with the employer to identify what requirements remain to be met and the employer can be re-assessed.

Registration of apprentices

The statutory register of apprentices is maintained through a formal process and Standard Operating Procedure, supported by the Authorised Officer network. An employer requests registration of an apprentice, following which the employer and apprentice receive notification of the apprentice's registration date and details of an apprenticeship induction process which all apprentices are required to complete. If there are any issues arising with registration of an apprentice(s) the AO will work with the apprentice and employer to reach a resolution. In advance of an apprenticeship getting underway employers and apprentices sign up to a formal Code of Practice. The *Apprenticeship Code of Practice for Apprentices and Employers* is available via www.apprenticeship.ie.



STEP 10

APPRENTICESHIP UNDERWAY

As each new apprenticeship programme rolls out, activities include promotion of the programme, monitoring the on-the-job element of training, providing information on apprentices' progress, and reporting to funding bodies.

Promotion of the programme

During Q1 2017 a promotional campaign got underway on apprenticeship nationally, with the Apprenticeship Council, SOLAS, the HEA and consortia and other key stakeholders working in partnership. A new website www.apprenticeship.ie has been developed, and is the main anchor for promotional activity, supporting the work of individual consortia.

Programme monitoring

Ongoing monitoring of apprenticeship training both on-and off-the job is required to ensure that apprentices are provided with the opportunity to acquire the training as set out in the apprenticeship programme. The co-ordinating provider and SOLAS through its Authorised Officer network, have responsibilities in this area, and they work collaboratively to ensure that the statutory (SOLAS) and co-ordinating provider QA processes are mutually reinforcing while avoiding excessive duplication.

Providing information and reporting

Successful collaboration between employers, providers and other partners involved in the provision of an apprenticeship programme is supported by a clear understanding of the responsibilities and agreements between the partners, including those relating to data and information exchange. This includes specific information on apprentices' training and progress provided by the employer to the co-ordinating provider. The co-ordinating provider in turn provides key reporting data to SOLAS and the HEA. All data and information shared between partners will be in accordance with Data Protection legislation and requirements.



03

Appendix 1 Useful documents and links

Below is a list of documents and links which provide further guidance on development of national apprenticeships.

KEY RESOURCES

National apprenticeship website **www.apprenticeship.ie**

Handbook for Developing a National Apprenticeship
www.apprenticeship.ie

Review of Apprenticeship Training in Ireland **www.education.ie**

Apprenticeship Implementation Plan **www.education.ie**

Action Plan to Expand Apprenticeship and Traineeship in Ireland
2016-2020 **www.education.ie**

Online National Apprenticeship Proposal Application System
www.apprenticeship.ie

QQI Topic-Specific Quality Assurance Guidelines for Providers of
Statutory Apprenticeship Programmes **www.qqi.ie**

QQI Professional Award Type Descriptors NFQ Levels 5, 6, 7, 8
and 9 **www.qqi.ie**

QQI Policies and Criteria for the Validation of Programmes of
Education and Training **www.qqi.ie**

QQI Core Statutory Quality Assurance (QA) Guidelines: Statutory
QA Guidelines developed by QQI for use by all Providers
www.qqi.ie

Apprenticeship Code of Practice for Employers and Apprentices
www.apprenticeship.ie

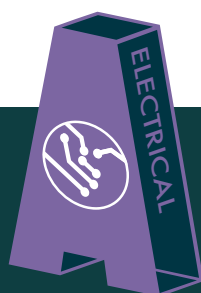
QQI Fees for Services **www.qqi.ie**



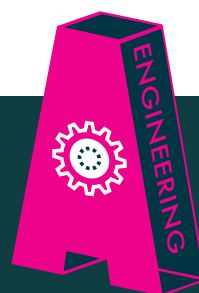
CURRENT APPRENTICESHIPS



- Brick and Stonelaying
- Carpentry and Joinery
- Painting and Decorating
- Plastering
- Plumbing
- Stonecutting and Stonemasonry
- Wood Manufacturing and Finishing



- Aircraft Mechanics
- Electrical
- Electrical Instrumentation
- Electronic Security Systems
- Instrumentation
- Refrigeration and Air Conditioning



- Farriery
- Industrial Electrical Engineering
- Industrial Insulation
- Manufacturing Engineering
- Manufacturing Technology
- Mechanical Automation and Maintenance Fitting
- Metal Fabrication
- Pipefitting
- Polymer Processing Technology
- Sheet Metalworking
- Toolmaking



- Insurance Practice



- Agricultural Mechanics
- Construction Plant Fitting
- Heavy Vehicle Mechanics
- Motor Mechanics
- Vehicle Body Repairs

APPRENTICESHIPS IN DEVELOPMENT MAY 2017

- Accounting Technician*
- Baker*
- Butcher*
- Commis Chef*
- HGV Driver*
- International Financial Services Associate *
- International Financial Services Specialist *
- International Financial Services Advanced Specialist*
- OEM Engineer*
- ICT Associate Professional Network Engineer*
- ICT Associate Professional Software Developer*
- Telecommunications Field Technician*
- Property Services
- Retail Practice
- Engineering Services Management
- Manufacturing ICT Engineer
- Chef de Partie
- Sous Chef
- Executive Chef

PROPOSALS AT STEP 2 ON THE APPRENTICESHIP CRITICAL PATH

- Applied Accounting
- Precision Turned Parts Manufacturing
- Science Aircraft Asset Management
- Maintenance Operations Engineering
- Food and Drink Process Operator
- Transport Technology
- Automotive Electronic Control Systems Engineering
- Fintech Associate Professional
- Manufacturing Technician
- Wind Turbine Maintenance

*These apprenticeships in development have a formally approved occupational profile. These are published on www.apprenticeship.ie.

Appendix 3

NATIONAL APPRENTICESHIP

DEVELOPING AN OCCUPATIONAL PROFILE - PROCESS AND TEMPLATE

Process and Template	<p>This document sets out the approach to the development and approval of occupational profiles as part of a national apprenticeship.</p>
Background	<p>An occupational profile is a core element of an apprenticeship. It provides a clear summary of the occupational skills, knowledge and competences apprentices will have on successful completion of their education and training. The 2014 Review of Apprenticeship Training in Ireland underlined the importance of the occupational profile and the essential role of industry in developing such profiles. Quality assurance guidelines for apprenticeship recently published by QQI also underline the central function of the occupational profile in clarifying what the qualified apprentice will know and be able to do, as well as the roles and responsibilities of those overseeing apprenticeship education and training, both on-the-job and off-the-job.</p> <p>Consortia developing national apprenticeships must prepare an occupational profile as part of the development work.</p>
Process for Approval of Occupational Profiles	<p>The Apprenticeship Council has approved a process for development of an occupational profile. A template for development of an occupational profile has been developed which a consortium approved to develop a new apprenticeship is required to use.</p> <p>The Council reviews and approves individual occupational profiles. The primary purpose of the Council's review of individual profiles is to ensure that there is adequate industry input and support for the proposed new occupation and that there is no excessive overlap with existing apprenticeships. Industry input includes employee as well as employer involvement.</p> <p>Approved occupational profiles will be published and form part of the publicly- available information on national apprenticeships.</p>
Apprenticeship Council Review and Approval of Occupational Profiles – Process	<ol style="list-style-type: none">i. A consortium approved to develop a new apprenticeship is required to use the template to complete the occupational profile. The template is provided overleaf.ii. The consortium must submit the occupational profile to the Apprenticeship Council for approval.iii. The template must be submitted in soft copy.iv. Occupational profiles submitted by consortia are considered by the Apprenticeship Council when it meets. Dates of forthcoming meetings can be communicated to consortia. In order to make the necessary preparations a proposed occupational profile must be submitted by a consortium to the Apprenticeship Council a minimum of 2 weeks prior to a scheduled Council meeting.v. The Council may:<ul style="list-style-type: none">■ Approve the occupational profile■ Defer approval of the profile subject to amendment/clarification on industry input and support and/or potentially excessive overlap with an existing apprenticeship.vi. The Council's decision is communicated to the consortium involved, along with any guidance on resubmission of the occupational profile, should this be needed.

Appendix 3

TEMPLATE FOR DEVELOPMENT OF AN APPRENTICESHIP OCCUPATIONAL PROFILE

Submitted by:

Consortium:

Date:

Rationale for the apprenticeship:

Process undertaken to identify the industry need for the new occupation and to develop the occupational profile in meaningful consultation with employer and employee representatives:

List of industry (employers and employee representative) partners, groups, organisations, etc., consulted:

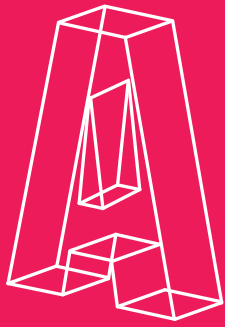
Occupational Profile

1. Apprenticeship Title	e.g., Insurance Practice; Bakery
2. NFQ Level	
3. Duration	
4. Occupation Title	e.g., Insurance Practitioner; Baker
5. Typical tasks/responsibilities	(Description of the main activities of the occupation – what does a person in the occupation do on a day-to-day basis?)
6. Learning Outcomes	On successful completion of the proposed apprenticeship, a person in the occupation of [insert occupation title] will be able to:
Knowledge (List core knowledge)	e.g., define, describe, list, name...
Skills (List core technical skills)	e.g., produce, develop, demonstrate, handle, work effectively with...
Competences (List core competences and behaviours – i.e., attributes, personal and professional required for the occupation such as teamwork, integrity, Initiative, health and hygiene)	e.g., practise good communication skills, engage in teamwork, show honesty and energy in their work, meet personal commitments and expectations.
7. Industry/industries served by the proposed apprenticeship	
8. Proposed minimum entry requirements for apprentices on the programme	Recognition of Prior Experience (RPL) also to be considered as part of entry arrangements



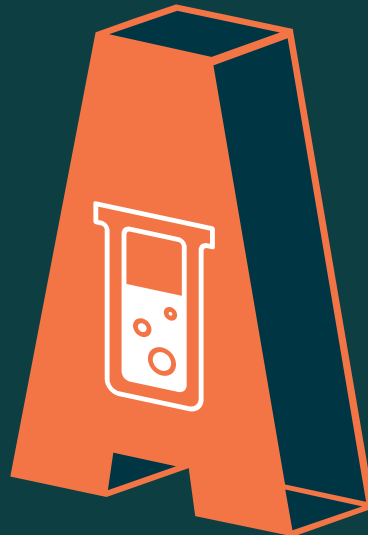
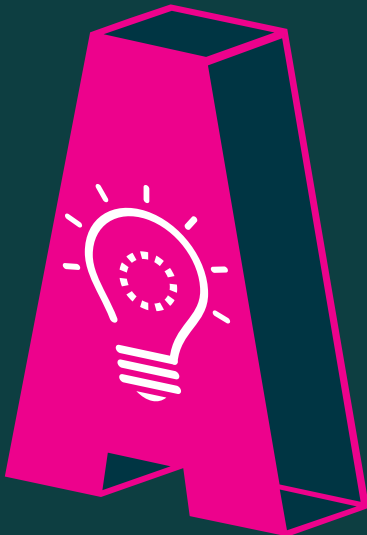
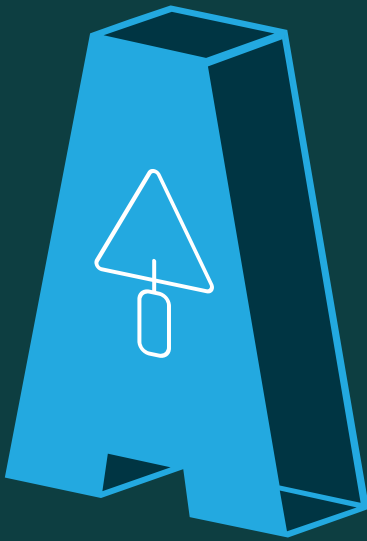
Apprenticeship
Real-life Learning





GENERATION APPRENTICESHIP

2017 Call for Proposals now Open



Apprenticeship has long been an accelerator for individual and corporate development in Ireland. Generation Apprenticeship is a major expansion project to more than double the number of learners taking the apprenticeship route. This promises to be a huge source of inspiration in opening apprenticeship into a full range of 21st century industries and skill sets and developing the public perception of it.

www.apprenticeship.ie