

CONSORTIA LED APPRENTICESHIPS

CALL FOR PROPOSALS

October 2026



SOLAS

An tSeirbhís Oideachais
Leanúnaigh agus Scileanna
Further Education and
Training Authority

HEA

An tÚdarás um Ard-Oideachas
The Higher Education Authority



Rialtas na hÉireann
Government of Ireland

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CALL FOR PROPOSALS

1 Call for Proposals

The Higher Education Authority (HEA) and SOLAS, The Further Education and Training Authority are welcoming proposals for new Consortia-Led Apprenticeships (CLAs).

Before commencing your application, please read *Developing and Delivering National Apprenticeships in Ireland: The Handbook 2026* (hereafter referred to as 'The Handbook 2026') created by SOLAS and the [QQI Topic Specific Statutory Quality Assurance Guidelines](#) developed by Quality and Qualifications Ireland (QQI) for providers of statutory establishment of apprenticeship programmes.

This Call for Proposals document sets out the following:

- Background to the Call
- Structure of Proposals
- Funding
- Eligible Costs
- Submission of Proposals
- Evaluation Criteria
- Evaluation Process
- Monitoring of Funded Proposals

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BACKGROUND

2 Background

In March 2026, the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), SOLAS and the HEA commenced a review of the processes to develop and approve new CLAs. After the completion of the review, DFHERIS together with SOLAS and the HEA have agreed to implement a formal call process for submitting new CLA proposals. The first Call will be launched in October 2026 with successful applicants being notified in Q1 2027.

CLAs are industry-driven training programmes designed by groups of employers (consortia), educational institutions, and other stakeholders to address specific skill shortages. They have been in operation in higher and further education providers since 2016 with CLA's ranging from levels 5 to 10 on the [National Framework of Qualifications](#) (NFQ). The successor to the Action Plan for Apprenticeship (2021-2025) is currently being developed by DFHERIS.

2.1 Key Objectives of the Apprenticeship System

The main objective of an apprenticeship is the provision of an employment opportunity which is accompanied by on and off the job training for the employee in an occupation which addresses current and future national skills needs.

In addition, an apprenticeship system should be flexible and responsive, providing a strong value proposition for employers and potential apprentices, responsive to workplace changes, evolving skills needs, is attractive and easy to engage with, and delivers high standards and sought after qualifications. The apprenticeship system should aim to increase participation by employers across all sectors of the economy and show Government commitment and leadership through increased availability of apprenticeships across the public sector. Further, the apprenticeship system should incentivise continued reform and innovation building on best practice available nationally and internationally.

The current Action Plan for Apprenticeship (2021–2025) identifies the key objectives for an apprenticeship system.

- **Objective 1: A High Quality and Innovative Approach** – Apprenticeship will deliver the highest quality of work-based learning, supporting and demonstrating innovation to empower apprentices and employers to meet current and emerging skills needs.
- **Objective 2: Employer- Driven** – Apprenticeship will be recognised and valued by employers across all sectors of the economy as a key mechanism for building a highly skilled workforce, contributing to productivity and sustainable growth.
- **Objective 3: Apprenticeship for All** – The profile of the apprenticeship population will more closely reflect the profile of the general population by creating an alternative pathway to higher and further education qualifications.

- **Objective 4: A Valued Option** – Apprenticeships will be available and recognised as a work-based learning opportunity, providing sought after qualifications across the tertiary education and training sector.

Apprenticeships 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.
- Between 2–4 years in duration.
- Minimum 50% on-the-job learning.
- Flexible delivery – online, blended, off-the-job learning in increments/blocks.
- Apprentices are employed under a formal contract of apprenticeship.
- The employer pays the apprentice for the duration of the apprenticeship for CLA programmes.

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STRUCTURE OF PROPOSALS

3 Structure of Proposals

3.1 Guiding Principles for all Proposals

The following outline some guiding principles for consideration when drafting a proposal.

- **Demonstrated labour market need (current and future):** New programmes should be demand-led and grounded in robust, timely skills intelligence (including employer validation), not short-term recruitment pressures or the interests of individual organisations.
- **Strategic alignment with national priorities:** Proposals should support national objectives such as but not exclusive to the National Development Plan, Housing for All, Climate Action Plan, and digital strategies.
- **Employer commitment and capacity:** To ensure the sustainability of the apprenticeship, proposals should demonstrate employer participation which goes beyond consultation to include capacity for recruitment, supervision through assigned apprentice mentors, task diversity, and meaningful workplace learning. This is particularly important for small and medium sized enterprises (SMEs).
- **National/regional accessibility and balanced delivery:** Proposals should be structured for broader geographic access and coherent national planning.
- **Quality assurance, standards, and portability:** Proposals should have a strong occupational profile, show clear learning outcomes, and internationally recognised/portable qualifications should be repeatedly emphasised, including for resilience during economic downturns.
- **Be a fit-for-purpose pathway choice:** Proposals should demonstrate that apprenticeships are not the default response. Clear evidence for apprenticeships as the appropriate pathway for the occupation and learner must be provided. Evidence of consideration of the other pathways must also be included.
- **Clear progression pathways and flexible design:** Proposals should evidence progression to higher awards and lifelong learning.
- **Promote Inclusion and equity of access:** Proposals should reference how the apprenticeship supports equality, diversity and inclusion and supports for underrepresented groups (including women, members of the Traveller community, migrants, ethnic minorities, and people with disabilities).
- **System Governance:** Proposals must show clear governance structures adhering to the [QQI Topic Specific Statutory Quality Assurance Guidelines](#).

3.2 Coordinating Providers Eligibility

A coordinating provider is a relevant or linked provider who is ultimately responsible for providing (as defined by the [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#)) an apprenticeship programme. Among its responsibilities are the development and maintenance of the curriculum and assessment procedures for the programme and leading the collaborating providers involved. To act as a coordinating provider for an apprenticeship programme, the entity must be a relevant or linked provider under the 2012 Act. This means, among other things, that it must be a legal entity and the provision of education and training must be one of its principal functions. If an entity is not already a relevant provider, it may become one through a QQI process.

The following providers are eligible to apply for the Call:

- Eligible HEA designated institutions of higher education (see Appendix 1).
- Eligible privately funded further and higher education providers whose quality assurance procedures have been approved under the 2012 Act (re-engagement/QA approval processes). A letter from QQI confirming the above will be required prior to allocation of funding. (see Appendix 2).
- SOLAS funded further education and training providers (see Appendix 3).

3.3 Indicative Proposal Areas

Proposals should clearly evidence a skill need and be aligned to key national strategies and skills monitoring reports with reference to skill needs at a regional and national level, these are set out in Appendix 4. Proposed new apprenticeships must come from at least one of the eligible discipline areas as listed in the International Standard Classification of Education (ISCED) codes in Appendix 5.

3.4 Consortium and Employers

In developing a CLA, an industry-led consortium containing 7-12 members including employers, education and training providers and other partners (as noted in The Handbook 2026) is formed to oversee the development and roll out of the new apprenticeship. The key role of the consortium is to ensure that the apprenticeship programme is industry-led, meets the requirements of an occupation, and continues to evolve with the occupation over time, thereby fulfilling labour market needs.

An Employer of Apprentices: should be taken to mean any actual contractual employer of apprentices. Where the term “employer” or “enterprise” is used, it should be taken to have the same meaning for the purpose of the Call for Proposals document.

Any successful collaboration of a consortium of employers and providers involved in the provision of an apprenticeship programme will require a binding agreement between the consortium partners.

3.5 Funding to be Provided for CLAs

- The funding guidelines are outlined in The Handbook 2026 and should be consulted prior to making an application.
- Proposals will define budget requirements in line with the scope and nature of the activity proposed.
- New programme development will be subject to available resources. HEA and SOLAS reserve the right to negotiate the scope and budgets of all proposals prior to approval for development.
- Funding will be provided in three overall categories which are: Development funding, Coordinating Provider funding and Consortia funding.

3.6 Eligible Costs for Coordinating Provider and Consortia Funding

Eligible cost categories can include:

- Staff cost (direct and indirect)
- Materials
- Travel & subsistence
- Marketing and promotion
- Overheads (overheads in excess of 25% will not be considered)
- Supervision
- Work based learning
- Other costs (detail to be provided)

Ineligible costs include:

- Third party examination and certification requirements
- Professional membership fees

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SUBMISSION OF PROPOSALS

4 Submission of Proposals

Submitted proposals will be assessed by an evaluation panel convened by the HEA and SOLAS. Proposals which do not score the maximum points in the first section of the application will be ineligible for assessment. Incomplete proposals which do not address all questions as set out in the online proposal form will be deemed ineligible. All applications must be submitted via the online proposal form.

The deadline for submission of proposals is **12.30 pm on Tuesday 24th November 2026**. No proposals will be accepted post the deadline.

4.1 Format of Proposals

Consortia are requested to make a single proposal per occupation, to be signed by the proposed chair of the consortium and the coordinating provider (President or equivalent).

4.2 Queries and Clarifications

The HEA and SOLAS will accept queries from all consortia for a period of one week after the launch of the Call. A Frequently Asked Questions (FAQs) document will be prepared to coincide with the Call for Proposals document. Any questions not addressed in this document can be sent using the [online FAQ form](#) and a response will be published on the FAQ document.

The FAQ document will be updated as questions are received. Questions will be accepted until 5pm on Tuesday 13th October and the final FAQ document will be published on www.apprenticeship.ie on Tuesday 20th October.

Telephone queries will not be accommodated, and any form of canvassing will disqualify providers from participation in the initiative.

4.3 Online Proposal Form

Proposals must be submitted using the online proposal form. Each consortium will be asked to register one official point of contact (in this case the lead proposer/industry lead).

Submitted applications will receive an acknowledgment when their proposal is submitted. **If an acknowledgment of a proposal submission is not received within 24 hours, it is the responsibility of the proposer to contact the following email address Apprenticeship@hea.ie and advise that the acknowledgement of the submission was not received.**

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EVALUATION CRITERIA

5 Evaluation Criteria

Proposals will be assessed under the following criteria and must score the minimum mark in each category to be considered for funding:

Criteria No.	Evaluation Criteria	Marks Available	Minimum Mark to be considered for funding
1.	Supporting information	20	20
2.	Industry-based rationale	50	35
3.	Education and training approach	50	35
4	Quality of funding proposal	30	20
	Total	150	110

Applications will also be assessed against national workforce and skills data, including data from the National Skills Observatory as it becomes available.

5.1 Supporting Information

Section 1 requests supporting information from proposers. The Handbook 2026 provides supplementary information on eligible duration of an apprenticeship, work-based learning components, qualification levels and so on. Full marks are required in this section to be deemed eligible for assessment.

1.1	Name of lead proposer (official point of contact)	<i>As apprenticeship in Ireland is industry-led, the lead proposer of a new apprenticeship is generally a representative of a particular industry or subset of an industry. The lead proposer will receive all formal communication on the apprenticeship proposal.</i>
	<i>Company/Organisation</i>	
	<i>E-mail contact</i>	
	<i>Phone contact</i>	
	Name of coordinating education and training provider	
	<i>Contact name</i>	
	<i>E-mail contact</i>	
	<i>Phone contact</i>	

1.2	Proposed collaborating providers	List the proposed collaborating provider(s) to demonstrate scalability of proposed apprenticeship.
1.3	Is the proposed apprenticeship expected to lead to a Further Education and Training (FET) or a Higher Education (HE) award on the National Framework of Qualifications (NFQ)	Please indicate if the proposed apprenticeship will lead to an award at FET or HE level.
1.4	Working title of the proposed apprenticeship	Working title of the apprenticeship, should reflect the occupational area within which the apprentice will become proficient. It is recommended to avoid reference to academic awards in the proposed title.
1.5	The occupation that successful completion of the apprenticeship will facilitate entry to and employment in	An apprenticeship develops someone to operate competently and independently in a particular occupation. The proposed occupation should be articulated here.
1.6	Duration of apprenticeship	An apprenticeship can be between 2–4 years in duration.
1.7	Proportion of on-the-job learning (%)	An apprenticeship must have a minimum of 50% on-the-job learning.
1.8	NFQ level of proposed apprenticeship	Apprenticeships should lead to an award between level 5 and 10 on the NFQ. Please select NFQ level of proposed apprenticeship.
1.9	Proposed awarding body for apprenticeship	Include the proposed awarding body for the apprenticeship programme. This is the awarding body which will consider the apprenticeship programme for validation and approval of quality assurance, for example QQI or another body with the power to make awards on the National Framework of Qualifications.
1.10	ISCED code	Select relevant ISCED code(s) for the proposed apprenticeship.

5.2 Industry-Based Rationale

Section 2 seeks details on the rationale for the apprenticeship proposal. There are four elements. A possible 50 out of 150 marks will be allocated for this section.

2.1	Rationale for and evidence of the skills need	<i>Proposers should set out relevant research sources, skills/labour needs reports, feedback from relevant industry support groups, broad-based industry consultation which underpins the rationale for the proposed apprenticeship. Possible sources of information and analysis are included in The Handbook 2026.</i>
2.2	Employer support	<i>Proposers are asked to provide a list of employers who have indicated their active support for the proposed apprenticeship programme. Support from a minimum of 15 employers is required.</i> <i>Formal statements of support will be requested prior to release of development funding. This will include a commitment from the employer to employ apprentices when the programme is fully operational. Proposers should identify relevant industry groups/structures which are already in place and provide a summary overview of the involvement of industry supporters/partners in the apprenticeship proposal.</i>
2.3	Apprentice registration forecasts	<i>Proposers are asked to provide an estimate of the number of apprentices registered over Years 1, 3 & 5 by employer. This information will inform the baseline for key performance indicators and as a measure of sustainability of the programme.</i>
2.4	Approved employer forecasts	<i>Proposers are asked to provide an estimate of the number of approved employers over Years 1, 3 & 5. This information will inform the baseline for key performance indicators and as a measure of sustainability of the programme.</i>
2.5	How will this apprenticeship programme meet national priorities	<i>Proposers will confirm their commitment to developing the apprenticeship as a national programme and part of the national system. Information should be included on:</i> <i>a) Evidence that outlines how the proposed apprenticeship meets key national priorities.</i> <i>b) Strategies and mechanisms to ensure access to the proposed apprenticeship by the broadest-possible base of employers and prospective apprentices.</i> <i>c) Any consultation with other employers or coordinating providers regarding expansion in the future.</i>

2.6	Occupational profile	<i>The occupational profile is a fundamental reference document for an apprenticeship, setting out the key knowledge, skills and competences to be developed by the apprentice in a particular occupation. Proposers will provide an outline of the occupational profile for this proposed apprenticeship using the template provided. It is understood that this outline profile will be subject to amendment as part of any future development of the proposed apprenticeship programme.</i>
2.7	Is the occupation subject to professional regulation or accreditation	<i>Where the occupation is subject to professional regulation or accreditation, the consortium should outline how it will engage with the relevant regulator(s) or professional body(ies) to ensure the programme meets regulatory requirements and remains sustainable within the labour market.</i>

5.3 Education and Training Approach

Section 3 seeks details on the proposed approach to education and training within the apprenticeship. A possible 50 out of 150 marks will be allocated for this section.

3.1	Case for an apprenticeship in this occupational area	<i>In this section proposers are asked to provide clear rationale and evidence for why a statutory apprenticeship as opposed to a traineeship or any other type of education or training intervention is deemed to be the most appropriate response to the skills and/or labour market need.</i>
3.2	How will the apprenticeship complement not compete with existing provision?	<i>Proposers should set out how the new apprenticeship will complement existing provision. Please consider provision in the wider tertiary sector including PLC, Springboard+, Traineeship and other relevant programmes.</i>

3.3	Provide summary evidence that there is no duplication in provision with existing apprenticeships (generally ≤50% overlap) and attach a detailed mapping exercise document	<i>This section should provide evidence that a mapping exercise was carried out to ensure that there is a minimum amount of duplication in provision with any existing apprenticeship in a similar occupational area. No more than 50% duplication is acceptable. Proposers are asked to upload a detailed mapping exercise document.</i>
3.4	Core teaching and learning methodologies to be used	<i>Proposers are requested to set out the core teaching and learning methodologies that will be used to deliver the apprenticeship (e.g. online, blended learning, block release etc.).</i>
3.5	How the apprenticeship will be quality assured both on and off the job	<i>In this section proposers should outline the approach to assuring the quality of the apprenticeship both on and off the job. Proposed mechanisms to support quality assurance should be set out, for example use of mentors, external assessors, verifiers, additional support for on-the-job components from education and training providers.</i>
3.6	Proposed access, transfer and progression arrangements underpinning the apprenticeship	<i>All learning leading to an award on the NFQ is required to include details of eligibility/entry requirements, arrangements for Recognition of Prior Learning (RPL) to prospective apprentices, transfer arrangements if any, and progression paths into the apprenticeship and after completion. Proposers should include details here of the envisaged approach.</i>
3.7	Describe how the programme will be made available nationally	<i>In this section, describe how the programme will be made available nationally, including the potential to be offered by other providers.</i>
3.8	Proposed programme launch date	<i>Provide the programme launch date.</i>

5.4 Funding

Section 4 seeks details on proposed funding sought to support the development of the apprenticeship. In addition, the workings behind the categories outlined should also be submitted.

4.1	Estimated operational, consortia and capital funding	<i>Please provide details on operational and consortia management funding. Proposers also need to provide any details on capital equipment which may be required for the proposed apprenticeship.</i> <i>Supporting documentation is required to support the headline figures, eligible costs are outlined in section 3.6 of this document.</i>
4.2	Total funding sought	<i>Proposers are to identify the total funding sought for the proposed apprenticeship.</i>
4.3	Estimated cost per apprentice per annum	<i>Provide the estimated cost per apprentice per annum for the proposed apprenticeship.</i>

5.5 Development Funding

The government provides a contribution of up to €80,000 to consortia for developing approved national apprenticeships. Consortia must submit a development funding proposal detailing expenditures. Groups proposing multiple apprenticeships are expected to achieve cost efficiencies. Should your application be approved for development, before you receive any funding you will need to confirm establishment of a fully operational consortium in line with QQI quality assurance guidelines for apprenticeship.

5.6 Additional Information Required

List of current consortium members and declaration that this proposal form is accurate, and that the lead proposer has the authority to submit this proposal on behalf of the named consortia/ industry group.

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EVALUATION PROCESS

6 Evaluation Process

6.1 Evaluation Panel

Proposals that meet the at least minimum level of requirements will be evaluated by an evaluation panel (which will include a representative from DFHERIS). The panel will make all final decisions on proposals approved to advance to the development stage.

The evaluation will follow a seven-step process:

- 1 A process auditor will be appointed to oversee the evaluation process.
- 2 All proposals will be checked for eligibility and completeness as per the Call for Proposals document, by the evaluation panel. Proposals which do not fulfil the eligibility criteria and/or are incomplete and do not address all questions as set out in the online application form will not progress.
- 3 Eligible proposals will be evaluated by all panel members and scores assigned.
- 4 The panel will meet to discuss the scores assigned including proposals with potential overlap in occupational and existing educational areas. Where duplication or overlap across proposals is identified, the highest scoring proposal will be progressed. The panel will also assess if the education provider is the appropriate provider for the programme.
- 5 Highly ranked proposal consortia may be invited to an interview with the panel, where all aspects of the proposal will be discussed, including further discussion on funding sought.
- 6 The panel will make all final decisions on proposals approved to advance to the development stage. This will include consideration of the overall NFQ mix, skills need, as well as geographical spread.
- 7 The Minister for Further and Higher Education, Research, Innovation and Science, the Boards of the HEA and SOLAS and National Apprenticeship Alliance (NAA) will be informed of the panel's funding decisions.

6.2 Notification of Outcomes

It is planned to inform all applicants of the outcome of their application in Q1 2027, applicants that are unsuccessful will receive feedback on their proposal. Once formally notified, consortia whose apprenticeship proposals have been approved for development can proceed through the apprenticeship development process.

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MONITORING OF FUNDED PROPOSALS

7 Monitoring of Funded Proposals

All funded proposals will be subject to a performance and funding agreement and be subject to regular monitoring and review arrangements.

7.1 Monitoring Reports

The consortium will be required to return bi-annual programmatic monitoring and evaluation reports to the HEA and SOLAS.

The HEA and SOLAS also reserve the right to audit expenditure of the funding allocation at any time.

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TIMELINE

8 Timeline

Pre Call Briefing	Wednesday 30th September 2026
Call Launch	12.30 pm Tuesday 06th October 2026
FAQs Closed	5.00pm Tuesday 13th October 2026
Call Closed	12.30 pm Tuesday 24th November 2026
Notification of Outcomes	Q1 2027

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REGULATORY INFORMATION

9 Regulatory Information

9.1 Section 8: Regulatory Information

The Higher Education Authority (HEA) and SOLAS make this document available to consortia who wish to submit proposal(s) for the Consortia-Led Apprenticeships 2026 Call. The document must not be used for any other purpose. Consortia-Led Apprenticeships 2026 Call is managed by the HEA and SOLAS on behalf of the Department of Further and Higher Education, Research, Innovation and Science.

The HEA and SOLAS have taken all reasonable care to ensure that the information set out in this Call for Proposals document is true and accurate in all material respects as at the time of publication. However, no warranty or representation is given as to the accuracy or completeness of this material. The HEA and SOLAS do not accept any liability or responsibility for the accuracy, adequacy or completeness of the information set out herein.

The HEA and SOLAS will not be liable or responsible for any opinion, statement, or conclusion contained in, or any omission from this document, or for any other written or oral communication made available during the Call process. No representation or warranty is made in respect of such statements, opinions, or conclusions.

The HEA and SOLAS reserve the right to amend this document and any information contained herein at any time by notice in writing to the applicants.

None of the information set out herein will constitute a contract, or part of a contract, or an offer to enter a contract, between the HEA and SOLAS and any consortia. Nothing in this document is, nor shall be relied upon, as a promise or representation as to the HEA and SOLAS's ultimate decision in relation to the award of the contract for the services.

However, the HEA and SOLAS reserves the right to take such steps as it considers appropriate, including but not limited to: changing the basis of, or the procedures (including the timetable) relating to, the Call process; rejecting any, or all, of the proposals; abandoning the competition (or any part of it) at any time prior to a formal written contract being executed by and on behalf of the HEA and SOLAS; procuring the services by alternative means if it appears that the services can be more advantageously procured.

No legal relationship or other obligation shall arise between any applicant and the HEA and SOLAS unless and until a contract has been entered into.

Each applicant's acceptance of delivery of the Call for Proposals constitutes its agreement to, and acceptance of, its terms.

Under no circumstances will the HEA and SOLAS be liable for any costs, charges or expenses incurred by applicants because of participating in this Call process, however caused. Any costs associated with the submission of a proposal are the sole responsibility of the applicant and will not be reimbursed.

9.2 HEA General Data Protection Regulation (GDPR)

The HEA is a Data Controller for The Consortium Led Apprenticeships 2026 Call.

The HEA is committed to ensuring the lawful, fair and transparent processing of Data Subjects' personal data through the use of appropriate technical and organisational measures. The HEA will take all reasonable steps to secure and protect Data Subjects personal data while complying with Data Protection Law. The purpose of the EU General Data Protection Regulation 2016/679 (the "GDPR") and the Data Protection Act 2018 is to protect the privacy of individuals whose personal data is processed. Personal data means any information relating to an identified or identifiable natural person (the data subject). An identifiable natural person is one who can be identified, directly or indirectly, by reference to an identifier such as a name, identification number, location data or online identifier.

Contact details for the HEA Data Protection function is dataprotection@hea.ie.

9.3 HEA Freedom of Information

Information held by the HEA on Consortium Led Apprenticeships 2026 will be subject to the Freedom of Information Act 2014 (FOI Act), which was passed into law in October 2014 and repealed the 1997 and 2003 Acts. The Act has applied to the HEA since the 1st of October 2001.

Requests for information can be made in writing, fax or email to the HEA office address below or by email to foi@hea.ie.

Freedom of Information Officer, Higher Education Authority, Brooklawn House, Dublin 4.

9.4 SOLAS General Data Protection Regulation (GDPR)

Solas is a Data Controller for The Consortium Led Apprenticeships 2026 Call. SOLAS is committed to ensuring the Lawful, Fair and Transparent processing of Data Subjects personal data using appropriate technical and organisational measures. The Data Protection Acts, 1998, 2003 and 2018 incorporating the General Data Protection Regulation (GDPR) are designed to protect the privacy of individuals' personal data. The Acts provide individuals with a number of rights in relation to their personal data held by a Data Controller and/or Processor. SOLAS has put in place policies and processes to ensure it complies fully with the legislation.

SOLAS is committed to ensuring all reasonable steps are taken to secure and protect Data Subjects personal data while complying with Data Protection Law. The personal data collected for the purposes of the Consortia Led Apprenticeships 2026 call will likely include but is not limited to: first names and surnames, email addresses as well as a limited amount of identifiable personal data. This will be processed for the purposes of this activity and retained only for as long as is necessary, in line with the respective data protection policies and procedures. Information and queries on any aspect of this as well as requests in relation to data subject rights can be directed to DPO@SOLAS.ie.

9.5 SOLAS Freedom of Information

SOLAS was established in October 2013 and is subject to the provisions of the Freedom of Information Act 2014.

The Act establishes three statutory rights:

- A legal right for each person to access information held by public bodies;
- A legal right for each person to have official information relating to them amended where it is incomplete, incorrect, or misleading; and
- A legal right to obtain reasons for decisions affecting oneself.

Requests can be sent to:

- Freedom of Information Unit,
SOLAS,
Block 1,
Castleforbes House,
Castleforbes Road,
Dublin 1
D01 A8NO

or by email to:

- foi@solas.ie

Appendix 1:

Eligible HEA Designated Institutions of Higher Education

- Atlantic Technological University
- Carlow College, St. Patrick's
- Dublin City University
- Dublin Dental Hospital
- Dublin Institute for Advanced Studies (DIAS)
- Dún Laoghaire Institute of Art, Design & Technology
- Dundalk Institute of Technology
- Marino Institute of Education
- Mary Immaculate College, Limerick
- Maynooth University
- Munster Technological University
- National College of Art and Design
- National College of Ireland
- RCSI University of Medicine and Health Sciences
- Royal Irish Academy
- Royal Irish Academy of Music
- South East Technological University
- St. Patrick's College, Maynooth
- Technological University Dublin
- Technological University of the Shannon: Midlands Midwest
- University College Cork
- University College Dublin
- University of Dublin, Trinity College
- University of Galway
- University of Limerick

Appendix 2:

Eligible Privately Funded Further and Higher Education Providers

- American College Dublin
- Bridge Mills Galway Language Centre
- Carlow College, St Patricks
- CCT College Dublin
- Chevron College
- Children's Therapy Centre Limited
- City Education Group
- City of Dublin Education and Training Board
- Clanwilliam Institute
- Consortium of Centres for Nursing and Midwifery Education (CCNME) (HSE)
- Dorset College
- Dublin Business School
- Dublin International Study Centre
- Galway Business School
- Griffith College
- Hibernia College
- Holmes Institute Ireland Limited
- IBAT College
- ICD Business School
- IICP Education and Training Limited
- Independent Colleges
- Innopharma Education
- International College for Personal and Professional Development
- International School of Business

- Irish College of Humanities and Applied Sciences Limited
- Irish Payroll Association
- National College of Ireland
- PCI College
- Royal College of Physicians of Ireland
- Setanta College
- Sport Ireland
- SQT Training Limited
- Teagasc
- The Open Training College

Appendix 3:

Eligible SOLAS Funded Further Education Institutions

- Cavan and Monaghan Education and Training Board
- City of Dublin Education and Training Board
- Cork Education and Training Board
- Donegal Education and Training Board
- Dublin and Dún Laoghaire Education and Training Board
- Galway and Roscommon Education and Training Board
- Kerry Education and Training Board
- Kildare and Wicklow Education and Training Board
- Kilkenny and Carlow Education and Training Board
- Laois and Offaly Education and Training Board
- Limerick and Clare Education and Training Board
- Longford and Westmeath Education and Training Board
- Louth and Meath Education and Training Board
- Mayo, Sligo and Leitrim Education and Training Board
- Tipperary Education and Training Board
- Waterford and Wexford Education and Training Board
- Accounting Technicians Ireland
- Fastrack into IT (FIT)
- Retail Ireland Skillnet (Ibec)

Appendix 4:

Government Policies (including but not limited to)

- [Addressing the Skills Needs Arising from the Potential Trade Implications of Brexit](#)
- [Building Future Skills: The Demand for Skills in Ireland's Built Environment Sector to 2030](#)
- [Climate Action Plan 2021: Securing Our Future](#)
- [Expert Group on Future Skills Needs](#)
- [Skills for Biopharma](#)
- [Offshore Wind Skills Action Plan 2024](#)
- [Housing for All – a New Housing Plan for Ireland](#)
- [Ireland for Finance 2025](#)
- [Languages Connect](#)
- [Skills and Labour Market Research Unit Reports \(SOLAS\)](#)
- [Skills for Zero Carbon](#)
- [Technology Skills 2022](#)

Appendix 5:

Eligible Discipline Areas (ISCED Codes)

- **0211 Audio-visual techniques and media production**
Audio Visual, Media, Animation, Games Development
- **0212 Fashion, interior and industrial design**
Need for design skills – product design, design innovation, creative design
- **0231 Language Acquisition**
Languages for sales and customer services
- **0313 Psychology**
Buyer behaviour, smart leadership
- **0410 Business and administration not further defined**
Stock Management, Quality Management, Supervisory Practice, Payroll, E commerce, Supervisory Practice
- **0412 Finance, banking and insurance**
Data Analytics Financial, Fintech, Regulation, Compliance and Risk, International Fund admin, Insurance, Data Governance, Lineage & Architecture, Asset Management, Investment Funds & Securities Services, Insurance and Reinsurance, Wholesale Capital Markets, International Banking, Fintech & Payments, Aircraft Leasing & Finance, Creative Arts Management, Anti Money Laundering, Data Visualisation, Data Analytics for Users
- **0413 Management and Administration**
Business internationalisation, Business management, Lean fundamentals, International Trade and customs, Leadership, Supervisory Management, Entrepreneurship, Innovation, Creativity, Design thinking, Strategic Planning, Human Resource Management, Change Management, Business Process Optimisation
- **0414 Marketing and Advertising**
Marketing in a digital world, Virtual Selling, Selling Strategies, Digital marketing for SMEs
- **0417 Workskills**
Resilience skills, Inclusion and diversity, Critical Creative thinking, Entrepreneurship, Transversal, Workforce Development, Talent Management, Coaching, Wellness
- **0419 Business and administration not elsewhere classified**
HR Management, Talent Development
- **0421 Law**
Company Law, Corporate Administration, Corporate Secretarial

- **0488 Inter-disciplinary programmes and qualifications involving business, administration and law**
Procurement, Purchasing Tendering, Customer Experience
- **0511 Biology**
Cell culture, Analytical Microbiology
- **0512 Biochemistry**
Pharmaceutical Technology, Biopharmaceutical Analysis, Validation, Sterilisation Therapy, Chromatographic techniques, Advanced Spectroscopy
- **0519 Biological and related sciences not elsewhere classified**
International Regulatory affairs, Good Manufacturing Practice, Quality Management Biopharma/Pharma
- **0521 Environmental Sciences**
Sustainability, Biocircular economy, Climate Change, Energy sustainability, Business sustainability, Introductory ESG for corporates/directors/board members, Applied Renewables for qualified trades/engineers, Environmental Impact Assessment, Environmental Policy including CSRD Reporting
- **0531 Chemistry**
Analytical Science, Drug formulation, Advanced Materials, Industrial instrumentation, Calibration and advanced PLC
- **0542 Statistics**
Statistics
- **0588 Inter-disciplinary programmes and qualifications involving natural sciences, maths and stats**
Data Analytics, Business Information Systems, Validation & CSV, Data Analytics for Non-Data Analysts
- **0610 Information and Communication Technologies (ICTs) not further defined**
Information System Design / Interactive Design
- **0612 Database and network design and administration**
Big data, Data Science, Data analytics, Networking systems, Maintenance Systems, Service Design
- **0613 Software and applications development and analysis**
Cloud Technologies, Software Development Technologies, Mobile Technology, Programming, Software Engineers, AI for Software Engineers, Automated Software Testing, Machine Learning
- **0619 Information and Communication Technologies (ICTs) not elsewhere classified**
ICT Systems, Business Systems, Cybersecurity, Digital Forensics, Dev Ops, Cybersecurity and Artificial Intelligence, Applicability of AI in an industry/enterprise setting

- **0688 Inter-disciplinary programmes and qualifications involving Information and Communication Technologies (ICTs)**
Product Management for Product Owners, Twin Transition, Digitalisation
- **0700 Engineering, manufacturing and construction not further defined**
Good Manufacturing Practice, Process Safety, Lean systems and New Product Design- move
- **0710 Engineering and engineering trades not further defined**
Building Services Engineering, Fire Engineering
- **0711 Chemical engineering and processes**
Chemical Process Engineering Technologies
- **0712 Environmental protection technology**
Water and Waste Water Management, Renewable Offshore Wind Energy
- **0713 Electricity and energy**
High and Medium Voltage Electrical Engineering, Renewable Energy, Industrial Electricity, Sustainable Energy Engineering
- **0714 Electronics and automation**
Industry 4.0/5.0, Automation Engineering, Advanced PLCs, Automation and Control, Autonomous Vehicles, Robotics, Mechatronics, Fundamentals of AI, Blockchain
- **0715 Mechanics and metal trades**
Manufacturing Engineering
- **0716 Motor vehicles, ships and aircraft**
Aviation, Leasing
- **0719 Engineering and engineering trades not elsewhere classified**
Estimating for Mechanical and Electrical Engineering, Quality Engineering, Polymer processing
- **0720 Manufacturing and processing not further defined**
Lean and Sigma, Introduction to best manufacturing Practice, Smart Manufacturing IOT, Production Management for all types of Manufacturing, Quality Technician for Medtech
- **0721 Food processing**
Food Safety, Food Hygiene, Food Science, Food Manufacturing, Food Innovation/ Entrepreneurship, New Product Development
- **0723 Textiles (clothes, footwear and Leather)**
Textile Manufacturing
- **0729 Manufacturing and processing not elsewhere classified**
Process optimisation & LEAN – people, process technology
- **0732 Building and civil engineering**
Construction Site Management, Computer Aided Design CAD, Building Information Modelling BIM incl MEP Applications, NEAR Zero Energy Buildings NZEB, Retrofitting, Utilities Design, Modern Methods of Construction, Construction/Sustainable Built Environment

- **0788 Inter-disciplinary programmes and qualifications involving engineering, Manufacturing and construction**
ESG for Management, renewables as add on for engineers/trades
- **0799 Engineering, manufacturing and construction not elsewhere classified**
- **0819 Agriculture not further defined or elsewhere classified**
- **0821 Forestry**
Professional forester
- **0914 Medical diagnostic and treatment technology**
Medical Technology, Medical Device Design, Product Design
- **0916 Pharmacy**
Pharmacy Technician
- **0919 Health not elsewhere classified**
Health informatics, Innovation, Interaction Design, Service Design
- **1013 Hotel, restaurants and catering**
Culinary Skills/Arts, Chef, Revenue Management, Hotel Management
- **1015 Travel, tourism and leisure**
Destination Leadership, Tourism and Travel
- **1022 Occupational health and safety**
Occupation and Process health and Safety
- **1041 Transport services**
Logistics, Supply chain, Transport Management, Freight Forwarding, Customs and Global Trade (Incl Brexit)

