



BORD OIDEACHAIS AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION AND TRAINING BOARD

Quality Assurance Procedures

For

National Commis Chef Apprenticeship Programme

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Introduction and Purpose

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

This document outlines Kerry ETB's Quality Assurance Procedures (QAPs) as Coordinating Provider, for the establishment, provision, maintenance and review of the validated Commis Chef National Apprenticeship Programme, in compliance with QQI Topic Specific Quality Assurance (QA) Guidelines for providers of statutory apprenticeship programmes.

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

1. QA Framework

To deliver the validated National Commis Chef Apprenticeship Programme, Kerry ETB, as Coordinating Provider and in compliance with QQI guidelines and requirements, has established a new apprenticeship quality assurance framework and procedures, the key elements of which are:

- New Apprenticeship Quality Council
- National Commis Chef Consortium Steering Group
- National Commis Chef Programme Board
- National Commis Chef Examination Board
- ETBI New Apprenticeship Monitoring and Enhancement Panel
- A Comprehensive Reporting Regime
- Quality Assurance Arrangements with Employers
- Quality Assurance of Collaborating Providers
- The Apprentice

All the boards and executive committees established within this framework by Kerry ETB 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, specifically, decisions made and actions undertaken by individual boards and committees.

1.1 New Apprenticeship Quality Council¹

- a) Kerry ETB has decreed that the Governance of Quality Assurance in Kerry ETB is an executive function of the Chief Executive (CE). In this context, the CE has determined that Kerry ETB, as the Coordinating Provider, shall establish a new **Apprenticeship Quality Council (AQC)**, appointed by the CE. Initially, the AQC will have responsibility for all new apprenticeship programmes, for which Kerry ETB is Coordinating Provider.
- b) This Council is accountable to the Chief Executive for carrying out its functions.
- c) The CE may delegate certain responsibilities to the AQC, for example acting as the contact point between Kerry ETB and QQI. The CE will not delegate responsibility to the AQC to **commence** an apprenticeship programme. Any such decision will be made in accordance with the appropriate procedures of Kerry ETB in the exercise of executive functions.
- d) The AQC will assist Kerry ETB in the planning, co-ordination, development and overseeing of the new apprenticeship programmes of the ETB. It will protect, maintain and develop the academic standards of apprenticeship programmes and the activities of the ETB.

¹ See section 2.2 for further details

- e) The AQC will be chaired by the Director of Further Education and Training in Kerry ETB and will comprise members from the Commis Chef Apprenticeship National Programme Board, Kerry ETB Further Education Training Centre and a member of the ETBI (Education and Training Boards Ireland) New Apprenticeship Monitoring and Enhancement Panel. In addition, the CE may add external members with appropriate experience.
- f) The Quality Assurance Officer of Kerry ETB will act as Secretary to the Council.
- g) The AQC is responsible for:
 - Apprenticeship Academic Oversight and Quality Assurance
 - Academic and Programme Development
 - Programme Monitoring, Enhancement and Review.
- h) The terms of reference and operating procedures for the AQC are outlined in section 2.2.
- i) To carry out these functions and other functions associated with the management of quality assurance for the Commis Chef programme, Kerry ETB, as Coordinating Provider, will appoint persons to the following roles:
 - A **Programme Manager**, who will have overall responsibility for the running of the programme in Kerry ETB, the Collaborating Providers and in the on-the-job locations. This person will be referred to as the **Coordinating Programme Manager** throughout these QAPs. This person is accountable to the Kerry ETB FET Director (this person may be responsible for more than one programme for which Kerry ETB is the Coordinating Provider).
 - A **Programme Coordinator**, who is responsible for the day to day administration of the programme and for liaising with appropriate staff in the Collaborating Providers, including Collaborating Provider Programme Manager /nominated staff, Instructors, associated Mentors and apprentice employers. This person reports to the Coordinating Programme Manager in this context.
 - Each Collaborating Provider shall designate a person to act as Programme Manager, with day to day responsibility for the running of the programme in that provider and associated on-the-job locations.

1.2 National Commis Chef Apprenticeship Consortium Steering Group

- a) The role of the CSG is set out in QQI Topical QA Guidelines for New Apprenticeships.²
- b) As Coordinating Provider, Kerry ETB plays a lead role in liaising with the employers and Collaborating Providers through the Consortium Steering Group.
- c) The role of the Consortium Steering Group is to ensure the apprenticeship programme conforms to 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.

² p 43-45 QQI Topic Specific Quality Assurance Guidelines for Apprenticeship Programmes.

- d) Kerry ETB, as Coordinating Provider, is in the process of agreeing operating procedures with the CSG in respect of the National Commis Chef Apprenticeship Programme.
- e) The role and responsibility of the Consortium Steering Group is outlined in section 2.2.

1.3 National Commis Chef Apprenticeship Programme Board³

- a) The AQC of Kerry ETB, as Coordinating Provider, shall establish the National Commis Chef Apprenticeship Programme Board, hereafter referred to as the National Programme Board. The National Programme Board is the single national entity with responsibility for the effective management, operation, monitoring and review of the National Commis Chef Apprenticeship Programme.
- b) The National Programme Board reports to the AQC and specifically shall prepare the Annual Programme Report for the AQC on the delivery and assessment of the validated apprenticeship programme.
- c) The National Programme Board is responsible for:
 - Day to day oversight of the operation of the validated apprenticeship programme
 - Programme modification, development and review, including review of, teaching, learning and assessment strategy
 - Programme monitoring and review.
- d) The membership of the National Programme Board will include instructors on the programme from Kerry ETB and Collaborating Providers, the authorised officer of Kerry ETB, employers, mentors and an apprentice representative who may be a graduate.
- e) The Board will be chaired by the Kerry ETB Coordinating Programme Manager and the secretary will be the Programme Coordinator.
- f) The reports required by these QAPs are prepared by the Programme Coordinator for presentation to the National Programme Board.
- g) The terms of reference and operating procedures for the National Programme Board are outlined in section 2.3.

1.4 National Commis Chef Apprenticeship Examination Board⁴

- a) The AQC of Kerry ETB, as Coordinating Provider, shall establish the National Commis Chef Apprenticeship Examination Board, hereafter referred to as the National Examination Board.
- b) The purpose of the National Examination Board is to oversee assessment procedures and maintain standards for the National Commis Chef Apprenticeship Programme, as validated by QQI.
- c) The National Examination Board is responsible for the determination of assessment results and for reviewing final assessment grades. The Board will recommend results to the Apprenticeship Quality Council for submission to the awarding authority QQI to request awards.

³ See section 2.3 for more information

⁴ See section 2.4 for more information

- d) The terms of reference and operating procedures for the National Examination Board are outlined in section 2.4.
- e) The membership of the National Examination Board will include the Kerry ETB Coordinating Programme Manager; Kerry ETB Programme Coordinator; instructors from Kerry ETB and Collaborating Providers, on-the-job mentors and the External Examiner.
- f) The National Examination Board will be chaired by the Coordinating Programme Manager.
- g) The examination results from the Coordinating Provider, the Collaborating Providers and from the on-the-job assessments will be collated by the Kerry ETB Programme Coordinator and brought to the meeting of the National Examination Board.
- h) Following the meeting of the National Examination Board, the Chair will cause a list of provisional results to be published. Kerry ETB Programme Coordinator will submit the signed broadsheets of results to the AQC, together with such reports and any other documents that the Chair deems appropriate.
- i) The AQC shall consider the results as submitted and review the examination reports with a view to confirming they are in line with assessment processes and procedures. If satisfied, the AQC shall ratify the individual assessment results and final results.
- j) Kerry ETB Programme Coordinator shall submit an examinations report⁵ to the National Programme Board.

1.5 ETBI New Apprenticeship Monitoring and Enhancement Panel

- a) A national external New Apprenticeship Monitoring and Enhancement Panel shall be established by ETBI at sectoral level.
- b) The Panel will 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.
- c) It will assist in the development of processes and procedures to monitor and enhance quality assurance for new apprenticeship programmes in the ETB sector.
- d) The Panel will comprise external independent professionals who have expertise in quality assurance and improvement in education. Members of this panel will have considerable experience of the quality assurance guidelines of QQI and will have had direct experience in designing, implementing and reviewing the effectiveness of quality assurance instruments.

1.6 A Comprehensive Reporting Regime⁶

- a) The quality assurance governance structures established within Kerry ETB, as Coordinating Provider, rely on a range of data and reports from the Collaborating Providers. A set of key reports and data processes are being implemented in the ETB sector by Coordinating Providers and in partnership with collaborating ETBs to facilitate

⁵ See section 4.3 for more information

⁶ See section 4 for more information

the management of new apprenticeship programmes. All Collaborating Providers are required to comply with the Coordinating Provider report requirements.

- b) The purpose of the reports identified is to ensure that the Apprenticeship programme, as validated by QQI, is running effectively at each location and to facilitate the day-to-day management of the programme.
- c) The apprentices, instructors/tutors, Consortium Steering Group and Collaborating Providers provide key inputs to reports that are considered by the National Programme Board.
- d) The Reports section outlines the range of reports, to which body they are disseminated and the persons responsible for their production.

1.7 Quality Assurance Arrangements with Employers

- a) Employers are a critical part of the apprentice programme. It is important that agreements with employers are clear and facilitate the employer in taking on apprentices. It is important to note that apprentices have an employment status that is specified by statute.
- b) Given the key role of the employers in the training of apprentices and the responsibility of Kerry ETB, as the Coordinating Provider, for all aspects of programme quality, it is essential that there is a clear and unambiguous understanding between Kerry ETB and employers.
- c) These understandings cover:
 - Recruitment, registration and Induction
 - On-the-job training curriculum
 - On-the-job training – mentoring and supporting the apprentice
 - On-the-job training – management
 - Off-the-job training
 - Programme development and periodic review.
- e) While there is a role for the Consortium Steering Group, the Authorised Officers and SOLAS in ensuring adherence to the agreements, overall responsibility lies with the Coordinating Programme Manager, through the Programme Coordinator.

1.8 Quality Assurance of Collaborating Providers

- a) As Coordinating Provider, Kerry ETB 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.
- b) For providers seeking to be Collaborating Providers, Kerry ETB will implement a Provider Approval process, which is detailed in Appendix F.
- c) 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 Kerry ETB for approval as a Collaborating Provider.

- d) In all cases Kerry ETB 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.

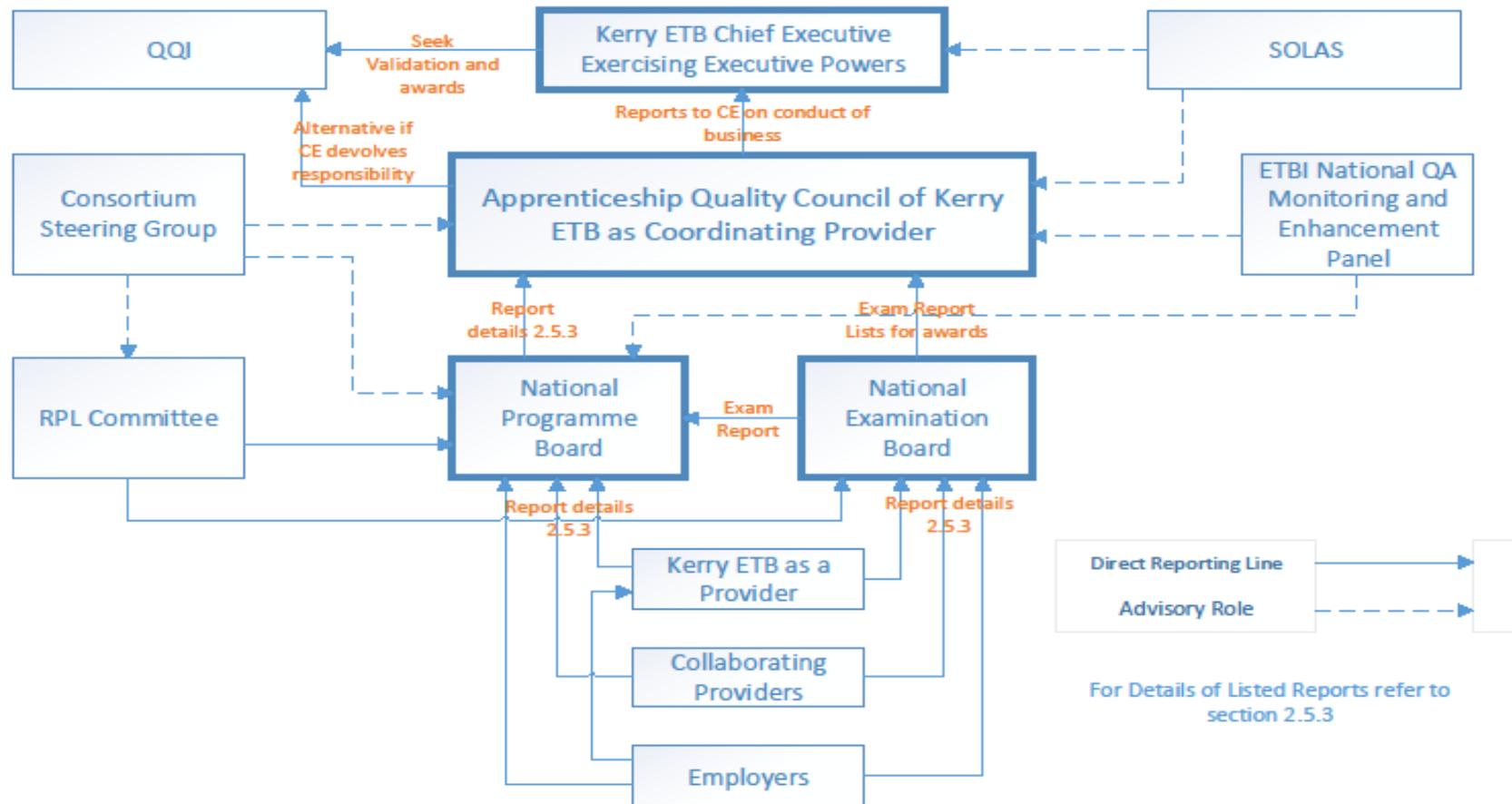
1.9 The Apprentice

- a) Kerry ETB is conscious of its responsibilities to ensure the apprentice is supported and treated fairly in all aspects of his/her interface with the programme. In particular, it commits to providing supports in literacy, numeracy as well as other learner supports.
- b) Kerry ETB has developed an Apprentice Rights and Responsibilities Charter⁷ and is committed to offering a comprehensive staged Apprentice Complaints Procedure, whereby an apprentice may make a complaint about an issue of concern to him or her.
- c) Kerry ETB 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 learners on a programme have and seeks to harness this input through representative membership of the National Programme Board.

1.10 Quality Assurance Framework Summary Diagram

⁷ See section 7.4 for details

National Commis Chef Apprenticeship Programme Quality Assurance Framework



2. QA Governance Structures and Procedures

2.1 Commis Chef Apprenticeship Consortium Steering Group (CSG)

- a) 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.
- b) As the appointed Coordinating Provider for the Commis Chef New Apprenticeship, Kerry ETB 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.
- c) 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.
- d) 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.
- e) 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.
- f) 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.
- g) In advance of the completion of national operating guidelines for Consortium Steering Groups, the key roles and relationships of the Consortium Steering Group are outlined below, and the **Memorandum of Agreement** governing the relationship between Kerry ETB as Coordinating Provider and the Consortium Steering Group Commis Chef Programme is included in appendix C.

2.1.1 Consortium Steering Group (CSG) – Relationships

The CSG has a number of relationships with various bodies. Some of these are formal, others are informal or occasional.

a) **The Statutory Regulating Authority (SOLAS)**

The CSG, in its developmental role, submitted a proposal to the Apprenticeship Council for a registered Commis Chef apprenticeship. The proposal was accepted and as such the CSG was appointed as the CSG for the Commis Chef apprenticeship. With regard to SOLAS the CSG must:

- Respond to labour market trends identified by SOLAS and other State agencies to ensure a demand-driven system is in place.

- 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 training apprentices.
- Support SOLAS and the providers in dealing with surges and collapses in occupational recruitment and in responding to the redundancy of individual apprentices.

b) Employers:

The CSG in its ongoing role in the support and governance of the programme represents the pathway by which employers can employ apprentices and influence the training programme.

In respect of employers, the CSG:

- Facilitates employer input to curriculum development and regional training numbers.
- Informs employers of training opportunities in their region.
- Supports employers in the induction and registration of apprentices.
- Liaises with SOLAS in the approval of new employers and in the oversight of employers' training capacities.
- Supports employers in sourcing training opportunities where they may temporarily have deficits for some apprentices.

c) Coordinating and other providers:

In the first instance the CSG appoints the Coordinating Provider. It oversees the development of the occupational profile and advises on the subsequent apprenticeship programme.

In its relationship with the Coordinating and Collaborating Providers, the CSG:

- Is involved in the development of the programme and approves its structure and Minimum Intended Programme learning Outcomes (MIPLOs).
- Appoints two members of the National Programme Board.
- Has the right to report to the AQC on matters it feels affect the programme.
- Proposes to the National Programme Board new employers for participation in the programme.
- Receives reports from National Programme Board on admissions, examinations, learner feedback and from employers.
- In the case of some reports, can request action by the Coordinating Provider.
- Reviews the occupation periodically and ensures that changes are implemented in the subsequent programme review.
- Remains in contact with programme development through the secretariat which is provided by the Coordinating Provider, Kerry ETB.

2.1.2 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.
- Kerry ETB 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 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.

2.1.3 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 Kerry ETB 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 Kerry ETB's Apprenticeship Quality Council, it will also agree the final submission to QQI.
- It will comment on reports received from the National Programme Board on the recruitment and assessment of 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.

2.2 New Apprenticeship Quality Council

- a) The Apprenticeship Quality Council (AQC) is part of Kerry ETB's Coordinating Provider governance structure for new apprenticeship programmes. It shall be established by the Chief executive of Kerry ETB, exercising executive powers, in the first instance as part of the governance for all new apprenticeship programmes.
- b) The Apprenticeship Quality Council represents Kerry ETB's formal authority in respect of the quality of the apprenticeship programmes and it functions as the key entity for the protection, maintenance and development of academic standards for the programmes offered by Kerry ETB for all new apprenticeship programmes.
- c) The terms of reference and operating procedures as outlined below for the Apprenticeship Quality Council have been developed nationally within the ETB sector to ensure a consistent and coherent approach.

2.2.1 Purpose

- a) The ETB shall have an Apprenticeship Quality Council (AQC) appointed by the Chief Executive (CE), to assist the CE in the planning, co-ordination, development and overseeing of the new apprenticeship programmes of the ETB, and to protect, maintain and develop the academic standards of apprenticeship programmes and the activities of the ETB.
- b) It will act as a guarantor of quality for those programmes for which QQI awards are made.
- c) The AQC will determine its own operating procedures and may set up temporary working groups to address specific apprenticeship quality assurance enhancements. The AQC will report on its activities to the CE.
- d) The CE may delegate certain responsibilities to the AQC, for example acting as the contact point between the ETB and QQI. The CE will not delegate responsibility to the AQC to **commence** an apprenticeship programme. Any such decision will be made in accordance with the appropriate procedures of the ETB in the exercise of executive functions.

2.2.2 Terms of Reference

The terms of reference of the Apprenticeship Quality Council in respect of new apprenticeship programmes and activities are to:

Apprenticeship Academic Oversight and Quality Assurance

- a) Appoint persons to act as External Examiners, following consideration of the recommendations of the National Programme Board.
- b) Review examination reports of the apprenticeship National Examination Boards and confirm they are in line with assessment processes and procedures.

- c) Ratify assessment results and final results and where appropriate, submit these to QQI to request awards, under the power delegated to it by the CE.
- d) Make recommendations to the CE for the establishment of appropriate structures to implement new apprenticeship programmes.
- e) Receive reports from the National Programme Boards and National Examination Boards and to oversee their processes.
- f) Consider reports from the CSG on matters affecting the programme.
- g) Make proposals and implement changes for the improvement of the quality of programmes.
- h) Make appropriate recommendations to the FET Director for staff development where it is necessary or desirable for the improved delivery or development of programmes.

Academic and Programme Development

- a) Make proposals for the development of new apprenticeship programmes consistent with the mission and strategy of Kerry ETB.
- b) Consider programme validation panel reports for new apprenticeship programmes and programme evaluation reports.
- c) Approve new apprenticeship programme proposals.
- d) Decide, under powers delegated to it by the CE, that Kerry ETB should apply to QQI for validation of a programme.
- e) Recommend to the CE that a programme, validated by QQI, should commence.
- f) Oversee the process of periodic reviews of apprenticeship programmes in line with the requirements of QQI, where QQI is the awarding body, or of other competent authorities.

Monitoring, Enhancement and Review

- a) Monitor work undertaken by the National Programme Board in relation to programme implementation, development and review.
- b) Consider proposals from the National Programme Board and from the Consortium Steering Group for new partnerships and for new members of partnerships.
- c) Ensure that the proposals conform to the requirements of the programme and that suitable Memorandums of Agreement are in place.
- d) Receive reports from stakeholders both external and internal on the provision of the apprenticeship programme. These stakeholders may include apprentices, employers, mentors, and internal staff. In some cases, such as with apprentices, it may initiate feedback from stakeholders. These reports include those generated by the National Programme Board through its feedback mechanisms.
- e) Make appropriate recommendations to the CE for staff development where it is necessary or desirable for the improved delivery or development of the programme.
- f) Exercise any other functions, which may be delegated to it by the CE.

- g) The Council may add additional terms of reference to these if it feels that issues require attention. It will receive and consider reports on these issues and submit them to the relevant authorities. Where the reports have indicated that changes are necessary it may agree these changes and, if agreed, ensure that they are carried out.

Membership:

- **Chair:** The FET Director. In his/her absence the chair shall be taken by a staff member, designated by the FET Director.
- **Secretary:** The ETB Quality Officer, or equivalent staff member, designated by the FET Director.
- **Ordinary Members:**
 - Staff members from the ETB Training Centre and/or college of Further Education and/or, quality assurance officer/staff and/or an industrial liaison person, as the CE (FET Director) determines are appropriate.
 - At least two representatives from the National Programme Board, appointed by the CE (FET Director). At least one of which would be from industry.
 - For the first year of a new apprenticeship programme, a representative from the ETBI New Apprenticeship Monitoring and Enhancement Panel
- **External Members:**
 - The CE or FET Director at his/her discretion may from time to time appoint 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 who may offer insights that might be valuable may be invited to attend.

Duties of Secretary

- a) The secretary shall convene the meetings of the AQC and determine the agenda of the meetings, in conjunction with the Chair.
- b) The secretary shall prepare minutes of the meetings and circulate these to members.
- c) The secretary has the authority to require the submission of agreed reports to the AQC. Material, reports etc. for the meeting shall be submitted to the secretary in advance of the meeting and shall be circulated by the secretary. The nature of the reports is identified as part of the MOA with Collaborating Providers.
- d) The secretary shall report to the FET Director and the Council on the implementation of the decisions of the Council, even where the secretary is not responsible for that implementation.
- e) In the absence of the secretary the chairperson shall appoint a temporary secretary.
- f) The secretary shall be a full member of the Council.

2.2.3 Operating Procedures

Schedule of Meetings

- a) The AQC shall determine its own Standing Orders, which may include the establishment of sub-committees to expedite its business.
- b) The operations of the AQC will be organised by the secretary in consultation with the Chair, in accordance with the Standing Orders.
- c) In order to carry out its business, it is expected that the AQC shall meet at least four times annually. The dates of meetings are dependent on the meeting dates of the reporting boards, such as the National Programme Board and the Consortium Steering Group. The schedule of meetings is also dependent on the commencement dates of particular cohorts.
- d) The AQC will establish a schedule of meetings for the year that will ensure the following reports⁸ are considered at the appropriate time, and without delay, as part of its wider agenda:

REPORT	REPORTING BODY
National Examination Board Report and Adoption of Examination Results (Biannual)	National Examination Board
Consolidated Admissions Report (Annual)	National Programme Board
Consolidated Examination Report (Biannual)	National Programme Board
External Examiners Report (Annual)	National Programme Board
Annual National Programme Board Report (Annual)	National Programme Board
Consolidated Apprentice Graduate Report (Annual)	National Programme Board
Consolidated Learner Feedback (Annual)	National Programme Board
Employer Feedback Report (Annual or Biannual)	National Programme Board
Staff and Mentor Feedback Report (Annual or Biannual)	National Programme Board
Reports from Programme Coordinator (Biannual)	National Programme Board

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

Agenda items

- a) The Secretary will include individual agenda items at the behest of the Chief Executive, Statutory Body, Consortium Steering Group, a member of the Council or reporting board.

⁸ See section 2.5.3 for reports' content details

- b) Agenda items will be discussed by the AQC and decisions taken and recorded. The secretary will be responsible for communicating the decision to the appropriate people and for reporting to the AQC on the follow-up outcomes.
- c) The agenda will include reports from the programme coordinators on the delivery of programmes. These annual or biannual reports will indicate the extent of the issues which may have risen in respect to delivery. They would include information on the on-the-job element of apprentice programmes. The reports might suggest changes in delivery or in content.
- d) Programme development will be directed by the AQC. This will involve the consideration of new apprenticeship programme proposals, interim programme outlines, final programme proposals and submission documents, and validation panel reports. The AQC shall approve any final documentation before submission to QQI.
- e) The Council will consider proposals from National Programme Boards and from Consortium Steering Groups for new partnerships and for new members of partnerships. These include other academic and training providers and employers who are actively involved in ETB programmes.
- f) The AQC will ensure that the proposals conform to the requirements of the programme and that suitable MOAs or MOUs are in place.
- g) The AQC shall initiate apprenticeship programme reviews in line with agreements of the awarding or regulatory authority. It may add additional terms of reference to these reviews if it feels that local issues require attention. It will receive and consider these reports and submit them to the relevant authorities. Where the reports have indicated that changes are necessary it may agree these changes and ensure that they are carried out. The AQC may only decide to apply to QQI for revalidation of a programme when the programme review is complete.
- h) The AQC shall receive reports from stakeholders both external and internal on the provision of programmes. These stakeholders may include apprentices, employers, mentors, and internal staff. In some cases, such as with apprentices, it may initiate feedback from stakeholders.
- i) The AQC will receive reports and inputs from the apprenticeship National Programme Board through the Coordinating Programme Manager. It may also receive and review reports from evaluation panels and external examiners and specialist staff of the ETB. The nature of such reports is detailed in Section 4.

2.3 National Programme Board Terms of Reference and Procedures

- a) A National Programme Board shall be established for each new apprenticeship programme by Kerry ETB as the Coordinating Provider for that programme. The National Programme Board is a vital part of the quality assurance structure of the new apprentice programme in the ETB. It is also a necessary element of the management of the programme. It is a structure that allows professional colleagues to contribute to the development of the programme and acts as a focus for the community of practice for persons involved in the training of the apprentices.

- b) The National Programme Board is established by the Kerry ETB's Apprenticeship Quality Council and reports to it. The purpose of the National Programme Board is the effective management, operation, monitoring and review of the apprenticeship programme and to introduce improvements.
- c) The National Programme Board shall finalise the National Programme Board Annual Monitoring Report for the specific apprenticeship programme for submission to the appropriate meeting of the Apprenticeship Quality Council and Consortium Steering Group.
- d) The National Programme Board shall establish a Recognition of Prior Learning (RPL) Committee, where required, to manage the operation of RPL as it applies to the Commis Chef Programme, as validated. Details of its operation are included in Section 6.4.

The terms of reference of the Commis Chef Apprenticeship National Programme Board are to:

2.3.1 General

Manage the documented programme as validated by QQI and subject to the programme conditions imposed by QQI and the appropriate regulations of QQI.

2.3.2 Day to Day Oversight of the Programme Operation

- a) Agree the assessment schedules for the programme on the advice of the Programme Coordinator or the Programme Manager.
- b) Where necessary, agree 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 MIPOs are assessed and to consider issues relating to assessment on multiple sites. This will normally be done at the beginning of the stage.
- c) Consider and respond to inputs from the External Examiner on issues of delivery and assessment on the documented programme as validated by QQI. This will be done on receipt of the External Examiner's report and in advance of new cycle starting.
- d) Consider reports from Collaborating Providers, on-the-job mentors and instructors/tutors, on the progress of learners and on delivery and assessment of the approved programme. This will be considered by the board while the programme is being delivered.
- e) Encourage the sharing between mentors or providers of best practice in the delivery and assessment of learners.
- f) Consider the effectiveness of the teaching, learning and assessment strategies being implemented as per the validated programme.
- g) Ensure as far as possible that the learners in each centre get an equivalent experience.

2.3.4 Programme Modification, Development and Review

- a) Agree and implement minor modifications and additions to the programme where these do not affect module outcomes. This will include suggestions from the External Examiner, or improvements suggested by mentors or by instructors/tutors.

- b) Seek feedback from significant stakeholders on the delivery of the programme and on possible minor modifications. This will be done by the organised surveys of learners and the collection of feedback by National Programme Board members from employers and mentors and the Consortium Steering Group.
- c) Regularly consider results of surveys of learners and other stakeholders of programmes.
- d) Contribute to the programme review and occupational review process.
- e) Suggest necessary equipment and facilities requirements and upgrades as well as skills enhancement initiatives.

2.3.5 Monitoring and Review

- a) Monitor the on-going operation of the programme nationally.
- b) Carry out an annual evaluation of validated programme.
- c) Introduce improvements in the programme arising out of the monitoring and review process.
- d) Ensure the implementation of recommendations from the Consortium Steering Group as approved by the Apprenticeship Quality Council.
- e) Monitor examination and continuous assessment results nationally.
- f) Ensure an appropriate mix of learning modes and associated assessment methods.
- g) Monitor learner attendance and ensure that all learners fulfil the requirements of their apprenticeship and of the programme.
- h) Examine the effectiveness of support services such as administrative services and Moodle.
- i) Make recommendations on the use of existing resources and the need for new resources.
- j) Produce the National Programme Board Annual Monitoring Report to Kerry ETB's Apprenticeship Quality Council.
- k) Perform a detailed self-evaluation of the operation of the National Commis Chef Apprenticeship National Programme Board periodically (usually every five years) at the direction of the Apprenticeship Quality Council.
- l) Suggest appropriate external experts, to the Apprenticeship Quality Council, to play a role in designing, monitoring and reviewing programmes.
- m) Recommend appropriately qualified persons to the AQC to act as External Examiners.

2.3.6 Data

- a) Conduct ongoing monitoring of Commis Chef validated apprenticeship programmes.
- b) This requires that the National Commis Chef Apprenticeship National Programme Board is furnished with the necessary data to assist them in identifying possible changes in programme quality. Data for consideration at the National Programme Board will include entry standards, demographic data, attendance data, achievement in individual

modules, both on and off-the-job, overall achievement and completion and attrition rates.

2.3.7 Membership

The membership of the Commis Chef Apprenticeship National Programme Board shall consist of:

- Chair: Coordinating Programme Manager for the Apprenticeship Programme
- Secretary: Programme Coordinator
- Members:
 - All instructors on the programme from the Coordinating Provider
 - One instructor on the programme, or representative from each of the Collaborating Providers
 - Two employers who are occupationally qualified in the areas, nominated by the Consortium Steering Group
 - Two persons who have acted as mentors of apprentices in employment, nominated by the group of employers
 - The Authorised Officer of the ETB
 - One representative of apprentices (who may be a graduate) nominated by the apprentices.

2.3.8 Operating Procedures and Reporting

- a) The National Programme Board shall meet at least six (6) times per year (every two months) on commencement of the new apprenticeship programme. Additional meetings may be required during the set-up phase of the programme.
- b) The National Programme Board will establish a schedule of meetings for the year that will ensure the following reports⁹ are considered and reviewed at the appropriate time, and without delay, as part of its wider agenda:

REPORT	PREPARED/SUBMITTED BY
Admissions Reports from each Collaborating Provider (following each new intake)	Collaborating Providers' Programme Manager s
Consolidated Admissions Report (Annual)	Programme Coordinator
Examinations Report (Biannual)	Programme Coordinator
Consolidated Examinations Report (Biannual)	Programme Coordinator
External Examiners Report (Annual)	External Examiner/ Programme Coordinator

⁹ See section 2.5.3 for content details

On-the-job Reports by site (Annual)	Mentors and Collaborating Providers' Programme Managers
Learner Feedback Reports from each Collaborating Provider (Annual)	Collaborating Providers' Programme Managers
Consolidated Learner Feedback (Annual)	Programme Coordinator
Apprentice Graduate Reports from each Collaborating Provider (Annual)	Collaborating Providers' Programme Managers
Consolidated Apprentice Graduate Report (Annual)	Programme Coordinator
Staff and Mentor Feedback Report (Annual or Biannual)	Programme Coordinator
Provider Reports from each Collaborating Provider (Annual or Biannual)	Collaborating Providers' Programme Managers
Draft Annual National Programme Board Report (Annual)	Coordinating Programme Manager

- c) The Programme Coordinator shall maintain all records of the National Programme Board activities.
- d) The National Programme Board will report on its activities through the Coordinating Programme Manager to the Coordinating Provider's Apprenticeship Quality Council.
- e) It is the Coordinating Programme Manager's responsibility to ensure that the National Programme Board carries out its functions.
- f) The National Programme Board shall prepare the Annual Programme Report for the Apprenticeship Quality Council on the delivery and assessment of the programme. This will be presented to the Apprenticeship Quality Council by the Coordinating Programme Manager.

2.4 National Examination Board Terms of Reference and Procedures

The Apprenticeship Quality Council of Kerry ETB shall establish a National Examinations Board as part of the Coordinating Provider governance structure for the National Commis Chef Apprenticeship Programme. The National Examination Board represents the ETB's formal authority in respect of examination results for this national programme. Kerry ETB's Programme Coordinator will convene a meeting of the National Examination Board for each examination session.

The purpose of the New Apprenticeship National Examination Board is to oversee assessment procedures and maintain standards for the National Commis Chef Apprenticeship Programme. The National Examination Board is responsible for the determination of assessment results and for reviewing final assessment grades.

The National Examination Board meetings are an opportunity for all assessors to meet and to consider the delivery and the assessment of the programme. Following the formal

business of the meeting, instructors and assessors shall have an opportunity to reflect on the programme and to share experiences.

The Terms of reference and operating procedures for the ETB New Apprentices Examinations Board are being implemented nationally by the ETBs.

2.4.1 General

The terms of reference of the National Examination Board are to:

- a) Receive a report from the QA Officer (or person with equivalent role) confirming that the ETB's Assessment Regulations have been complied with and noting any quality assurance issues that have arisen in the assessment processes that may have an impact on the determination of results.
- b) Review assessment results, external examiner reports and internal verification reports.
- c) Recommend, based on the assessment results that apprentices be permitted to proceed to year two of their training.
- d) Recommend results to the Apprenticeship Quality Council for submission to the awarding authority, QQI, to request that awards be made.
- e) Consider any issues arising in relation to the results and make recommendations to the Apprenticeship Quality Council regarding corrective action in respect of the review and recommendation of examination results.
- f) Undertake a review of the operations of the National Examination Board itself at the close of each two-year cycle.
- g) In its functioning, it should promote best practice in assessment and the development of a community of practice among instructors and assessors.
- h) The National Commis Chef Examination Board is responsible to Kerry ETB's Apprenticeship Quality Council for the decisions it makes.

2.4.2 Data Collection

The Programme Coordinator will produce a table of results or broadsheet of results collated from Collaborating Providers for the meeting. This table of results, together with the signatures of all attending will constitute the examination report.

Where an external examiner resiles from any decision, this will be recorded together with a statement from that external examiner.

2.4.3 Membership

The membership of the National Commis Chef Apprenticeship National Examination Board shall consist of:

- Chair: Coordinating Programme Manager
- Secretary: Programme Coordinator
- Members:
 - All instructors from the Coordinating Provider, Kerry ETB
 - At least one instructor/assessor from each Collaborating Provider

- Nominated mentor(s) from the CSG
- Nominated mentor(s) from ETBI External Monitoring and Enhancement panel
- External Examiner(s)
- QA officer of the Coordinating Provider, Kerry ETB

The Kerry ETB QA Officer will bring to the attention of the board any quality assurance issues that have arisen in the assessment processes that may have an impact on the determination of results. If no such issues have arisen the QA Officer will confirm this. This will be done in advance of the discussion of any results.

The Authorised Officer may attend the National Examination Board and contribute with the permission of the Chair. The AO may provide relevant information on the functioning of the apprenticeship. Where necessary, the Chair may request information or input from others involved with the programme.

2.4.4 Operating Procedures

The National Examination Board established by the Coordinating Provider for new Apprenticeship Programmes shall operate within the following procedures:

- a) After each final assessment/examination session, persons who have acted as assessors on the programme and the External Examiner(s) shall meet as a National Examination Board, under the chairmanship of the Coordinating Programme Manager.
- b) Only those persons, who have acted as assessors, both on and off-the-job, in the examinations for a new apprenticeship award, together with the relevant Programme Manager(s) concerned, and the External Examiner(s), shall participate in the process of determining the results of apprentices.
- c) The Programme Coordinator will act as Secretary to the Board.
- d) A National Examination Board may act notwithstanding the absence of one or more members, if the Chair of the Board is satisfied that the meeting has been duly convened and that the members present at the meeting constitute an appropriate attendance for the proper discharge of the board's responsibilities.
- e) 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 simple majority.
- f) The proceedings and deliberations of the examinations boards of the ETB 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.
- g) The Chair of the National Examination Board may, however, following the meeting, cause to be issued the provisional list of results, and may, as necessary and as decided by the Board, communicate appropriately with the ETB's Apprenticeship Quality Council with regard to any matter requiring such communication, arising out of the proceedings of the National Examination Board.

- h) At the meeting of the National Examination Board, a Table or Broadsheet of Results 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, or has passed with Merit or has passed with Distinction, or has failed.
- i) In the event of disagreement between examiners regarding the mark which should be awarded to an apprentice which shall not have been resolved between them prior to the meeting of the National Examination Board, an External Examiner who continues to dissent at the meeting may choose to have a dissenting opinion recorded on the Broadsheet of Results.
- j) In the event of disagreement between Examiners regarding the overall mark which should be awarded to an apprentice, an External Examiner who continues to dissent at the meeting may choose to have a dissenting opinion recorded on the Broadsheet of Results.
- k) Any dissenting opinion by an External Examiner which shall have been recorded upon the Examination Report shall be brought to the attention of the ETB's Apprenticeship Quality Council by the Chair.
- l) Meetings of Boards of Examiners 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.
- m) The Broadsheet 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 Coordinating Programme Manager at the earliest opportunity.
- n) The Secretary of the National Examination Board will forward the Broadsheet of Results, together with any additional reports, to the next meeting of the Apprenticeship Quality Council.
- o) Where clear-cut recommendations emerge at a meeting of a Board of Examiners, the Chair of the National Examination Board may cause a provisional list of results to be issued to apprentices by the Coordinating Programme Manager.
- p) The Coordinating Programme Manager shall not issue a provisional result in the case of any apprentice whose result is in dispute, indeterminate, the subject of a recorded dissenting opinion, or whose entry is regarded as provisional. The name of any such apprentice may not be included in any provisional list of results issued by the ETB, nor should any information in relation to results be communicated to any such apprentice pending a decision thereon from the Apprenticeship Quality Council.
- q) The following guidelines shall be followed with a view to arriving at definite recommendations:
 - i. In the case of apprentices in the first year of the programme and particularly the first semester, the National Examination Board shall accord the apprentices a greater degree of latitude, given reasonable grounds.

- ii. In the case of final (award stage) examinations, 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.
- r) The National Examination Board may, in the case of illness, bereavement or other unavoidable circumstances that have been verified and are deemed significant in terms of the apprentice's assessment performance, recommend that a final decision on a apprentice's result be deferred to enable the apprentice to complete specific outstanding requirements of the programme or examination.
- s) The National Examination Board must be cognisant of fairness to all apprentices in granting individual apprentices deferrals.

2.5 ETB National Apprenticeship Assessment Appeals Procedure

2.5.1 Purpose

It is the policy of Kerry ETB, as Coordinating 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.

2.5.2 Overview of Procedure

- a) It is a requirement of Kerry ETB as Coordinating Provider for new apprenticeship programmes 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.

- c) 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 Manager regarding the scope of a review.

Glossary

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 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 Programme Coordinator 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 Quality Council.
- e) In order that awards be made, the Apprenticeship 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 Quality Council. The Quality Assurance Officer will ensure that all approved results are forwarded to QQI in order that awards can be made.

Procedures to be followed to Request a 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) Kerry ETB will endeavour to complete all rechecks within ten (10) days where recheck requests have been received by the Programme Coordinator (or his/her nominee) not later than five (5) working days after the provisional assessment results have been notified by the Apprenticeship Quality Council.
- c) The recheck will be coordinated by the appropriate Programme Manager 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 Learner 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 Manager will inform the apprentice in writing of the outcome of the recheck. The Programme Manager will also inform Kerry ETB's Programme Coordinator of the result of the recheck.
- f) The Programme Manager will not process recheck requests received more than ten (10) working days after the examination results have been declared by the ETB. The ETB cannot guarantee that rechecks requested more than five (5) working days after the assessment results have been given to the apprentice will be completed before the next assessment sitting.

Review

- 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).
- b) Grounds for a review:

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

- The examination regulations of Kerry ETB have not been properly implemented.
- The regulations do not adequately cover the apprentice's case.
- 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.

Procedures to be followed to request a review:

- a) Kerry ETB will endeavour to complete all reviews within twenty (20) days where review requests have been received by the Programme Coordinator (or his/her nominee) not later than ten (10) 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 Learner Review Form and signed by the person concerned will be considered.

- c) A request for a review must state the grounds in accordance with 2.5.2.4 (b) 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 Apprenticeship Quality Council and the annual conferring date.
- f) Kerry ETB will not process review requests received more than ten (10) days after the examination results have been displayed on notice boards or otherwise promulgated by the Chair of the National Examination Board.
- g) Kerry ETB cannot guarantee that reviews requested more than five working days after the examination results have been displayed will be completed before the next examination/assessment sitting.

Membership of Review Board

- **Chair and Convener:** Appropriate external member of the Apprenticeship 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 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 (3).

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

Modus Operandi of the Review Board

- a) The Review Board shall consider requests for review received by the Programme Coordinator, and shall decide whether a review should be granted, taking into account the requirements of 2.5.2.4 (b) above.
- b) Where a review is granted, the Review Board may request information, for example, from the apprentice's Programme Manager or the Programme Coordinator to expedite the review.
- c) The relevant Programme Manager and the Programme Coordinator 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 appropriate 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 Programme Coordinator, 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 Apprenticeship Quality Council of the outcome of the review, unless an appeal is lodged in accordance with section 6, below. The Apprenticeship 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.
- l) The Quality Assurance Officer shall notify the apprentice's Programme Manager of the outcome of the review.

2.5.3 Appeal Stage

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 Programme Coordinator 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 Learner 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.

Decision to Establish Appeal Board

The Chief Executive shall decide whether an Appeal Board should be established, taking into account the provisions of 2.5.2.4 (b) above.

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 Examiner** who has had no previous involvement in the case.
- A **Director of Kerry 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.

Modus Operandi of Appeal Board

- a) The Appeal Board:
 - i. Shall consider the report of the relevant Review Board or Programme Coordinator.
 - 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.¹⁰]
 - 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 Programme Coordinator and the apprentice's Programme Manager of the outcome of the appeal.
- g) The Chief Executive shall notify the Apprenticeship Quality Council of the outcome of the appeal. The Apprenticeship 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.

2.5 ETBI New Apprenticeship QA Monitoring and Enhancement Panel

2.6.1 Purpose

- a) The Education and Training Boards (ETBs) through the establishment of new Quality Assurance policies, procedures and governance to support the development and implementation of new apprenticeship programmes, have set out to establish a coherent sectoral framework for ensuring and enhancing the quality of these new programmes and for ensuring the consistency of and safeguarding standards within the sector.

¹⁰ Provided that he/she does so on the understanding that his/her costs will not be a further charge on the ETB.

- b) A great breadth of detailed procedures is required to implement quality policy on an ETB-wide basis for new apprenticeship programmes, consistent with the external quality assurance body, QQI, requirements.
- c) It is necessary that the quality assurance policy and quality assurance procedures of the Education and Training Boards (ETBs) be subject to the same rigorous monitoring, review and enhancement process as that which underpins the educational and training programmes. The development of new apprenticeships within the sector requires a significant focus on these elements.
- d) The Apprenticeship Quality Council (AQC), or its equivalent to be established in individual ETBs, will oversee the monitoring and review of effectiveness of individual ETB quality assurance procedures for new apprenticeship programmes.
- e) The implementation of this task and ensuring the development of a consistent national approach will be supported and facilitated through the establishment, by ETBI, of an external Quality Assurance Monitoring and Enhancement Panel at sectoral level.
- f) The Panel will comprise several external independent professionals who have expertise in quality assurance and improvement in education. Members of this panel will have considerable experience of the quality assurance guidelines of QQI and will have had direct experience in designing, implementing and reviewing the effectiveness of quality assurance instruments.
- g) The Panel will be established in the first instance with six external experts. The membership and terms of reference will be reviewed after one year of operation.

2.6.2 Terms of Reference

The terms of reference of the ETBI New Apprenticeship QA Monitoring and Enhancement Panel are to:

- a) Work with the ETBI FET Directors Apprenticeship Strategy Group 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.
- b) Assist in the development of processes and procedures to monitor and enhance quality assurance for new apprentices programmes in the ETB sector, in particular with regard to:
 - Transparency – ensuring that relevant information is accessible to stakeholders.
 - Apprentice Learner 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.
 - 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.
- c) Assist ETBs in demonstrating the effectiveness of their QA procedures for new apprenticeship programmes.
 - d) Advise ETBI FET Directors' New Apprenticeship Strategy Group, where appropriate, on developing policy responses to reporting requirements of statutory stakeholders pertaining to new apprenticeship programmes.
 - e) Develop appropriate training/support materials and workshops for key ETB staff on specific elements of quality assurance, as requested by ETBI Apprenticeship Strategy Group.
 - f) 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.
 - g) Participate in the monitoring and review of the new apprenticeship programmes in the sector.
 - h) Provide periodic feedback to those ETBs involved in new apprenticeship programmes and a final review report at the end of a 12-month period to FET Directors Apprenticeship Strategy Group.

2.6.3 Operating Guidelines

- a) ETBI will co-ordinate the New Apprenticeship QA Monitoring and Enhancement Panel.
- b) On establishment, members of the panel will meet to develop detailed operating procedures, criteria and a monitoring and review schedule. This will be agreed with the FET Director Steering Group.
- c) Two representatives of panel will conduct at least one visit to those ETBs offering new apprenticeship programmes within the first twelve (12) months of commencement of the validated programme. The panel representatives will meet with relevant staff and apprentice learners.
- d) A report on the outcome of the individual visits, with recommendations for improvements and/or enhancements will be prepared and submitted to the Coordinating Provider Apprenticeship Quality Council.
- e) Panel members will meet collectively on a quarterly basis, to discuss and share experiences.
- f) The panel will prepare a summary report for the ETBI FET Directors Apprenticeship Strategy Group within six (6) months of establishment and a final report at the end of the first year.

3. Quality Assurance Management and Operational Roles

The following organisational roles underpin the quality assurance governance and operation of the National Commis Chef Apprenticeship Programme within Kerry ETB.

3.1 Coordinating Programme Manager

Kerry ETB Coordinating Programme Manager is responsible for the management, administration and quality assurance of the National Commis Chef Apprenticeship Programme. The Training Centre Manager will, in the first instance, act as the Coordinating Programme Manager for National Commis Chef Apprenticeship Programme.

Collaborating Providers are required to identify a staff member to act as Programme Manager or equivalent, with overall responsibility for the Commis Chef Apprenticeship programme for that provider.

The operational processes underpinning the programme delivery will be managed by Kerry ETB Coordinating Programme Manager, Collaborating Provider Programme Manager or equivalent, in collaboration with the ETB Authorised Officer, the Quality Assurance Personnel, the Instructors and the Internal Verifiers.

The Collaborating Provider Programme Manager or equivalent will communicate with Kerry ETB Programme Coordinator on the operation and management of the Programme at local level.

It is the responsibility of the Coordinating Programme Manager to:

- a) Ensure the management, administrative, assessment and internal verification procedures both on and off-the-job are implemented correctly and consistently across the Collaborating Providers nationally.
- b) Ensure the on-the-job Mentors and Assessors are suitably qualified and trained to conduct training and assessment for the National Commis Chef Apprenticeship Programme.
- c) Engage with the National Commis Chef Programme Coordinator and Collaborating Provider Programme Managers to confirm that Instructors/Internal Verifiers/Workplace Mentors are familiar with the Validated Programme documentation they are delivering and assessing.
- d) Engage with the Kerry ETB Programme Coordinator and Collaborating Provider Programme Managers to ensure that Instructors, Internal Verifiers and Workplace Mentors are familiar with the recording systems, documentation and procedures for assessment and internal verification of Kerry ETB.
- e) Ensure any recommendations and/or corrective actions of the National Programme Board or AQC are progressed.

3.1.1 Collaborating Provider Programme Manager

The Collaborating Provider Programme Manager will:

- a) Ensure that suitably-qualified staff are used in the assessment and internal verification processes both on and off-the-job.

- b) Ensure staff involved in training, assessment and/or internal verification have access to and regularly participate in activities for continuous improvement.
- c) Ensure sufficient and effective support is available for confirming decisions of new or inexperienced Instructors, Internal Verifiers and Workplace Mentors.
- d) Ensure Instructors, 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.
- e) Ensure Instructors, Internal Verifiers and Workplace Mentors are familiar with the recording systems, documentation and procedures for assessment and internal verification quality assurance.
- f) Ensure Instructors, Internal Verifiers and Workplace Mentors understand their role and are supported.
- g) Liaise with apprentice employers.
- h) Liaise closely with other staff members in order to provide External Examiners with detailed information on the overall operation of the assessment regime.
- i) Provide Kerry ETB's Programme Coordinator with reports on programme outputs and inputs as per the monitoring schedule.
- j) Ensure any corrective actions by the Collaborating Provider are implemented within the agreed timescales.
- k) Attend the examinations board for approval of results.
- l) Ensure any corrective actions required at the on-the-job site are communicated to the Kerry ETB Programme Coordinator and AQC when cases arise where an employer no longer has capacity to provide on-the-job training.
- m) Maintain a database of employers and mentors and forward employer and mentor details to Kerry ETB.
- n) Organise mentor training for Workplace Mentors and Assessors and forward evidence of mentor training to Kerry ETB.

3.2 Coordinating Provider Programme Coordinator (PC)

The Programme Coordinator is key to the successful delivery of the apprenticeship programme on a national basis. The Programme Coordinator reports to the Coordinating Programme Manager. The Programme Coordinator is appointed by Kerry ETB as the Coordinating Provider to ensure strong reporting and communication links between the Collaborating Provider, Apprenticeship Quality Council, Consortium Steering Group and the National Programme Board.

The Programme Coordinator shall work closely with Kerry ETB's instructor(s) as the subject matter expert(s).

The Programme Coordinator is responsible for:

- Day to day management and administration of the programme
- Management of the provider approval application process

- Management of the provider re-approval process
- Set-up and management of a provider database
- Communications with employers, apprentices, the National Programme Board and the Consortium Steering Group
- Communications and monitoring of approved providers
- Convening meetings of the Consortium Steering Group and the National Programme Board
- Providing the secretariat for the Consortium Steering Group and the National Programme Board
- Providing Programme Statistical Data to the Apprenticeship Quality Council, the National Programme Board, the National Examination Board and the Consortium Steering Group
- Organisation of mentor training for Workplace Mentors
- Managing continuous professional development for Instructors and mentors
- Maintenance of a database of employers and mentors from all providers.

3.3 New National Apprenticeship Programme Teachers/Trainers/Instructors

Eligibility to instruct is the responsibility of the Coordinating and Collaborating Providers, based on the specification in the validated programme documentation.

Nominated teachers/trainers/ instructors from the Coordinating and Collaborating Providers will participate on the National Programme Board in reviewing programme content and writing and designing assessments. They will also participate on the National Examination Board as outlined in the terms of reference.

Teachers/trainers/instructors shall develop and maintain strong collegiality with mentors as they will be involved in the verification of on-the-job assessment.

The teacher/trainer/instructors in Kerry ETB shall work closely and in collaboration with the Programme Coordinator in a technical subject matter advisory role.

The teacher/trainer/instructor reports to the Programme Manager who will in turn report any issues to the National Programme Board or Apprenticeship Quality Council.

The teachers/trainers/instructors will engage with colleagues through the National Programme Board and the National Examination Board, in a self-development role and in the development of a community of practice for the benefit of all involved in the programme.

The Instructor on the National Apprenticeship Programme shall:

- a) Introduce the apprentice to the training location and provide a full briefing on the programme structure and content both on and off-the-job, and the qualification requirements.
- b) 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.

- c) Conduct formative and summative assessment tasks.
- d) Ensure validity, authenticity, currency and sufficiency of evidence produced by apprentices.
- e) Provide apprentices with prompt, accurate and constructive formative assessment feedback.
- f) Maintain apprentice records and documentation, including up to date attendance records and grades.
- g) Monitor safety of apprentices, classroom and tools according to safety guidelines.
- h) Fully brief and provide information to the apprentice on the assessment process.
- i) Ensure safe practices in the classroom.
- j) Evaluate each apprentice's progress and provide the apprentice with continuous feedback.
- k) Identify any learning support needs of the apprentice.
- l) 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.
- m) Comply with anti-discriminatory practice and uphold equal opportunities.
- n) Monitor, through conducting onsite visits, the apprentice's performance in the workplace and verify apprentice assessment evidence on Moodle.
- o) Organise repeat assessment for apprentices when required as per the ETB procedures.
- p) Attend scheduled sessions with Internal Verifier and/or External Examiner.
- q) Attend and contribute to National Examination Board meetings.
- r) Maintain confidentiality for sensitive information.

3.4 Authorised Officers

A network of 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 Authorised Officers by the Chief Executive Officer of SOLAS under section 43 of the Industrial Training Act 1967, as amended ("the Act").

The Authorised Officers provide an independent brokerage through which the integrity of the overall Apprenticeship programme is maintained and are a critical link between the Coordinating 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:

- a) conducting an assessment site visit to assess the Employer's Suitability to Train Apprentices;
- b) briefing employers on their roles and responsibilities in relation to the on-the-job elements of the apprenticeship;

- c) assessing and approving employers to register apprentices, through SOLAS Employer Approval and Code of Practice;
- d) approving and registering new apprentices and apprentices changing employers;
- e) providing an objective information and guidance service to all apprentices registered;
- f) monitoring of employers during the apprentice's on-the-job phases;
- g) maintaining apprentice and employer records.

As Coordinating Provider, Kerry ETB will work in collaboration with the network of authorised officers and will fully brief them on the programme-specific criteria for employer suitability to train apprenticeships, as outlined in the validated programme documentation. On validation of the programme, a schedule of briefings will be conducted for authorised officers by the Programme Coordinator and programme board representatives. The authorised officer within the coordinating provider ETB will be a member of the programme board and examinations board.

3.5 Employers, Mentors and Assessors

- a) The Mentor represents to the apprentice a mature and skilled member of the occupation. It is the policy of Kerry ETB to require that Mentors and Assessors should be senior practitioners of the occupation and respected as such among their peers. They must be qualified to the level to which the apprentice aspires and in addition, if possible, have a more advanced or specialised qualification.
- b) Mentors will be appointed by the employer and approved by Kerry ETB Programme Coordinator. Employers and Workplace Mentors will be briefed on the Workplace Assessment Instrument Specification by the Kerry ETB programme team in collaboration with the Consortium Steering Group and the Authorised Officer.
- c) Workplace Mentors 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 are responsible for mentoring and assessing apprentices in the workplace.
- d) Models and approaches to employer mentoring will be further developed within the ETB sector. In advance of national developments in this regard, the employer mentoring programmes for new apprenticeships within Kerry ETB will be developed in collaboration with the new apprenticeship-specific consortium steering group for the specific programme.
- e) All employers will be expected to complete the SOLAS online mentoring programme in addition to the outlined Kerry ETB mentoring programme. The Programme Manager for each collaborating ETB will forward evidence of completion of this training to the Coordinating Provider Programme Coordinator.
- f) To facilitate the engagement of all employers and proposed mentors, Kerry ETB, as Coordinating Provider, in conjunction with its Collaborating Providers, will offer a series of regionally located one-day workshops aimed at training mentors in their role and responsibilities in the delivery of the validated programme. These workshops will be

facilitated by an experienced external contractor. This mentoring programme will be supported by the SOLAS online mentoring programme.

- g) Kerry ETB will work in collaboration with other ETBs through ETBI national forums in the development and implementation of a sectoral employer mentoring model.
- h) The approval of an employer is conditional on their compatibility with the validated programme.

For Programmes for which Kerry ETB is the Coordinating Provider, the Employer Mentor shall:

- a) Provide opportunities to enable the apprentice to achieve the minimum intended programme learning outcomes as documented in the validated programme documentation.
- b) Facilitate the apprentice's learning in the workplace by shadowing, coaching, observing and guiding.
- c) Support the apprentice in communicating with the employer on training related issues.
- d) 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.
- e) Develop a sense of professionalism in the apprentice including attributes such as dependability, maturity, politeness, respect, loyalty and the ability to communicate effectively.
- f) Liaise with the apprentice's Provider and attend the ETB for a one-day workshop in effective mentoring prior to programme commencement.
- g) Attend a mandatory briefing day and Effective Mentoring Skills workshop prior to the apprentice commencing.
- h) Guide the apprentice in completing his/her programme workbook and when the standard for each task has been reached, sign the assessment sheets.
- i) Ensure the apprentice uploads all assessment documents and evidence of workplace assessment on Moodle.
- j) Communicate with the ETB Internal Verifier/Coordinating Programme Manager on issues to do with the apprentice and the programme.
- k) Attend National Programme Board meetings if required and co-operate with reviews of the programme.

3.6 The Apprentice

As the focus of the apprentice programme, Kerry ETB recognises that it is important that the apprentice has clear communication channels with employers and Collaborating Providers. 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 apprentice has a number of points of contact with the programme.

- a) The Employer, Supervisor and/or person with HR responsibility should deal with all employment-related issues and complaints. This would be part of the normal functioning of a workplace.
- b) 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.
- c) The 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 Programme Manager and/or Internal Verifier.
- d) The Programme Manager and/or Internal Verifier will be visiting the apprentice regularly and will communicate programme requirements to the apprentice. They will advise on assessments and also bring back to the team any pertinent issues brought to their attention.
- e) The off-the-job teacher/trainer/instructor will have very regular contact with the apprentice, will be the prime support for off-the-job training and will accept informal feedback from the apprentice.
- f) The Programme Coordinator will organise feedback processes where the apprentice can securely comment on the training programme and on the apprenticeship in general. Where necessary the Programme Coordinator will deal with any complaints or bring them to the attention of the National Programme Board, SOLAS or the Employer as appropriate.
- g) In cases where an apprentice is dissatisfied with the handling of a complaint by the National Programme Board, he/she will have access through the ETB complaint procedure to the secretary of the Apprenticeship Quality Council.

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

4. Governance Reports

4.1 Reports' Purpose and Functions

- a) The quality assurance governance structures established within the ETB 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 Coordinating Providers and in partnership with collaborating ETBs to facilitate the management of new apprenticeship programmes. All Collaborating Providers are required to comply with the ETB report requirements.
- b) The purpose of the reports identified is to ensure that the new apprenticeship programme is running effectively at each site. It is to allow for the day-to-day management of the programme. Information is required to come from the apprentices and teachers/trainers/ instructors and from Collaborating Providers to the National Programme Board.
- c) The National Programme Board is responsible to Kerry ETB's Apprenticeship Quality Council for ensuring that the programme runs as agreed with all Collaborating Providers.
- d) The data collected by Kerry ETB as Coordinating Provider 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 use the same learner management system. This will allow for standardized and efficient reports.
- e) The reports will also be used 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.
- f) The reports will be used as the basis of the periodic review of the programme. Longitudinal studies of the programme will produce evidence of the efficacy of the programme and of the processes.
- g) The reports will be used as evidence for proposed changes in specific programmes. These might be minor changes to schedule or content or assessment instrument that may be made by the National Programme Board and in some cases by the Consortium Steering Group. They can also be major changes to be proposed at the periodic review.
- h) The reports will be used by the National QA Monitoring and Enhancement Panel in the monitoring of new apprenticeship programmes across the ETB sector.¹¹
- i) To improve efficiency and reduce bureaucracy, the reports will be combined to produce composite reports. These reports are supplemented by and contribute to the periodic reviews of the programme and of the occupation.

¹¹ Standard report templates are being developed for implementation across the ETB sector.

- j) All reports will include a description of the follow-up action undertaken from previous reports.

4.2 Programme Maintenance Cycle – Report Production Process

As Coordinating Provider, Kerry ETB's QA procedures are designed to inform relevant bodies of the process, to suggest changes or confirm progress, and to initiate action. At all times a principle of subsidiarity will apply.

The processes are:

- a) The **Production of the Report** is where the raw data is generated, typically from apprentices, teachers/trainers/instructors and mentors. Sometimes this is done by the National Programme Board. 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.
- b) The **Analysis** of the data will be undertaken by the appropriate personnel within the Collaborating Provider or Coordinating Provider, as appropriate. Normally it will be undertaken by the National Programme Board. 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.
- c) 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 Apprenticeship Quality Council or the Consortium Steering Group. **In all cases the Apprenticeship Quality Council will receive the report and the analysis.**
- d) 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 not be delayed until the report has gone to the Apprenticeship Quality Council.

4.3 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 ¹²	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 Quality Council, Consortium Steering Group	National Programme Board
Examinations	Results of the examinations at a site, comments from teachers/trainers/instructors 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 Examiner	For each Examination	National Programme Board, Examinations Board	Apprenticeship Quality Council, Board, Consortium Steering Group, the Public	National Programme Board or external independent experts

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

¹² 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	Mentor, Programme Team Member	TBA	National Programme Board	National Programme Board	National Programme Board, local lead programme
Process	Periodic update on progress of cohort of learners	Provider	Prior to National Programme Board meeting	National Programme Board	Apprenticeship Quality Council	National Programme Board
Learner feedback	Standard survey form on content, delivery and management of programme	Initiated by mentors and generated by learners	Annually	National Programme Board and Providers	National Programme Board	National Programme Board and Providers
Consolidated Learner Feedback	Consolidated comments from learners	Individual Provider Reports consolidated by Programme Manager	Annually	Consortium Steering Group, National Programme Board, Apprenticeship Quality Council	Consortium Steering Group, National Programme Board, Apprenticeship Quality Council	National Programme Board directed by Consortium Steering Group and Apprenticeship Quality Council.
Individual Complaints	Matters relating to the training of learners, through a formal process. This excludes informal or anonymous complaints	Learner or Teacher/trainer/instructor or another stakeholder	Occasionally	As detailed in these procedures		See Complaints Procedures
Examination Appeals	Matters relating to examinations	Learner	Following examination	Programme Coordinator/ Programme Manager		See Examination Appeal Procedures

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

4.4 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 Apprenticeship 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 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 Manager for Consortium Steering Group	Consortium Steering Group, Apprenticeship 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 Mentors	Annually or biannually (TBD)	National Programme Board	Apprenticeship 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

5. Quality Assurance of Employers and Collaborating Providers

5.1 Employers' Capacities and Relationships

- a) Employers are a critical part of the apprentice programme. In Ireland, Apprenticeship is employer-driven. In other jurisdictions, Apprenticeship is provider-driven with the provider organising temporary placements in enterprises.
- b) It is important that agreements with employers are clear and facilitate the employer in taking on apprentices.
- c) Apprentices have an employment status that is specified by statute.
- d) SOLAS has the statutory responsibility for ensuring that the apprentices' conditions conform to the law.

5.1.1 Role of SOLAS in Regulating Employers of Apprentices

SOLAS is the statutory regulator for all apprenticeships. This responsibility includes assessing an employer's suitability to train apprentices, registration of apprentices and monitoring the apprentices while on-the-job. Management of the national demand and supply of apprenticeship is the remit of the Apprenticeship Council.

5.1.2 National Developments

- a) SOLAS, in collaboration with the DES and other national stakeholders including QQI, is further exploring the interaction of the statutory employer approval process and code of practice, with the role of the Coordinating Provider in quality assuring employers, and in how the processes can be mutually reinforcing to avoid excessive duplication on employers. This will result in further clarification on processes for determining employer suitability and capacity to train and to employ apprentices¹³.
- b) In addition, national stakeholders are also working collectively on governance process for consortia, which will include processes for admission of and expulsion of new employers and providers to the consortium and the process by which access to the programme is requested. There are different processes and modes of agreement which may emerge from the national developments.
- c) Kerry ETB will adapt and develop processes and agreements with employers as required consistent within national guidelines.
- d) Whatever emerges, it is envisaged that Kerry ETB Apprenticeship Quality Council, following consultation with the National Programme Board, will determine specific criteria as appropriate to the specific apprenticeship programme. The Programme Coordinator will work in collaboration with the Authorised Officer to ensure employers meet these criteria. The process for implementation of these criteria is to be determined nationally.

¹³ Ref: Apprentice Code of Practice

5.2 Arrangements with Employers

- a) At present, ETBs are neither equipped nor authorised to deal with the employment issues of the apprentices. These are dealt with by SOLAS. The SOLAS Apprentice Code of Practice defines what the employer is agreeing to in respect of recruitment, on-the-job training, mentoring, management of the training and assessment, and involvement in periodic review.
- b) Employers and apprentices are also affected by the Qualifications and Quality Act 2012. This Act obliges QQI to agree the conditions under which learners on a QQI validated programme are assessed and how training and education is delivered.
- c) There is currently a national dialogue between the key stakeholders, SOLAS and QQI on the interaction of the statutory employer approval process with the role of the Coordinating Provider in quality assurance related to the programme, where employers provide significant elements of the training. The objective of the national discussions is to ensure that the processes can be mutually reinforcing and avoid unnecessary duplication.

5.2.1 Elements of ETB-Employer Arrangements

- a) Notwithstanding the national discussions, Kerry ETB, as Coordinating Provider, in order to ensure the quality of the on-the-job elements of the apprentice's training, must be satisfied that the employer is aware of its role and responsibilities in this regard, and carries them out in an appropriate fashion.
- b) The following sections outline the respective elements of responsibilities of employers and the Coordinating Provider as they relate to the apprentice as a learner and to the programme. They exclude the normal contractual responsibilities of an employer and the statutory responsibilities of SOLAS, including assessing the capacity of the employer to train apprentices.
- c) Some of the items below will be covered jointly by the Coordinating Provider and the Authorised Officer. The Coordinating Provider may delegate functions to the collaborating providers through the Memorandum of Understanding between them.

Recruitment, Registration and Induction

- a) The employer will recruit the apprentice and present the apprentice for registration. It is the responsibility of the employer to ensure that the apprentice is a suitable candidate for training, is sufficiently knowledgeable about the occupation to make an informed decision about agreeing to start the apprenticeship, and meets the entry requirements for the validated programme.
- b) It is the Coordinating Provider's responsibility to acquaint the apprentice with the details of the training schedule, of the assessment procedures and the academic and apprentice regulations and the supports available to the apprentice. This function may be delegated through the MOA to Collaborating Providers.
- c) It is the employer's responsibility to make the apprentice available for the programme induction process.

- d) It is the Coordinating Provider's responsibility to provide adequate induction to the programme. This will include assessment of any deficits in prior learning which can be addressed by suitable support. This function may be delegated to Collaborating Providers through the MOA.
- e) It is the employer's responsibility to introduce the new apprentice to the community of practice within the enterprise and to ensure that the apprentice is recognised as a novice member of the community.
- f) It is the Coordinating Provider's responsibility to introduce the apprentice to the wider community of practice outside the enterprise as far as it is possible.
- g) It is the employer's responsibility to provide individualised support to the apprentice where necessary, especially in the early stages of the apprenticeship.

On-the-job Training Curriculum

- a) The Coordinating Provider, in conjunction with the collaborating providers, is responsible for acquainting the employer of the curriculum for the on-the-job phases of the programme, of the assessment processes and of an indicative schedule of training.
- b) The employer is responsible for ensuring 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.
- c) The Coordinating Provider is responsible for ensuring that the employer accepts the quality assurance procedures for the programmes. The employer is responsible for co-operating with the Provider in implementing the quality assurance procedures. These procedures, where they impact on the employer, will be made clear to the employer.
- d) The Coordinating Provider, working with SOLAS, is responsible for identifying deficiencies in provision available from the employer, and for arranging the permanent or temporary transfer of the apprentice to an alternative employer.
- e) The employer is responsible for ensuring that the apprentice is freed to take advantage of training opportunities required by the programme that are not available in its enterprise.

On-the-job Training – Mentoring and Supporting the Apprentice

- a) It is the employer's responsibility to appoint experienced and qualified staff as mentors to the apprentice and to free them for any necessary mentor or assessment training and for necessary attendance at National Programme Board meetings.
- b) It is the Coordinating Provider's responsibility to ensure that there are sufficient mentors, that they are suitably qualified and that they receive training in mentoring and in assessment.
- c) It is the Coordinating Provider's responsibility to provide training for the mentor, acquaint the mentors with the curriculum, the assessment system and the reporting and communication lines between mentor and programme team.

- d) It is the employer's responsibility to ensure that the mentor carries out their duties with respect to the apprentice and to the provider. In this regard, they will liaise with the provider.

On-the-job Training – Management

- a) It is the employer's responsibility to appoint one member of staff as contact person for the Programme Coordinator and coordinating Programme Manager.
- b) It is the employer's responsibility to allow programme team members access to and observation of the apprentice at work.
- c) It is the Coordinating Provider's responsibility to appoint the programme team members who will be observing the apprentice and liaising with the mentors.
- d) It is the Coordinating Provider's responsibility to ensure that the programme team members do not disrupt the normal operation of the enterprise.
- e) It is the employer's responsibility to ensure that the apprentice keeps continuous records of experience and assessment and makes them available to the provider.

Off-the-job Training

- a) It is the Coordinating Provider's responsibility to schedule the training for the apprentice and to inform the apprentice and the employer of any changes to the schedule.
- b) It is the employer's responsibility to release the apprentice for scheduled off-the-job training.
- c) It is the Coordinating Provider's responsibility to ensure that the apprentice is fully briefed on the requirements of the off-the-job element and to provide the apprentice with the materials and information necessary for the successful completion of the element.

Programme Development and Periodic Review

- a) It is the Coordinating Provider's responsibility to ensure that the programme is subject to ongoing development.
- b) It is the employer's responsibility to work with the Consortium Steering Group, to ensure that the Coordinating Provider is informed about relevant changes in the occupation.
- c) It is the Coordinating Provider's responsibility to organise the periodic review of the programme.
- d) It is the employer's responsibility to co-operate with the periodic review of the programme.
- e) It is the employer's responsibility to support the Consortium Steering Group in its activities.

5.2.2 Summary Table: Employer and Provider Responsibilities

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

1. Recruitment, Registration and Induction	
<p>Employer</p> <ul style="list-style-type: none"> ▪ Recruit the apprentice and present the apprentice for registration ▪ Ensure that the apprentice is a suitable candidate for training. ▪ Make the apprentice available for this induction process if it occurs in advance of the off-the-job period. ▪ Introduce the new apprentice to the community of practice within the enterprise and ensure that the apprentice is recognised as a novice member of the community. ▪ Provide individualized support to the apprentice where necessary especially in the early stages of the apprenticeship. 	<p>Provider - ETB</p> <ul style="list-style-type: none"> ▪ Acquaint the apprentice with the details of the training schedule, of the assessment procedures and the academic and apprentice regulations and the supports available. ▪ Provide adequate induction to the programme. This will include assessment of any deficits in prior learning which can be addressed by suitable support. ▪ Introduce the apprentice to the wider community of practice outside the enterprise as far as it is possible.
2. On-the-job Training Curriculum	
<p>Employer</p> <ul style="list-style-type: none"> ▪ Ensure that the apprentice is given the learning opportunities required for the programme. These opportunities should include skills knowledge and competencies designed to achieve the intended programme outcomes. ▪ Co-operate with the provider in implementing the quality assurance procedures. ▪ Ensure that the apprentice is freed to take advantage of training opportunities required by the programme that are not available in the enterprise. 	<p>Provider - ETB</p> <ul style="list-style-type: none"> ▪ Acquaint the employer with the curriculum of the on-the-job phases of the programme, of the assessment processes and of 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 – Mentoring and Supporting the Apprentice	
Employer <ul style="list-style-type: none"> ▪ Appoint experienced and qualified staff as mentors to the apprentice and free them for any necessary mentor or assessment training and for necessary attendance at National Programme Board meetings. ▪ Ensure that the 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 <ul style="list-style-type: none"> ▪ Ensure that there are sufficient mentors, that they are suitably qualified and that they receive training in mentoring and in assessment. ▪ Provide training for the mentor, acquaint the mentors with the curriculum, the assessment system and the reporting and communication lines between mentor and programme team.
4. On-the-job Training – Management	
Employer <ul style="list-style-type: none"> ▪ Appoint a member of staff as contact person for the Programme Coordinator and Programme Manager. ▪ Allow programme team members access to and observation of the apprentice at work. ▪ Ensure that the apprentice keeps continuous records of experience and assessment and makes them available to the provider. 	Provider - ETB <ul style="list-style-type: none"> ▪ Appoint programme team members who will be observing the apprentice and liaising with the mentors. ▪ Ensure that the programme team members do not disrupt the normal operation of the enterprise.
5. Off-the-job Training	
Employer <ul style="list-style-type: none"> ▪ Release the apprentice for scheduled training. 	Provider - ETB <ul style="list-style-type: none"> ▪ Schedule the training for the apprentice. ▪ Inform the apprentice and the employer of any changes to the schedule. ▪ Ensure that the apprentice is fully briefed on the requirements of the off-the-job element and provide the apprentice with the materials and information necessary for the successful completion of the element
6. Programme Development and Periodic Review	
Employer <ul style="list-style-type: none"> ▪ Ensure that the provider is informed about relevant changes in the occupation. ▪ Co-operate with the periodic review of the programme. ▪ Support the Consortium Steering Group in its activities. 	Provider - ETB <ul style="list-style-type: none"> ▪ Ensure that the programme is subject to ongoing development, in collaboration with National Programme Board and Consortium Steering Group. ▪ Organise the periodic review of the programme. ▪ Organise and manage the National Programme Board.

Figure 1: Summary Table of Employer and Provider [ETB] Responsibilities

5.3 Supports from ETB Coordinating Provider to Employers

ETBI, through the FET Directors New Apprenticeship Steering Group is establishing a sectoral Enhancement Plan for the roll-out and implementation of new apprenticeships. The Enhancement Plan will include the development of an ETB sectoral model and approach for Employer mentoring and supports for national apprenticeship programmes.

Given the nature of the Commis Chef Apprenticeship Programme, it is envisaged that there will be a large number of smaller employers, as well as some larger enterprises. In light of this, Kerry ETB, as Coordinating Provider in conjunction with its collaborating providers, will deliver a series of regionally located one-day workshops aimed at training mentors in their role and responsibilities in the delivery of the validated programme. These workshops will be facilitated by an experienced external contractor.

This mentoring programme will be supported by the SOLAS online mentoring programme.

Kerry ETB's AQC will undertake a review of mentor training at the end of each two-year cycle.

5.4 Procedures for Verification of Collaborating Provider Capacity

- a) A provider wishing to offer the National Commis Chef Apprenticeship Programme, as validated by QQI, for which Kerry ETB is the Coordinating Provider, must enter a formal agreement with the Kerry ETB and sign the required Memorandum of Agreement.
- b) For the National Commis Chef Apprenticeship Programme, the specific requirements and criteria applicable to the Memorandum of Agreement, as outlined above, are outlined in the validated programme documentation.
- c) The Memorandum of Agreement establishes the governance, communication and reporting arrangements for the apprenticeship programme. Specific criteria and requirements are outlined in the programme validation documentation.

5.4.1 Determining Provider's Suitability for Apprenticeship

- a) As Coordinating Provider, Kerry ETB must be satisfied that all Collaborating Providers have the capacity to offer the new Commis Chef Apprenticeship Programme. A provider wishing to offer the Programme must demonstrate that they have the capacity to do so.
- b) The criteria and procedures for the approval of a provider to offer the Commis Chef National Apprenticeship Programme are set out in the **Commis Chef Collaborating Provider Approval Procedure**, in Appendix F, and are available on Kerry ETB Website at www.kerryetbtrainingcentre.ie
- c) Upon satisfactory approval, the Collaborating Provider will enter a formal agreement with Kerry ETB, agreeing to the requirements set out in the Memorandum of Agreement.¹⁴

¹⁴ The specific requirements and criteria applicable to the Memorandum of Agreement are detailed and specified separately in the Provider Approval Procedure document.

- d) The Memorandum of Agreement Template is set out in Appendix C below. The Provider Approval Procedure implemented by Kerry ETB is based on the capacity of the collaborating provider to offer the programme pertaining to the following areas:
- Quality Assurance
 - Staff Resources
 - Environment
 - Assessment on and off-the-job

5.4.2 Collaborating Provider Approval Process

- a) The Collaborating Provider Approval process is specific to each new apprenticeship programme. Collaborating Providers must demonstrate to Kerry ETB their capacity to deliver in the specific new Apprenticeship Programme.
- b) 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 coordination of programme delivery for both on and off-the-job phases.
 - Delegate a staff member to quality assure programme delivery for both on and off-the-job elements.
- c) 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 Commis Chef Collaborating Provider Approval Procedure document.
- d) Provider approval is valid for five (5) years, subject to on-going compliance monitoring. Approved providers apply for re-approval after the five-year period has elapsed. The procedure for re-approval is desk-based.
- e) 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.
- f) 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 Coordinating Provider ETBs.
- g) 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.
- h) In all cases, it is Kerry ETB's responsibility, as the Coordinating Provider, to ensure that it is satisfied that each Collaborating Provider can deliver the programme appropriately. Notwithstanding this, Kerry ETB 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, Kerry ETB 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 Kerry ETB and the Collaborating Provider ETB or IOT, before the programme commences on that site.

- i) An ETBI sectoral guideline/protocol has been developed and accepted within the sector for the development of ETB Coordinating/Collaborating Provider MOA. This will be implemented by Kerry 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.

5.4.3 Determining Provider's Capacity to Train Apprentices

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

5.4.4 Admission and Exclusion of Providers into Consortium Steering Groups

It is the responsibility of the Apprenticeship Council in collaboration with SOLAS to establish operating guidelines and procedures for the admission of new providers into Consortium Steering Groups and for the exclusion of providers. Parameters have been set nationally on the number of new apprenticeship places.

5.5 Resourcing Apprenticeship: Staffing, Facilities and Equipment and Experience

5.5.1 Staffing

- a) All ETBs are required to comply with staff recruitment and selection processes as laid down by the Minister for Education and Skills. Kerry ETB recognises that the competencies of its staff are a key determinant in the systematic approach to staff recruitment and further professional development.
- b) Kerry ETB as the Coordinating Provider will appoint a Programme Coordinator to oversee each new apprenticeship programme.
- c) As part of the Provider Approval procedure being implemented, Kerry ETB screen the information provided in the Provider Approval Form to ensure the Collaborating Provider employ a suitably qualified teacher/trainer/instructor 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.
- d) The Programme Coordinator shall liaise directly with Collaborating Providers and employers to identify and train on-the-job mentors for delivery and assessment for the on-the-job phase of the programme.

- e) Kerry ETB will establish the identity of the Internal Verifier for the programme through the Programme Provider Approval Form and confirm qualifications of same.

Staff Development

- a) Kerry ETB CE recognises that the competencies of its staff are a key determinant in the provision of the quality of its training programmes and related services and is committed to a systematic approach to further professional development for staff.
- b) Apprenticeship training instructors are encouraged and supported to undertake ongoing professional development. An Instructor can identify a specific training course relevant to his/her professional development, and he/she can apply to the Training Centre Manager for financial support towards course fees.
- c) Any course undertaken must be relevant to the Apprenticeship occupational field.
- d) Applications are considered by the Kerry ETB Staff Professional Development Refund Scheme. Instructors receive the financial contribution allocated from the scheme after they have paid their course fees.
- e) All instructors in Kerry ETB are required to undergo pedagogical training. If an Instructor does not hold a Training and Education Qualification or equivalent, then they must undertake a Certificate/Diploma/Degree Programme in Training and Education.

Continuing Professional Development

- a) Instructors in Kerry ETB are required to maintain their occupational competence by engaging in continuing professional development activities to keep up-to-date with developments and changes taking place in the industry.
- b) Continuing Professional Development (CPD) of instructors will include updating of occupational competence to ensure that relevant regulatory requirements and good professional practice are maintained in relation to supporting apprentice learning and assessment. Instructors are encouraged to join relevant occupational professional organisations/networks. All instructors are invited to identify industry training events in each programme cycle to support them in their professional development. Attendance at same will be facilitated by Kerry ETB. Instructors will also engage in workshops delivered by the Further Education Support Service (FESS).
- c) Programme Managers will review the training needs of instructors at the end of each year to identify specific skill gaps and workshops that will assist in closing skills gaps. Instructors can register with SOLAS eCollege should the review of training needs indicate that support is required for IT Skills. Kerry ETB will support associated costs.
- d) Kerry ETB and collaborating ETBs are in the process of developing a CPD plan for staff in the Further Educator and Training Sector, in collaboration with SOLAS, including instructors of apprentices. Once operative, the actions emerging from this sector-wide CPD plan will support the quality of instruction. Kerry ETB will provide SOLAS and ETBI will data on the skills profile of instructors in order that skills gaps can be closed.

5.5.2 Facilities and Equipment

- a) As part of Commis Chef 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.

- b) Kerry ETB 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.
- c) 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.
- d) All apprentices must have access to a PC/Laptop/Tablet and internet access.
- e) Apprentices will be provided with access to Moodle for inputting evidence of on-the-job assessments.

5.6 Developing the New Apprentice Programme

- a) The ETBs are developing a set of sectoral processes and procedures to be applied to the development process for all new apprenticeship programmes. These procedures have not been in place within the sector and do not form part of existing QA processes.
- b) The process outlined below describes the historical process which was applied and which evolved in the development of the first new apprenticeship programme within the ETB. This process is currently being reviewed and a revised set of procedures is being developed.

5.6.1 Organisation

The following process was undertaken for the development of the National Commis Chef Apprenticeship Programme. The Consortium Steering Group is approved by the Apprenticeship Council to develop a new Programme.

- a) The Consortium Steering Group was approved by the Apprenticeship Council to develop the new apprenticeship programme.
- b) Initial work on the development of the Programme was undertaken by a Consortium Group led by the industry, consisting of representatives from various hospitality and catering bodies. This consortium established a dedicated Working Group made up of HR Managers and Chefs currently working in the industry and representatives from Fáilte Ireland and ETBs.
- c) In consultation with industry, with international academic input, and with the National Programme Board and the Education and Training Providers, the occupational profile was developed, and signed off by the Consortium Steering Group and submitted to the Apprenticeship Council.
- d) The Apprenticeship Council approved the occupational profile for the new National Commis Chef Apprenticeship Programme.
- e) After the occupational profile was approved, the programme structure and modules were agreed by the National Programme Board and approved by the Consortium Steering Group. Industry and Education Providers on the National Programme Board developed and reviewed the learning outcomes for each module at monthly meetings.

- f) As the learning outcomes for the modules were agreed by the National Programme Board, they were brought to the Consortium Steering Group for approval. Following the approval of the learning outcomes, the programme modules were developed by the National Programme Board.
- g) The National Programme Board agreed the programme modules and the professional award type descriptor, and they were brought to the Consortium Steering Group for approval.
- h) The assessments for both on and off-the-job were developed by a subgroup of the National Programme Board with representatives from Collaborating Providers.
- i) The National Programme Board agreed upon the programme assessments and they were brought to the Consortium Steering Group for approval.
- j) The mentor training programme was developed by the National Programme Board in consultation with Consortium Steering Group, and recommended to the AQC for approval.

5.6.2 Determining the NFQ level

The learning outcomes for the programme were mapped to the QQI professional award type descriptor at the appropriate level, by a subgroup of the National Programme Board. This group was assisted by QQI in respect of the alignment of learning outcomes

5.6.3 Developing the Minimum Intended Programme Learning Outcomes (MIPLO)

This new apprenticeship programme was developed by the National Programme Board by establishing detailed intended apprenticeship learning outcomes by module that are consistent with the Occupational Profile and aligned with the QQI Professional Award Type Descriptors. The minimum intended programme learning outcomes were developed by the National Programme Board and agreed with by the national Consortium Steering Group.

5.6.4 Detailed Curriculum Planning

A sub-group of the National Programme Board was established to develop assessments and workbooks for both on and off-the-job aspects of the programme. Members of this sub-group are subject matter experts from the Collaborating Providers.

6. Access, Transfer and Progression

Kerry ETB, as Coordinating Provider, will ensure that it provides information and arrangements to apprentices in relation to access, transfer and progression opportunities. Kerry ETB will ensure that apprentices have access to information in relation to the apprenticeship training programme, entry requirements for the programme, arrangements for recognition of prior learning, transfer and progression opportunities, programme adaptations and learner supports.

The Coordinating Programme Manager is responsible for managing the implementation of this Access, Transfer and Progression policy and to ensure the availability of relevant information to for new apprenticeship programmes.

6.1 Apprenticeship Entry/Access Criteria

The statutory minimum entry requirements for apprentices as determined by SOLAS are available on:

<http://www.FÁS.ie/en/Training/Apprenticeships/Eligibility+and++Assessment.htm>

- a) The statutory minimum requirements for Apprentices is that Apprentices must be at least sixteen (16) years of age and have a minimum of grade D in any five subjects in the Junior Certificate or equivalent.
- b) These are the minimum statutory entry requirements, and Kerry ETB shall set entry requirements specific to and appropriate for each new apprenticeship programme.
- c) The specific programme entry requirements are detailed in the validated programme documentation.

6.2 Transfer

Kerry ETB 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.

Kerry ETB will work in collaboration with the Collaborating ETBs to facilitate transfer between programmes.

6.3 Progression

Kerry ETB will work in collaboration with the Consortium Steering Groups 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 Kerry ETB.

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

6.4 Recognition of Prior Learning

- a) Recognition of Prior Learning (RPL) is the generic term for learning assessment mechanisms which are used to describe the awarding of credit/exemptions to

apprentices on the basis of demonstrated learning that has occurred prior to admission.

- b) Kerry ETB, as Coordinating 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.
- c) The prior learning can be certified or experiential (non-certified).
 - i. **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 bodies abroad, such as the City & Guilds of London Institute.
 - ii. **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.
- d) Kerry ETB, 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 must be available within the ETB to interested apprentices.
- e) 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 temporary transfer for skills enhancement and redundancy.

6.5.1 Temporary Transfer for Skills Enhancement

- a) It is the policy of Kerry ETB 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 Instructor or Authorised Officer by the apprentice. In this event, the New Apprenticeship Programme Manager 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.
 - Explore with the employer the possibility of identifying another employer for the temporary transfer of the apprentice for specified skills training and assessment.
 - 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 Redundant Apprentice

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

- 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.
- Based on local knowledge and a pro-active approach, 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.

7. Teaching, Learning and Assessment Strategy

7.1 Teaching and Learning Strategies

- a) It is the policy of Kerry ETB to manage the development of teaching and learning and activities to deliver relevant, high-quality programmes to apprentices and to enhance apprentice learning and progress, both on and off-the-job.
- b) All new national apprentice programmes are required as part of QQI validation process to have an associated set of Minimum Intended Programme Learning Outcomes for both the on-the-job and off-the-job stages.
- c) The Minimum Intended Programme Learning Outcomes (MIPOs) are used as the basis for deciding approaches to teaching and learning, and to assessment. The new apprenticeship programmes offered by the ETB are structured to facilitate the learning process, with a modular structure being adopted for implementation.
- d) A variety of learning methodologies will be used on National Apprenticeship Programmes to communicate and develop concepts and theories. These include:
 - i. Lectures
 - ii. Practical and Theory Classes
 - iii. Reflections on learning
 - iv. Independent study
- e) As Coordinating Provider, in collaboration with the National Programme Board, Kerry ETB 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.
- f) Active apprenticeship participation is encouraged throughout all programmes in Kerry ETB to ensure a learner-centred approach. Guest instructors/speakers will be included and will expose apprentices to contemporary knowledge and expertise.
- g) 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.
- h) 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.
- i) Kerry ETB recognises that the personal development of apprentices is essential if they are to succeed at any level within the industry. If they are to succeed 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, instructors 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.

- j) Classes will be available for individuals and small groups, as appropriate, to meet with instructors to progress development, especially where one-to-one support is required
- k) Detailed Teaching, Learning and Assessment Strategies specific to each national apprenticeship programme are documented in the validated programme documentation.

7.2 Assessment Strategy

Kerry ETB management and staff recognise that assessment is an integral part of the process of teaching and learning. It is a positive activity, which contributes to and enhances apprentice development and progression.

New national apprenticeship programmes within Kerry ETB will employ a broad and balanced range of assessment techniques, with an interdisciplinary approach being adopted where possible.

- a) 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 instructors, apprentices and the on-the-job and off-the-job assessors who are involved with the programme.
- b) 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. The National Programme Board will also ensure that over-assessment of the apprentice is avoided.
- c) The National Programme Board 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 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.
- d) The National Programme Board for each apprenticeship programme will undertake periodic evaluations of the range of teaching methods and assessment methods to identify areas for improvement, and, where necessary, training and resource requirements. The Programme Manager will ensure such information is available to the National Programme Board.
- e) ETB New national apprenticeship programmes are divided into stages. The modules are self-contained and interact with each other. Structuring the national apprenticeship programme in this way assists both teaching and learning through supporting the reuse of learning. The integration of learning is facilitated and assessed in a key module scheduled at the closing stage of the programme. The assessment associated with this key module provides for a **final competency of assessment**. Assessment of the final competency in the programme is designed to judge whether the award standard has been met.
- f) A **final assessment of competency/capstone assessment** will be conducted for all 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.

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

7.2.1 Design of Assessment Instruments

- a) As Coordinating Provider, Kerry ETB AQC will oversee the design of assessment instruments for each new apprenticeship programme and approve same, on recommendation from the National Programme Board.
- b) Assessment instruments will take account of the ability of the apprentices to demonstrate the integration of knowledge, skills and competencies acquired in all areas of the programme.
- c) Practical assessments will test skills acquisition and improvement and allow a structured opportunity for critical reflection on practice in a business context.
- d) Projects and team assignments enable apprentices to undertake a detailed examination of issues and develop the skills of teamwork, problem identification, information collection and analysis, and written and verbal communication.

Design Process

- a) Subject matter experts are contracted to design the assessment instrument, in collaboration with the National Programme Board. Assessment instruments for each new apprenticeship programme undergo a review and approval process.
- b) The National Programme Board reviews the assessment instruments to ensure that there is a good fit between the assessment tasks required of apprentices, the assessment strategy and the Minimum Intended Programme Learning Outcomes.
- c) The Apprenticeship Quality Council considers the outputs from the National Programme Board review and ensures that assessment complies with the regulatory framework and the programme validation process.

7.2.2 Process for Collaborating Provider Access to Assessment Instruments

- a) Access to the new apprenticeship validated programme assessment instruments is arranged by Kerry ETB Programme Coordinator for nominated Collaborating Provider staff.
- b) Access to the Quality Assurance Procedures and assessment documents on the Kerry ETB Training Centre website is authorised for recording of assessment processes.

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
- c) 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.

- d) Records of the formative feedback provided are maintained by instructors and are available for Internal Verification and to the External Examiner, and for programme evaluation and review purposes.
- e) 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 the coordinating and collaborating ETB qualified teacher/trainer/ instructor as per the validated programme document.

The Teacher/Trainer/Instructor will:

- a) Request assessment documentation, including assessment instruments, from the Coordinating Provider Programme Coordinator.
- b) Conduct assessments as specified in the validated programme documentation, assessment instrument specification and in compliance with the Coordinating Provider Assessment Procedures.
- c) Conduct examinations as specified in the assessment instrument specification and in compliance with the Coordinating Provider Assessment Regulations.
- d) Mark the assessment in compliance with Kerry ETB procedure and the validated programme documentation.
- e) Provide written feedback to the apprentice following each assessment.
- f) Provide the apprentice with the opportunity to repeat if they do not reach the specified standard in the test in compliance with the Apprentice Repeat Policy.
- g) Input apprentice results as required.
- h) Input information on attendance and participation.
- i) Assist the apprentice in completing the Request for Assessment Support document if additional supports are required.

7.2.4 On-the-job Assessments

- a) Assessments on-the-job will be conducted by trained Workplace Mentors/Assessors.
- b) Employer Mentors are required to undertake the SOLAS on-line Mentor Training Programme and the Apprenticeship Programme Specific Mentor Training Programme coordinated by Kerry ETB.
- c) The Collaborating Provider Programme Manager will at the time of mentor training conduct a follow-up briefing with the on-the-job assessors.
- d) The Employer Mentor/Assessor will:
 - i. 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.
 - ii. Guide the apprentice in the completion of his/her programme workbook.

- iii. Monitor the Apprentices recording of their daily experiences in the Workbook.
 - iv. Provide the apprentice with written feedback following each assessment.
- e) Workplace Mentors will be supported in their assessment decisions by the Coordinating and Collaborating Provider Internal Verifier.

7.2.5 Internal Verification

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.¹⁵

Internal verification of results for both on and off-the-job will be conducted by the appointed Quality Assurance Officer within the Collaborating Provider.

Before submitting results to the Quality Assurance Officer the Programme Manager will:

- a) Collate all the assessment documentation with the teacher/trainer/instructor associated with off-the-job and with the Authorised Officer for results associated with on-the-job.
- b) Ensure that evidence is available for all modules and assessments, and that this evidence is marked and signed off in accordance with Kerry ETB Assessment Procedures, collated by module and by apprentice surname in alphabetical order.
- c) Forward all assessment documentation to the Quality Assurance Officer who will conduct internal verification of results on a sample basis. Minimum one apprentice across all modules ensuring that marks have been allocated correctly and transferred accurately from scripts to summary assessment sheets.
- d) If issues emerge during this sampling process the Quality Assurance Officer may deem it necessary to sample additional apprentices.
- e) Confirm logistical arrangements with the External Examiner when satisfied all of the assessment evidence is available and ready for the external examination process.
- f) Forward the assessment results and the External Examiners report to the Kerry ETB Programme Coordinator. The Programme Coordinator will acknowledge receipt of documentation and appraise the Programme Manager of the date the National Examination Board will be convened.

7.2.6 External oversight of assessments

External examiners, including external examiners with international expertise, are appointed by the Coordinating Provider for the programme to ensure that all assessments associated with the programme are fair, valid, consistent, and meet the requirements of the Programme.

External Examiners are responsible for:

- Checking assessment materials to ensure they are authentic, valid and supported by auditable records.

¹⁵ [QQI Quality Assuring Assessment Guidelines for Providers](#) (2013, p.24)

- 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 Kerry ETB.

7.3 Apprentice Wellbeing and Support

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

For all new apprenticeship programmes, weekly apprentice support/study skills workshops will be scheduled and offered to apprentices. A dedicated support/resource/study room will be made available in Kerry ETB Training Centre 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, with resource constraints, to co-ordinate the provision of apprentice support through the ETB literacy service, the Training Centre manager will source external expertise and set up a separate course code to resource the establishment of the workshops.

All Collaborating Providers for the new apprenticeship programme will be required to confirm to Kerry ETB that appropriate apprentice supports are being made available. An apprentice learning support handbook has been developed and will be used to support apprentices on the National Commis Chef Apprenticeship Programme.¹⁶

ETBs have collaboratively developed a range of apprentice learner support material for providers and teachers/trainers/instructors on integrating learner supports within the apprenticeship programme. This material has been adopted as good practice by the FET Directors and will be implemented in all ETBs offering new apprenticeship programmes.

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

¹⁶ See Commis Chef Apprentice Learning Support handbook.

7.4 New Apprentice Rights and Responsibilities Charter

- a) Apprentices must comply with the statutory Apprentice Obligations¹⁷ 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).
- b) 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.
- c) As Coordinating Provider for new apprenticeship programmes, the ETB recognises that as an apprentice he/she has certain rights and duties over and above the normal employment rights and responsibilities.
- d) The **New Apprentice Rights and Responsibilities Charter** is established by the ETB and is agreed with New Apprentices at induction. It applies to all new apprentices on programmes for which the ETB is the Coordinating Provider.
- e) The apprentice is expected to follow diligently the prescribed programme of training in the workplace and is entitled to a schedule of training. This schedule of training will be prescribed by the Coordinating Provider programme coordinator. It will be organised by the employer/supervisor. The mentor will support the apprentice in following the training programme. The apprentices will be observed on occasion by members of the programme team and can receive further support from them if necessary.
- f) The apprentice is expected to complete the on-the-job assessment instruments for the validated programme.
- g) The apprentice will attend the off-the-job activities required by the validated programme. He/she will complete all work assigned to him/her. He/she will complete all assessment tasks and attend such meetings as may be required.
- h) The apprentice will move to another employer temporarily where that is deemed necessary for the provision of some skills or experiences.
- i) The apprentice will complete surveys and feedback forms as required by the local Programme Manager.
- j) For issues relating to employment, the apprentice will be subject to the employer's complaints and disciplinary procedures. In such cases the employer or the apprentice will inform SOLAS and the Programme Coordinator through the Authorised Officer.
- k) For issues relating to the programme the apprentice will be subject to the collaborating ETB complaints and disciplinary procedures. In such cases the ETB Programme Manager will inform the SOLAS Authorized Officer and the employer.

¹⁷ Ref: Apprentice Code of Practice

7.5 ETB New Apprentice National Complaints Procedure

7.5.1 Introduction

- a) This is a national apprentice complaints procedure which applies to all apprentices registered on New Apprentice Programmes run by Kerry ETB as Coordinating Provider. **This procedure does not cover academic appeals for which there is a separate procedure.**
- b) No apprentice will be disadvantaged through availing of the complaint procedure. However, Kerry ETB 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. Kerry ETB also expects that apprentices will not engage in frivolous or vexatious complaints.
- c) 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.
- d) 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.
- e) 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.
- f) Complaints provide an important source of feedback on the performance of the Kerry ETB's services and members. As such, the Apprenticeship Quality Council (AQC) will monitor the registration of complaints and the progress towards resolution. The Programme Coordinator will include a section on complaints in his/her annual report to the AQC 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.
- g) All complaints should normally be made within twenty-one (21) days of the alleged incident, matter or concern.
- h) The complaints procedure is based on the principle of Natural Justice. Consequently, anonymous complaints will not be accepted.

7.5.2 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.

7.5.3 Stage II

- a) Kerry ETB appreciates that there may be occasions where Stage I is inappropriate and/or that a more formal approach is necessary.
- b) The relevant Programme Manager /Programme Coordinator 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 Manager. 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 Programme Coordinator is the subject of the complaint, the complaint form should be forwarded to the Programme Manager. The Programme Manager will identify an appropriate manager within Kerry ETB to deal with the complaint consistent with this procedure.
- e) The relevant Programme Manager will acknowledge receipt of the complaint within five (5) working days. It is Kerry ETB's aim that all complaints under Stage II will be resolved within twenty-one (21) days.
- f) At this point the relevant Programme Manager 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 Manager 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 Manager will make a written record of the meeting.
- h) To establish the facts of the complaint, the Programme Manager (Manager) 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 Manager will make a written record of the meeting(s).
- i) The Programme Manager 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 Manager shall notify the appropriate person(s) or committee, internal or external, without undue delay.

7.5.4 Stage III

- a) If the complaint remains unresolved under Stage II, either party may write to the Programme Coordinator, outlining how the complaint resolution process has progressed in their view.
- b) The Programme Manager (Manager) will be asked to submit the original complaint to the Programme Coordinator, the evidence considered under Stage II and the

Programme Manager's (Manager's) report on the complaint and the reasons for the decision.

- c) The Programme Manager will forward the complaint and the accompanying information to two members of the senior management executive team of Kerry ETB (nominated by the Chief Executive) for their consideration. 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.
- d) 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.
- e) The Chief Executive's nominees will agree a written record of these meetings.
- f) Kerry ETB aims to complete this stage of the complaints procedure within 14 days. The parties to the complaint will be informed if delays are expected.
- g) 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.
- h) 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.

7.5.5 Stage V (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 Kerry ETB.
- 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 Kerry ETB's 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 in line with 5.2.
- 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 the Kerry ETB's Apprentice Complaints Procedures are concerned.
- g) The Chief Executive will inform both parties, in writing, of the decision of the committee and the reasons for the decision.
- h) If the committee decides that certain actions have to be taken as a consequence of the complaint or appeal, the Chief Executive will nominate an individual to monitor such actions.

7.5.6 National Apprenticeship Programme: Apprentice Complaint Form

A draft template for the complaint form is included below.

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 Programme Manager /Programme Coordinator should have explained the remaining stages of the complaints procedure to you.

Apprentice's Details

Name	
ETB	
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/Programme Coordinator.

7.6 Apprentice Community of Practice

In developing their skills and expertise within their specific craft, Kerry ETB recognise the importance of providing opportunities for collective learning for the new apprentice and in the apprentice developing an identity with the community practice. It is Kerry ETB policy to facilitate this process in a number of ways.

Organised discussions in class will be facilitated for peer groups, and 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. The 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.

8. Management Information Systems

8.1 SOLAS Labour Market Forecasting and FARR Planning Process

- a) An Expert Group on Future Skills Needs (EGFSN) advises the Irish Government on current and future skills needs of the economy and on other labour market issues that impact on Ireland's enterprise and employment growth. The SOLAS Skills and Labour Market Research Unit provides the Expert Group with data, analysis and research and manages the National Skills Database.
- b) The Funding Allocations Requests and Reporting (FARR) was developed by SOLAS to support the planning and funding allocation process to ETBs. FARR is a web application linked to a database which has the capacity to capture quantitative data in a questionnaire format by the Education and Training Boards (ETBs) to support their funding allocation requests. FARR is used to capture planning dates for the future year and report dates for current and previous years.
- c) Kerry ETB's FARRs submission to SOLAS provides qualitative data relating to the identification of emerging skills needs. The information submitted is based on local labour market intelligence which is obtained through interaction with local and regional employer networks, other education institutions, relevant organisations and community groups.

8.1.1 Apprenticeship Information Services System

- a) The current Apprenticeship Client Services System (ACSS) provides functionality for the twenty-seven (27) craft-based apprenticeships, for which SOLAS is the Coordinating Provider. The ACSS will continue to operate for employer approval and apprenticeship registration until a new National Apprenticeship System is developed by SOLAS.
- b) With the introduction of consortium-led apprenticeships, SOLAS has identified the need to develop a more outward-facing system to capture apprentice data to/from coordinating providers, other providers, authorised officers and employers.

8.2 Moodle Course Management

- a) On an interim basis in advance of the development of a new outward-facing Apprenticeship Services management system, ETBs will use the **Moodle Course Management System**, and the **Programme Learner Support System (PLSS)** (see 8.2.2 below).
- b) Following programme validation, the ETB new national apprenticeship programme is assigned an apprenticeship code, and is visible in ACSS.
- c) At the end of a designated apprentice registration period, as defined by the Coordinating Provider, apprentice registration data is transferred from the ACSS to the ETB Moodle site.
- d) This data transfer will occur either through an automated Web Service created by SOLAS based on existing Web Service from ACSS to Apprenticeship Moodle site), or manually by means of an exported CSV file.

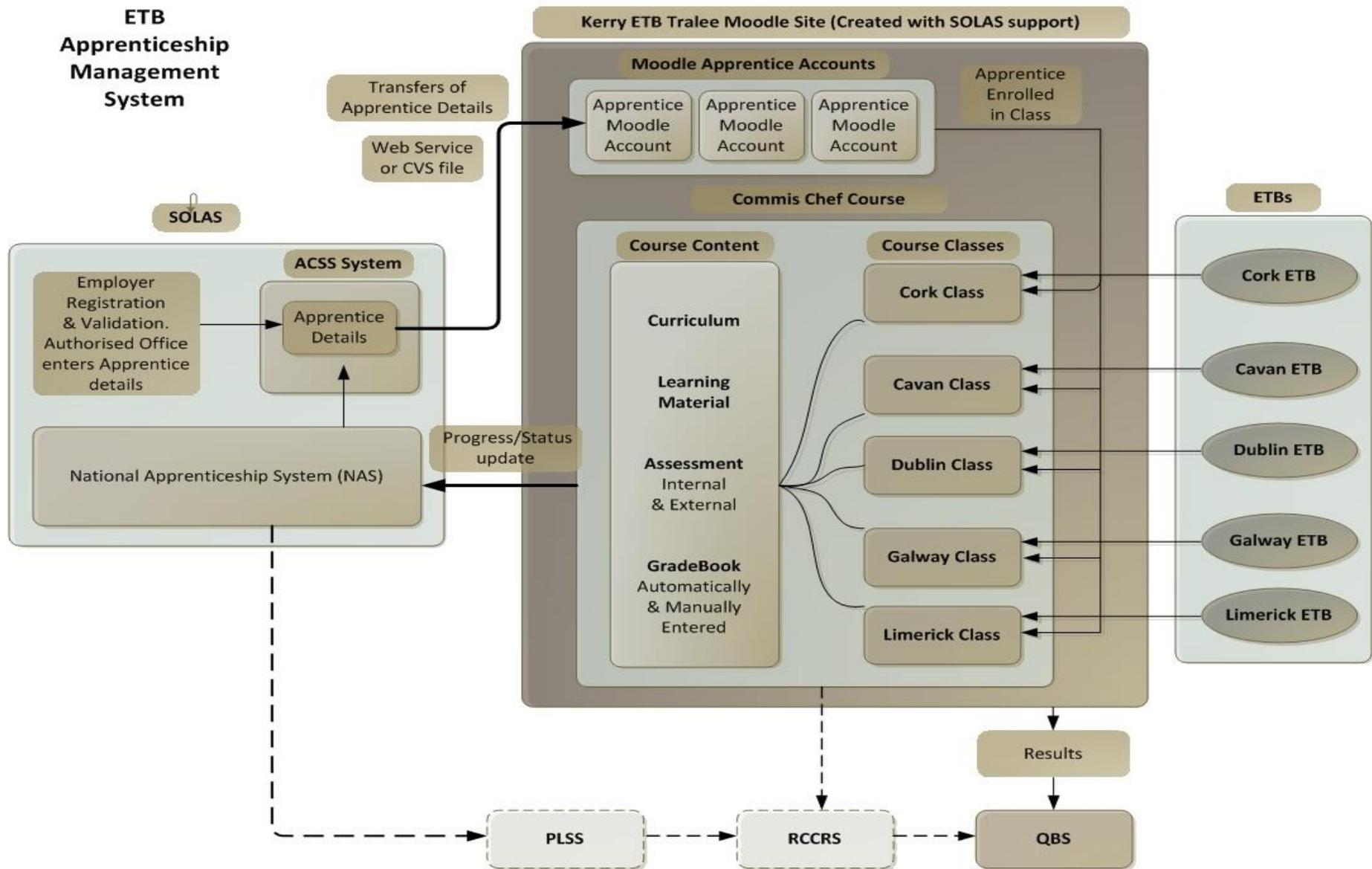
- e) SOLAS will provide supports to the ETBs in the setting up of the Moodle Course for the new programmes.
- f) The ETB Moodle site will be created and administered locally by the ETB.
- g) SOLAS will provide support to the ETB on course creation, configuration and administration with content, structure details and assessment titles provided by the ETB.
- h) Additional external support/training will be procured if required from external Moodle partner by the ETB.
- i) The ETB Moodle site will provide the following functions:
 - Host the new Apprenticeship programme and relevant learning materials.
 - Manage assessments and assessment results via the Moodle Grade book.
 - Coordinate classes delivered in other Training Centres.
- j) The Grade book is the fundamental way of recording learners' results within Moodle.
- k) Assessments may be run directly within Moodle using the various assessment activities, or outside of Moodle with the results inputted to the Moodle Grade book after the event.

Class administration

- a) Each apprentice will be allocated to a class within Moodle depending on the year.
- b) Allocation of places is by the Coordinating Provider/ETB.
- c) A class contains apprentices and their assigned teachers/trainers/instructors/assessors, as well as any external or third-party assessors.
- d) Teachers/trainers/instructors/assessors will be allocated a non-editing role within Moodle, the main course content maintained and controlled by the ETB.
- e) Each class will be assigned to a group, within the Course, with forced Group Mode.
- f) Collaborating Providers will only see their own class and not the class of another Provider.
- g) The ETB can access all results.

8.2.2. Programme and Learner Support System (PLSS)

The Programme Learner Support Service (PLSS) is a national joint initiative between SOLAS and the Education and Training Boards. It is a live database of ETB courses and programmes. The elements are the National Programme Database, the National Course Database and the learner Database. The three databases will collectively provide an integrated approach to collection of key data on Further Education and Training Programme outputs, outcomes and performance. PLSS Functionality for new apprenticeship programmes is to be developed.



9 Procedures for Reviews and Evaluations

- a) Periodic reviews are necessary to ensure that the new apprenticeship programme maintains currency. The periodic review is normally a requirement of the validation conditions and will be performed in advance of any submission to QQI for revalidations. Revalidation of the national apprenticeship programmes is required every five (5) years.
- b) Kerry ETB 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.
- c) Kerry ETB will conduct periodic programme reviews of new apprenticeship programmes within a maximum period of five (5) years, in line with QQI requirements.
- d) For apprentice programmes it is necessary to review the occupation, the programme delivering the skills to the occupation and the operation of the consortium overseeing the programme.

9.1 Occupational Reviews

- a) Occupation reviews allow for a detailed look at the activities, skills and techniques of practitioners. 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 allows a reassessment of the demand for the occupational practitioners.
- b) The occupational review is a critical input to the programme review for new 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.
- c) 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.

9.1.1 Organisation of the Occupational Review for New Apprenticeship Programmes

The Consortium Steering Group is responsible for ensuring that the occupational review is carried out. The CSG will either commission a review from the industry or carry out the review itself. The CSG might ask the Coordinating Provider, the ETB, to act for them. Alternatively, a person with an HR background from the industry or the industry organisation would be suitable. The person or persons undertaking the review should have knowledge of the industry and ideally have access to those deeply involved in the industry. Preferably they might also have training in the occupation also.

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

Sources of data

Data for the review can be gathered from a variety of sources. Employment data and projected employment figures will be available from SOLAS and from other government agencies.

- i. Details on new skills requirements should be sought from employers or from industry representatives. Surveys or interviews with prominent figures in the occupation or their supervisors or managers will also be useful. This skills profile should be matched against the original occupational profile to ensure that none of those are now redundant.
- ii. Changes in the Industry and projected changes will be ascertained by considering the literature about the industry, from skills and industrial reports from government agencies and from interviewing knowledgeable persons in the industry.

9.2 Consortium Review

The function of the consortium review is to give the consortium an opportunity to review its activities and structure. This may allow the consortium to address any major issues which have arisen in the intervening period.

Objects of the review would be:

- a) The efficiency and effectiveness of the consortium
- b) The relationship with the Coordinating Provider
- c) The form of agreements with the employers
- d) Necessary changes to membership or structure of the consortium
- e) Other issues agreed by the consortium

This review could be carried out contemporaneously with the occupational report. Any changes that might affect the apprenticeship should be communicated to the Apprenticeship Council or SOLAS.

The consortium review shall be conducted by members of the consortium. They shall seek input from relevant stakeholders who may include:

- a) Members of the consortium,
- b) The co- Coordinating Provider
- c) Partner employers
- d) Partner providers

Following this input, a brief report, outlining the issues if any, will be circulated to all the members of the consortium. The report will be considered at a meeting of the consortium and necessary changes will be decided upon.

9.2.1 Report

As this report is critical to the programme review, it is important that the occupational profile is detailed and covers 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 CSG to ensure that it has got wide acceptance. If satisfied, the CSG should formally adopt the report.

It should be sent to the Coordinating Provider as an input to the programme review.

9.2.2 Programme Evaluation and Review Procedures

Ongoing Programme Evaluation

The ETB is committed to the on-going evaluation of its new apprenticeship programmes to ensure continued relevance to stakeholders and to facilitate continuous improvement.

Kerry ETB 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 AQC of Kerry ETB, in consultation with relevant stakeholders, which includes employers, the National Programme Board, the Consortium and apprentices directly involved in a programme.

The Programme Coordinator 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 AQC of Kerry ETB will carry out evaluation of the programme in a formal, inclusive and evidence-based way and will:

- a) Include the findings of all programme reviews and feedback from all providers.
- b) Include evaluation contributions from apprentices, staff and other key stakeholders.
- c) Use standardised quality assurance self-evaluation checklists to ensure that the relevant policy and procedures are being implemented.
- d) Involve an External Evaluator for the programme. This External Evaluator is independent of programme delivery and capable of comparing the quality of the programme being evaluated with that of a similar programme available elsewhere.
- e) 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
- f) 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
- g) Submit, in collaboration with the National Programme Board, the Programme Self-

Evaluation Report and the Programme Improvement Plan to the Consortium for consideration and agreement.

- h) The AQC of Kerry ETB and the Consortium considers, responds to and implements, as appropriate, the recommendations for improvement.

Programme Review

- a) The programme review is an important part of the quality assurance system. It is designed to ensure that the programme will continue to be fit for purpose over the following five (5) years. It is an opportunity to reconsider all aspects of the programme, its outcomes, its delivery processes and its assessment.
- b) The period programme review will be conducted in line with QQI requirements.
- c) The programme review will examine the effectiveness of the programme. This means that it will examine how well graduate apprentices of the programme have acquired the skills necessary for productive employment. Based on this assessment the review might suggest changes to the programme in terms of its outcomes.
- d) The review will also look at the efficiency of the programme and of its various elements. This will look at the overall success rates of graduates getting jobs in the industry, the number of apprentice learners who fail to graduate and the relative success of each of the modules and elements of the programme.
- e) The structure of the programme management and delivery processes will be examined to ensure that they have functioned well in the previous period. Delivery and assessment processes will be re-examined to ensure that they are optimally suited to their function.
- f) The ETB Apprenticeship Quality Council will direct the National Programme Board and assign the task of reforming the programme. This will be based on the outcomes of the review. The process of the amendment to the programme will be like the programme development process, in that a top-down approach from purpose to aims and objectives, to MIPLOs and MIMLOs, will be taken with a parallel reform of delivery, structure and assessment.
- g) A revised **programme submission** including the **occupational review** and the **programme review** will be submitted to the QQI programme revalidation process. There may also be a requirement to submit the reformed programme to SOLAS or the Apprenticeship Council. Following this the amended programme will be delivered.
- h) Based on the analysis, the programme will be amended in order that an updated programme can be revalidated for the following period.

Inputs to the Review

- a) The critical input to the programme review is the occupation 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.

- b) Statistical information will be available from the SOLAS apprentice information system on registration, progression and assessment of learners. 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.
- c) Survey of employment of apprentices will indicate how effective the programme has been. This, combined with occupation 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.
- d) The annual survey of apprentices and the annual programme reports to the Apprenticeship Quality Council, including External Examiner/moderator 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.
- e) Reports from government agencies and industry bodies will be used to ascertain future possible changes to occupation and the industry,
- f) A SWOT analysis process will allow programme team members and mentors an opportunity to highlight strengths and weaknesses of the programme. The SWOT analysis will be undertaken when the data from sources a) to e) have been gathered and examined by the team. Besides the outcomes and processes, the SWOT will allow an examination of the facilities necessary for the programme as well as necessary skills development of staff and mentors in the occupational area as well as in delivery and support to apprentices.

Programme Review Process

- a) The programme review will be triggered by the AQC. In doing so it 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 or with SOLAS. The AQC will direct the Programme Manager to oversee the review and to present the review to the AQC for consideration.
- b) The Programme Manager will establish a team to conduct the review, including members of the programme team, mentors and employers. If necessary, the employers will act in an occasional capacity. Representatives of the other providers will be part of the review team.
- c) Based on analysis of data received, the team will produce a report matching the functions of the report. This will also include the recommendation for changes to the programme. This report will be submitted to the AQC for approval and the consortium

for information. The AQC may indicate changes due to evolving quality policy on delivery and assessment. It will also be submitted to the other providers to ensure that there are no unforeseen difficulties.

10 Information Provision

10.1 Provision of Information to the Public

Kerry ETB is committed to the provision of effective communications systems and information for all stakeholders.

The ETB recognises the importance of providing information to prospective and current apprentices, general public, staff and other stakeholders.

Programme information on all new apprenticeship programmes will be available from Kerry ETB through:

- The Kerry ETB Training Centre Website
- The FETCH Course Directory, <http://www.fetchcourses.ie>
- An Information Brochure for each new apprenticeship programme

10.2 Provision of Information to the Apprentice

Programme Information will be provided for the apprentices by their teacher/trainer/instructor for both the on and off-the-job phases of their apprenticeship at the commencement of their apprentice programme.

The apprentices will be provided with:

- An Induction Booklet
- A Health & Safety Booklet
- Apprentice Guide to Assessment
- Information on the Appeals Process
- Access to the Apprentice Portal

Every new apprentice will attend an induction programme in the ETB.

10.3 Feedback Systems

Feedback on all new apprentice programmes is conveyed through apprentice, employer, teacher/trainer/instructor and mentor reports which the Programme Coordinator/Programme Manager organises.

10.3.1 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 mentor.

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

10.3.2 Teacher/Trainer/Instructor Participation and Feedback

The design, development, implementation and ongoing improvement of each new apprenticeship programme will include inputs (as outlined previously) from a range of stakeholders (also as outlined previously), including teachers/trainers/instructors from all of the collaborating providers on the National Programme Boards. Programmes will be evaluated and reviewed in collaboration with the relevant National Programme Board, to ensure ongoing relevance. Instructors will also participate in Kerry ETBs self-evaluation and external QA review processes for the new apprenticeship programmes. The Instructor will be provided with feedback from the Internal Verifier/Peer Reviewer on the consistency of their assessment judgements across apprentices' performances.

10.3.3 Employer Mentor/Employer Participation and Feedback

The Employer Mentor will be provided with feedback from the Internal Verifier/Peer Reviewer on the consistency of their assessment judgements across apprentices' performances. The Employer Mentor will provide feedback on apprentice performance in the workplace to the Programme Coordinator and the Authorised Officer on scheduled workplace monitoring visits.

10.3.4 Feedback Processes

- a) The Internal Verifier/Peer Reviewers will provide feedback to the Programme Coordinator/Programme Manager on how the teacher/trainer/instructor and on-the-job mentor are maintaining the standard of assessment for the programme across all apprentices.
- b) The External Examiner 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 Coordinating Provider Programme Coordinator will collate the feedback received from the apprentice, the teacher/trainer/instructor, the on-the-job mentor, the internal verifier/peer reviewer, the external examiner, the employers and the authorised officers, and make this collated information available to the Apprenticeship 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 Examination Board will be provided with the collated feedback from all parties to proceed to year two on their programme, and in the second instance, with recommendation of final results to the Apprenticeship Quality Council for submission to QQI to request awards.
- e) The National Programme Board utilises the views and suggestions from those directly engaged in apprenticeship formation and the apprentice body, together with the reports referenced above, as the basis for both the programme and occupational review.
- f) 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 practise 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 mentors and teachers/trainers/instructors to strengthen practice in the delivery and assessment of the programme.

- g) The Apprenticeship 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 Programme Coordinator 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.
- h) The external ETB National Monitoring and Enhancement Panel provides feedback to the Coordinating Provider Apprenticeship Quality Council, as outlined in the Governance procedures.

11 Collaborations and Agreements

11.1 Providers

Kerry ETB requires that all Collaborating Providers enter a formal Memorandum of Agreement to provide the new national apprenticeship programme.

Within the ETB sector a standard Memorandum of Agreement Template has been agreed for implementation by all Coordinating and collaborating ETBs. The Memorandum of Agreement is signed off on by the CE or FET Director on behalf of Kerry ETB's Apprenticeship Quality Council. Collaborating ETB Memorandums of Agreement are expected to be signed by the CE or FET Director of the ETB.

Supplementary documents, processes and reporting arrangements underpinning the Memorandum of Agreement are outlined previously.

The ETBI Coordinating & Collaborating ETB Provider Memorandum of Agreement Template is provided in Appendix B.

11.2 Employers

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

There is currently a national dialogue between the key stakeholders, SOLAS and QQI, in relation to the mode of the provider-employer agreement and as to whether additional MOAs will be established with the existing employer approval process and code of practice.

11.3 Commis Chef Consortium Steering Group

The Apprenticeship Council are developing national guidelines and operating procedures for Consortium Steering Groups. In the absence of these guidelines and procedures an MOU will be implemented between the Coordinating Provider and the 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 Coordinating Provider as the sole Coordinating Provider of the National apprenticeship programme.

11.4 SOLAS

A Service Agreement, outlining the MIS services that will be available to the ETB from SOLAS is to be developed.

12 Appendices

Appendix A	ETBI Guideline on the Establishment of ETB Coordinating/Collaborating Provider Memorandum of Agreement for New Apprenticeship Programmes
Appendix B	Coordinating ETB/Collaborating ETB Memorandum of Agreement Template
Appendix C	MOA between Kerry ETB as Coordinating Provider and Consortium Steering Group
Appendix D	External Examiner Report Form Template
Appendix E	Recognition of Prior Learning (RPL) Policy and Procedures
Appendix F	Collaborating Provider Approval Procedure for National Commis Chef Apprenticeship Programme

Appendix A: Protocol/Guidelines on Establishing MOAs for ETBs

Guideline on the Establishment of Coordinating Provider/Collaborating Provider Memorandum of Agreement for New Apprenticeship Programmes

Scope

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

Delivery, Resources and Local QA

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

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

Collegiality

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

Authority and Responsibility

The validation process requires that one ETB be ultimately responsible for the programme nationally. That ETB must be able to demonstrate that it has the systems in place to ensure that the programme is delivered as proposed and that the quality of the programme is consistent in each site and enterprise. If an ETB has this responsibility, then it must have the commensurate authority to carry out that responsibility. This is based on the principle that one cannot be responsible for

activities over which one has neither sight nor control. This ultimate authority must be exercised in a proportional way and through agreed procedures. In the normal course of events it should not be necessary for this authority to be exercised. In operation, the principle of **subsidiarity** will apply. This requires that all those activities that can be performed at a local ETB level should be performed at that level. This includes induction, delivery and assessment. The processes of allocation of responsibility should be included in the agreement.

Managing the Programme

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

Transparency

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

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

Outline of an Agreement

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

Introductory Material

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

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

Coordinating 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 Coordinating Provider and has representatives of the employers and of each provider.

Apprenticeship Quality Council – this is established by the Coordinating Provider as the overarching governance entity for the new apprenticeship programme.

Appendix B: MOA Template: Coordinating Provider ETB & Collaborating Providers



BORD OIDEACHAIS AGUS OILÚNA CHIARRAÍ
KERRY EDUCATION AND TRAINING BOARD

[INSERT ETB LOGO]

Memorandum of Agreement for the Delivery of
National *{Insert Programme Title}* Apprenticeship Programme
between
{insert name} Education and Training Board
and
{insert Collaborating Provider Name}

Purpose of the Agreement

The Purpose of this agreement is to ensure that the off-the-job services and those services proper to a Provider as specified below are delivered to apprentices registered on the *{insert name}* programme and with the *{insert name}* 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

Coordinating Provider		Collaborating Provider
<i>{Insert Name}</i> ETB		<i>{Insert Name}</i> 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 Coordinating 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 Coordinating 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 Coordinating Provider when the Coordinating 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

Coordinating Provider

{Insert Name} ETB

Title Name _____

Position _____

Signature _____

Date _____

Collaborating Provider

{Insert Name} ETB

Title Name _____

Position _____

Signature _____

Date _____

Terms Used

Coordinating 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 Coordinating Provider and has representatives of the employers and of each provider.

[Insert Title] 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 Coordinating Provider is ultimately responsible for ensuring that the programme as agreed is delivered and assessed to the standards specified in the 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 Coordinating 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 Coordinating Provider *{Insert Name}* ETB

- a) Ensure that the programme is delivered and assessed as submitted to the QQI evaluation panel.
- b) Designate a Coordinating Programme Manager with overall responsibility for the programme.
- c) Oversee the quality of delivery and assessment of the programme.
- d) Report to the Consortium Steering Group and *{Insert Name}* ETB Apprenticeship Quality Council on the operation of the programme.
- e) Manage the National Programme Board.
- f) Appoint a programme coordinator.
- g) Appoint external examiners 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 and the Programme Manager.
- i) Develop the assessment instruments and organise the assessment schedule.
- j) Manage the examinations board.
- k) Confirm the results of the examinations board through its Apprenticeship 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 National ETBI New Apprenticeship QA Monitoring and Enhancement panel.

Responsibilities of Collaborating ETBs/Providers

- a) Register and induct learners 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 Manager 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 Coordinating 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 Coordinating 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 Coordinating Provider and Consortium Steering Group

Memorandum of Agreement
for the Delivery, of
National Commis Chef Apprenticeship Programme
between
Kerry Education and Training Board
and
National Commis Chef Consortium Steering Group (CSG)

Purpose of the Agreement

The Purpose of this agreement is to ensure the delivery of a statutory apprenticeship programme in the occupational area of Commis Chef. 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 the Kerry Education and Training Board in the provision of the programme.

The agreement recognises Kerry ETB as the sole Coordinating Provider of the National Commis Chef Apprenticeship Programme. The agreement sets out the responsibilities of both parties. It recognises that the CSG has a responsibility to ensure that Industry is provided with well-trained crafts persons. It recognises that the ETB 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

Commis Chef Consortium Steering Group		Coordinating Provider
		Kerry 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 Consortium Steering Group. In the event of the Kerry ETB as Collaborating Provider being unwilling or unable to accept an intake of apprentices, the agreement may be suspended. In this case, Kerry ETB 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 (5) 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 Coordinating 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 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

{Insert Name} ETB

{Insert Name} ETB

Title Name _____

Title Name _____

Position _____

Position _____

Signature _____

Signature _____

Date _____

Date _____

Terms Used

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

Coordinating 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/NPB – the National Programme Board is managed by the Coordinating Provider and has representatives of the employers and of each provider.

National Examination Board – the National Examination Board is organized by the Coordinating Provider for the Commis Chef New Apprenticeship Programme.

Commis Chef new apprenticeship Programme – this is the name of the new apprenticeship programme as validated by QQI.

General

- a) The Commis Chef Consortium Steering Group appoints the Kerry Education and Training Board as the sole Coordinating Provider for the Commis Chef Apprenticeship programme.
- b) Kerry ETB recognises the central role of the Commis Chef CSG in representing the interests of employers and industry in the Commis Chef Apprenticeship Programme.
- c) Kerry ETB recognises the governance role of the Commis Chef CSG with regard to the Commis Chef Apprenticeship Programme.
- d) The Commis Chef CSG recognises Kerry ETB 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 Kerry ETB may appoint Collaborating Providers to assist it in the provision of the programme. Such providers will be appointed subject to the agreement of the Commis Chef CSG.
- f) Kerry ETB agrees to provide Commis Chef CSG 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 Commis Chef CSG, the Kerry ETB will provide the secretariat to the CSG. The extent of these services will be agreed by the parties.
- b) Normally the communications between the parties will be through the Programme Manager, who will be a member of the CSG.

Particular Responsibilities of the Commis Chef CSG

- a) Advise the Commis Chef 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 ETB 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 Commis Chef 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 Kerry ETB 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 Coordinating Provider
- m) Act in support of Kerry ETB in promoting the programme to employers and to potential apprentices.

Particular Responsibilities of the Coordinating Provider – Kerry ETB

- a) Develop the programme in conjunction with the Commis Chef CSG 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 Commis Chef CSG 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 Commis Chef CSG in its work and respond to concerns that the Commis Chef CSG may have in relation to the programme.

Financial Matters

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

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

Appendix D: ETB External Examiner Report Template



BORD OIDEACHAIS AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION AND TRAINING BOARD

REPORT OF EXTERNAL EXAMINER for New Apprenticeship Programme

[To be submitted by the External Examiner to the New Apprenticeship Programme Coordinator 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 Apprenticeship Quality Council of the Coordinating Provider?

--

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

Part 3 External Examiner 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 Apprenticeship Quality Council Chair

.....
Signature Apprenticeship Quality Council Chair

.....
Date

Comments National Programme Board Chair

.....
Signature National Programme Board Chair

.....
Date

Comments Coordinating Programme Manager/FET Director

.....
**Signature Coordinating Programme Manager/
FET Director**

.....
Date

Appendix E: Recognition of Prior Learning (RPL) Policy and Procedures

New National Apprenticeship Programmes

Recognition of Prior Learning (RPL) Policy and Procedures

Context

- a) Recognition of Prior Learning (RPL) is the generic term for learning assessment mechanisms which are used to describe the awarding of credit/exemptions to apprentices on the basis of demonstrated learning that has occurred prior to admission.
- b) RPL is an important element of national and EU policy for widening access to qualifications and supporting lifelong learning.
- c) The Qualifications (Education and Training) Act 1999 established the right for an applicant to get recognition for prior learning. The Act reflects a national commitment to widening participation to education and is supported by the QQI guidelines. A major objective of QQI is to give equal recognition to all learning. The philosophy underlying RPL is to enable and encourage people to enter or re-enter formal education, leading to qualifications recognised within the National Framework of Qualifications. This was reinforced in the Qualifications and Quality Assurance (Education and Training) Act 2012.
- d) RPL involves awarding the applicant recognition in the form of initial or advanced admission to a programme, credits within a programme, exemption(s) from element(s) of a programme, or a full award.
- e) The prior learning can be certified or experiential (non-certified).
- f) **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 and/or institutes. Prior certified learning can also include qualifications awarded by bodies abroad, such as the City & Guilds of London Institute.
- g) **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.
- h) For New National Apprenticeship Programmes in the ETBs, the co-ordinating ETB, in conjunction with collaborating ETB, shall ensure that all apprentice applicants are made aware of the potential benefits of RPL. Appropriate support services relating to portfolio preparation must be available within the ETB to interested apprentices.

E1 Procedures for Management of RPL

1.1.1 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.

1.1.2 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 Coordinating ETB through the National Programme Board.
- c) The New Apprenticeship National Programme Board¹⁸ 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.
- d) The RPL committee, supported by the Coordinating 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.
- e) The RPL committee shall establish a panel from which two representatives will be nominated to assess applications received.
- f) 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.
- g) Apprentices have the right to appeal the outcome of their RPL application in accordance with the provisions below.

1.2 Policy and Procedures for Operation of the RPL Process

- a) Prior learning refers to learning which has occurred before admission to a programme or to the relevant stage of a programme.
- b) Prior learning shall encompass all forms of learning – certified and uncertified.
- c) Participation is a voluntary matter for the individual.
- d) Recognition of prior learning provides opportunities for access, transfer and progression to education and training and for the achievement of an award.
- e) The process of recognising prior learning should maintain the standards of the National Framework of Qualifications and its awards.
- f) The policies, processes and practices for the recognition of prior learning shall be clearly stated and documented and available to all apprentices.
- g) Guidance and support shall be made available for apprentices and all involved in the processes of recognition of prior learning.
- h) Credit from RPL will normally only be awarded for complete modules.
- i) There is no limit placed on the maximum credit allowed to be achieved via RPL in

¹⁸ The Consortium Steering Group may act as a National Programme Board in this regard, prior to the establishment of the National Programme Board by the Co-ordinating Provider and the commencement of the validated programme.

the non-award stages of a programme.

- j) RPL will normally only be given for a maximum of 50% of credits in the award stage. Normally this 50% is for experiential learning only. If an apprentice seeks RPL for prior certified learning in the award stage, then he/she will only be entitled to an unclassified award. It is very important that apprentices seeking RPL for prior certified learning in the award stage are informed that they will only be entitled to an unclassified award.
- k) The outcome of RPL applications shall be ratified by the National Examination Boards though apprentices may be provisionally informed to facilitate module completion.
- l) When an apprentice receives recognition for prior certified learning, he/she cannot use the same prior learning to gain further exemptions in additional programmes in the ETB.

E2 Recognition of Prior Certified Learning (RPCL)

- a) Prior Certified Learning is where an applicant has already been awarded a qualification for a formal programme or module taken at an institution or training organisation. This prior learning can be recognised on the National Framework of Qualifications and may entitle the applicant to:
 - Admission to a programme or programme of study
 - Advanced entry on the programme
 - Exemptions from some parts of a programme
- b) Where prior certificated learning is the basis for RPL, the applicant is required to provide the relevant syllabus and a transcript of results.

2.1 Assessing Prior Certified Learning

- a) When an apprentice presents prior certified learning in order to gain admission, the collaborating ETB shall appoint an experienced assessor to consider the application and make a decision.
- b) In the case of an application for advanced standing or exemption(s), the coordinating ETB shall appoint two assessors from the panel established by its RPL Committee, to consider the application and make a decision. This decision is subject to ratification by the Examination Board. In each case the assessors will base their decision to grant this exemption or advanced standing on the following:

- **Level of Prior Award in the National Framework of Qualifications (NFQ)**

The NFQ was introduced in 2003 as a system of ten (10) levels. The ten levels capture all learning, from the very initial stages of level 1 to the most advanced learning of level 10. In the case of exemption applications, the prior certified learning which the apprentice is basing his/her exemption on must be at the same level or at a higher level in the framework than the level the apprentice is seeking the exemption in. The process of recognising prior learning should maintain the standards of the National Framework of

Qualifications and its awards.

- **Comparison of Learning Outcomes**

The assessors should compare the learning outcomes of the prior certified learning to the learning outcomes of the module(s)/programme the apprentice is seeking the exemption(s) in.

If the assessors believe the learning outcomes are sufficiently similar, then an exemption may be awarded. It is at the discretion of the assessors to decide what is sufficiently similar.

- **Currency of Prior Certified Learning**

The Prior Certified Learning must have been achieved in a comparatively appropriate time frame (in some instances this may be in the last three (3) years, five (5) years or ten (10) years, depending on the learning achieved). For example, computing learning of ten years ago is of limited benefit today on a current programme, while some culinary training outcomes may be more timeless.

2.2 Foreign Qualifications

Apprentices seeking RPCL for foreign qualifications should contact Qualifications Recognition (www.qualificationsrecognition.ie) to have their qualifications aligned with the appropriate Irish qualification. Qualifications Recognition is the QQI body responsible for the recognition of foreign qualifications.

2.3 Guidelines for Recognition of Prior Certified Learning (RPCL)

- a) Prior certified learning may entitle the apprentice to exemptions on a programme, not credits. As this certified learning has already received credit, the apprentice does not receive credits for it again, but recognition in the form of exemptions. No grade will be awarded to the apprentice for the certified learning.
- b) It is the apprentice's responsibility to apply for the RPCL. Apprentices must submit their claim on the relevant form to their collaborating Programme Manager within ten (10) working days of the module commencement. Apprentices should also include certificates, results, programme details and, where possible, learning outcomes of modules completed. Apprentices should be advised to participate in the module(s) until a decision has been made (and written confirmation received) on whether to grant the exemption or not.
- c) The collaborating ETB Programme Manager(s) shall forward applications without delay to the Coordinating ETB Programme Coordinator who shall nominate two assessors from the Panel established by the RPL committee. One of these assessors should be a person qualified to deliver and assess the module.
- d) The assessors shall consider the application and agree a decision regarding it within ten (10) working days of receipt of the application.
- e) Assessors have the right to recommend that exemptions be granted with conditions/recommendations (e.g. certain research is carried out, attendance at certain workshops, etc.).

- f) The apprentice has a right to appeal. The appeal should be made in writing to the Programme Coordinator within five (5) working days of the initial decision. The appeal will be considered by a Programme Manager from another Collaborating Provider along with a qualified assessor(s) not involved in the initial assessment. Their decision is final.
- g) The documentation submitted by the apprentice (RPL Application form, photocopies of certificates, learning outcomes, examination results, etc.), together with the recommendation of the assessors, must be kept for the normal period specified for retaining archived assessment documents.
- h) When Prior Certified Learning is accepted as the basis for granting an exemption on a programme of study, further application using the same learning for the granting of further exemptions in the same programme will normally not be considered.

2.4 Limitations for Prior Certified Learning

The National Programme Board shall determine if there should be a limitation on the volume of exemptions or on the type of learning that may be exempt.

E3 Recognition of Prior Experiential Learning (RPEL)

- a) This involves the awarding of credit for learning gained from experience.
- b) In this case, the apprentice must demonstrate that the required equivalent learning has been achieved by producing a Portfolio of Evidence to support the claim for access or credit (the RPL Committee will have a support service in place to help apprentices with the production of the portfolio).
- c) Other assessment tools such as examination, assignment, interview or observation can also be used to assess prior experiential learning.
- d) As a general principle, credit is given for learning, not for experience *per se*.
- e) The portfolio of evidence must be written in such a way that the matching of the knowledge, skills and competencies of the module learning outcomes to the prior learning is clearly demonstrated.
- f) The evidence the apprentice has to submit will be based on the learning outcomes of the module(s)/programme he/she seeks credits for.
- g) Evidence may include:
 - References
 - CV
 - Job descriptions and experiences
 - Details of any training completed
 - Certificates for qualifications, training programmes, etc.
 - Sample work (e.g. drawings, minutes from meetings, business plan, etc.)
 - Evidence from the apprentice's personal life

- Published work
 - Professional licenses/registrations or membership of professional organisations
 - Acknowledged accomplishments
 - Relevant recreational activities or hobbies
- h) The apprentice may be required to provide verification from previous or current employers that the learning stated has been achieved by the apprentice.
- i) As part of the assessment, the assessors may interview the apprentice.
- j) When assessing portfolios, it is important to consider the currency of the prior learning. It must be achieved within a suitable time frame, for example within the last five (5) years (depending on the nature of the learning achieved).

3.1 Assessing Experiential Learning (RPEL)

- a) It is the apprentice's responsibility to apply for RPEL.¹⁹ Applications, in the form of a portfolio of evidence, are made to the collaborating ETB Programme Manager. This portfolio must be submitted within ten (10) working days of the commencement of the module.
- b) The collaborating ETB Programme Manager shall forward applications to the Coordinating ETB Programme Coordinator who shall nominate two assessors from the Panel established by the RPL committee.
- c) The assessors should examine the submission and agree a decision regarding the application within ten (10) working days of receiving the RPEL portfolio.
- d) Apprentices should be advised to participate in the module(s) until a decision has been made (and written confirmation received) on whether to grant the exemption or not.
- e) The portfolio is assessed and an agreed grade is assigned by the assessors.
- f) Apprentices should receive a grade for their portfolio of evidence which carries equal weight to modules taken in the conventional method. Assessors must satisfy themselves that the assessment methods used to determine the standard of the experiential learning gained be equivalent to assessment methods applied to conventional apprentices.
- g) Assessors have the right to recommend that credits be granted with conditions, e.g. certain research is carried out, attendance at certain workshops, etc.
- h) The documentation submitted by the apprentice (RPL Application form, portfolio, CV, etc.), together with the recommendation of the assessors, must be kept for the normal period specified for retaining archived assessment documents.
- i) The apprentice has a right to appeal. The appeal should be made in writing to the Coordinating ETB Programme Coordinator within five (5) working days of the initial

¹⁹ It is recommended that the provider provides guidance to applicants on assembling the portfolio of evidence.

decision. The appeal will be considered by a Programme Manager from another Collaborating Provider along with a qualified assessor(s) not involved in the initial assessment. Their decision is final.

- j) Portfolios of evidence should go through the same quality assurance procedures as exams/assignments submitted by apprentices completing the programme in the conventional manner.
- k) Submission of a portfolio does not guarantee that the apprentice gains credits.

Summary of Terms and Conditions associated with RPL

	Prior Certified Learning	Prior Experiential Learning
Closing Date for RPL Application	Within ten (10) working days of module commencement	Within ten (10) working days of module commencement
Evidence Submission Date (E.g. Portfolio/Copies of Certificates)	Within ten (10) working days of module commencement	Within ten (10) working days of module commencement
Maximum credits/ Exemptions Allowed for RPL for <u>Non</u> Award stages	100%	100%
Maximum credits/ Exemptions allowed for RPL in <u>Award</u> Year	0%	50%

Appendix F: Collaborating Provider Approval Procedure



BORD OIDEACHAIS AGUS OILIÚNA CHIARRAÍ
KERRY EDUCATION AND TRAINING BOARD

COLLABORATING PROVIDER APPROVAL PROCEDURE

NATIONAL COMMIS CHEF APPRENTICESHIP PROGRAMME

F1 Introduction

1.1 About this Document

In order to deliver the National Commis Chef Apprenticeship Programme, as validated by QQI, the Education and Training Provider must demonstrate to Kerry ETB, as the Coordinating Provider, 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

Kerry ETB, as the Coordinating Provider, has therefore produced this Collaborating Provider Approval Procedure to help Education and Training Providers to become an approved National Commis Chef Apprenticeship Programme Provider. This guide will provide full details of the criteria and requirements.

1.1.1 Collaborating Provider Approval for National Commis Chef Apprenticeship Programme

If the provider is not currently a Kerry ETB approved Provider for the National Commis Chef Apprenticeship, it must apply for approval. The applicant provider will need to provide Kerry ETB, as Coordinating Provider, 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 Commis Chef Programme.

1.1.2 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.

1.1.3 Collaborating Provider Approval for Commis Chef Programme

Collaborating Provider Approval must be obtained by any Education and Training Provider that is seeking to become a provider of the Kerry ETB Commis Chef 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 Kerry 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 (5) 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 learners within the five (5) years and/or
- The Provider has had approval withdrawn because the Collaborating Provider Approval criteria were no longer being met.

1.2 What is a Provider?

The Commis Chef National Apprenticeship Programme, for which Kerry ETB is the Coordinating Provider, may only be offered by providers of QQI awards.

A Provider may be one of the following:

- Education Training Board
- Institute of Technology
- Independent Education and Training Provider

Only approved Providers may offer the QQI validated Commis Chef Apprenticeship Programme and assessments/examinations.

Specific programme related documentation applies:

- QQI Validated Programme
- Apprenticeship Quality Assurance Procedures

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

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

1.2.1 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 Kerry ETB's responsibility, as the Coordinating Provider, 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, Kerry 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 Kerry ETB and the Collaborating Provider, before the programme commences on that site.²⁰

²⁰ The Provider Programme Approval Form Kerry ETB/01 should be used for the self-evaluation

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. That information is held within Kerry ETB's record management system. 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 Programme Coordinator immediately using the Programme Approval Application Update form (Form Kerry ETB 03), a copy of which document can be found in Section 3.6 below.

Note: Failure to notify Kerry 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 Commis Chef Programme and the level of assessment activities both on and off-the-job. For example, Providers with one or more teachers/trainers/instructors will probably need more than one internal verifier and may therefore need to identify an Internal Verifier Coordinator 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 coordinator 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 cannot internally verify their own assessments.

Please refer to the relevant Apprenticeship Programme specific documentation for the level of expertise required by the Instructors and Internal Verifiers.

1.6.1 Collaborating Provider – Collaborating Provider’s Programme Manager

The Collaborating Provider’s Programme Manager 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, coordinating with the Programme Coordinator, its Authorised Officer, the Quality Assurance Personnel, the Teacher/Trainer/Instructor(s) and the Internal Verifier(s).

The Collaborating Provider’s Programme Manager or their nominated subject matter expert representative will screen employers for suitability to train apprentices and ensure that all SOLAS approved employers sign the Kerry ETB Employer Memorandum of Agreement (Reference SOLAS Employer Suitability to Train Process).

The Collaborating Provider’s Programme Manager will work closely with the Kerry ETB Programme Coordinator on the day to day management and administration of the Programme.

The Collaborating Provider’s Programme Manager 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 Kerry ETB’s Programme Coordinator, 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 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, 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 ETB Authorised Officer

The ETB 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 (2) 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 Programme Coordinator 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 Kerry 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

The teacher/trainer/instructor will have a chef's qualifications 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 teacher/trainer/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 Coordinating 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 Coordinating 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 Employer Mentor

The employer 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 Kerry ETB 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 Employer 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 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 Programme Coordinator to enhance the quality of delivery of the programme.

The responsibilities of the Internal Verifier include to:

- Ensure that Teachers/Trainers/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 Examiners

Approved External Examiners, including External Examiners with international expertise, are appointed by Kerry ETB, as Coordinating Provider for the programme, 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 examiners and provide all appropriate information requested.

1.6.8 Quality Control

Quality assurance monitors are appointed by Kerry ETB to ensure that Collaborating Providers comply with Kerry ETB 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 Programme Coordinator 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 Kerry ETB 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

Kerry ETB is committed to equality of opportunity and fair access to assessment for all our Programmes. The diversity of learners 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

Kerry 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
- Learner Resources and Materials
- Assessment Instruments
- Grade book

F2 Procedures for Collaborating Provider's Approval

2.1 Initial application from Providers other than an ETB or IoT

Where Kerry 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 Kerry ETB 01)

- Visit Request (Form 04 If applicable)
- E-mail forms to: Kerry ETB's Programme Coordinator

Kerry ETB's Programme Coordinator will:

- Review the completed forms (Kerry 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 Kerry ETB Apprentice Quality Committee, who may also request additional information.
- Arrange for the Kerry ETB representative to undertake an approval visit.
- Confirm to the applicant provider in writing the outcome of the application, normally within four (4) to six (6) weeks of receipt.

2.2. Approval Visit

A visit will be undertaken by a Kerry 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 Kerry ETB representative will need to visit **each** location to ensure compliance with the approval criteria.*

Prior to the visit

The Kerry 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 staff²¹ which the Kerry ETB representative wishes to meet.

During the visit

The Kerry 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 Kerry ETB Quality Assurance policies and procedures in line with awarding body requirements. Access to Kerry ETB 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 will be appropriately trained.
- Provide any help, support or advice required.

At the end of the visit

The Kerry ETB representative will:

- Complete a report on the visit which will include an action plan.

²¹ These will include the Collaborating Provider's Programme Manager and personnel involved in the delivery of the programme and its assessments including the Instructor(s), Quality Assurance Personnel and Internal Verifier(s) for the programme.

- Send a copy of the report to Kerry ETB's Programme Coordinator who will forward the application to the Kerry 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 Kerry ETB nominated representative will discuss their findings and recommendations with the applicant provider, but formal approval must be received from the Kerry ETB Apprenticeship Quality Committee before undertaking any programme delivery and assessments/examinations.

Kerry 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:

Collaborating Provider Approval Granted

If Kerry ETB's Apprentice Quality Committee is satisfied that the applicant provider meets the criteria, it will ask the Programme Coordinator 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.

Collaborating Provider Approval Withheld

Where insufficient evidence to satisfy the Collaborating Provider Approval criteria has been provided, the Programme Coordinator will advise the applicant provider of the following:

- Areas that need to be developed further and any additional evidence required.
- Once the action has been implemented, the applicant provider should contact the Programme Coordinator who will request evidence to confirm that the Collaborating Provider Approval criteria have been satisfied. If necessary, another approval visit may be made.
- An applicant provider may not assess apprentices for the Programme until Collaborating Provider Approval has been granted.
- An applicant provider has the right to appeal against a decision to withhold Collaborating Provider Approval to the Apprenticeship Quality Committee who will establish a panel of at least two external independent experts to adjudicate on the appeal. The fee for such an appeal is €5000. The result of this adjudication on that application will be final. Notwithstanding this it is open to a provider to initiate a new application following a period of time determined by the Apprenticeship Quality Committee.

2.4 Period of Approval

Once granted, Collaborating Provider Approval continues for a period of **five (5) 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 Kerry ETB 03), at least six (6) 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 Coordinator immediately and complete an Application for Re-approval (Kerry 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 Kerry 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 Kerry ETB, with the approval criteria or with any of Kerry 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 Kerry 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, Kerry 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 Kerry 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 Kerry ETB specified, with whatever information (about how they can complete their Programme, for example) or supports Kerry ETB consider reasonable.

Providers **must** return to the Programme Coordinator, the originals and any copies of any documents which belong to Kerry ETB.

Withdrawal or suspension does not affect any earlier claims, or give rise to any new ones, as between the Provider and Kerry ETB, except that:

- Kerry 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 Kerry ETB representative will expect on the site visit. It is recognised that some may not be relevant until the provider is actually delivering a Kerry ETB 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 Kerry ETB Programme Coordinator. In addition, this information must be made available for External Examining and auditing by Kerry 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 Kerry ETB Commis Chef Programme both on and off-the-job.

In these circumstances the provider need 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 Examiner will wish to look at the relevant records when undertaking his/her examination visit.

Examples of evidence

- Learner registration details
- Learner 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 Kerry ETB 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 Kerry ETB 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 Kerry ETB QQI requirements
- There are procedures to ensure assessments/examinations are conducted by appropriate staff in accordance with ETB assessment regulations
- Apprentice records and details of achievements are accurate, kept up to date, securely stored and available for External Examining and auditing by Kerry ETB
- The apprentice has available to them a copy of the ETB assessment appeals procedure
- There are procedures to ensure Kerry 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 Commis Chef 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 Kerry 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 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 Kerry ETB Assessment Regulations
 - Arrangements for assessment planning (practical assessments)
 - Record of/plans for 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 Commis Chef programme as validated, having regard to the number of apprentices in a class group in the off-the-job element of the programme.
- Each apprentice on the off-the-job element of the programme should have a separate appropriately equipped workstation with access to shared equipment as required.
- Resources necessary to satisfy the requirements for the Commis Chef 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 Kerry 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 Kerry ETB Assessment Regulations
- Arrangements for assessment planning (practical assessments)

F3 Forms and Guidance for Completion

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

Application for Collaborating Provider Approval for the Commis Chef Programme (Form Kerry ETB 01)

3.1 Guidance on Completing the Application for Collaborating Provider Approval

Form Kerry 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 Commis Chef 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 Commis Chef 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 Commis Chef 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 Commis Chef 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 Kerry 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 (Kerry 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 learner but they will be obliged to accept the learner if he/she fits in with the arrangements for running a particular assessment/examination.

On application (Kerry 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 (Kerry 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 Kerry ETB 01)

Please use this form only if your organisation is not currently approved to offer the National Commis Chef 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 Kerry ETB or any awarding/examinations body	
Approval Withheld	Yes <input type="checkbox"/> No <input type="checkbox"/>
Approval Withdrawn	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please provide date and details	
Please tick (✓) 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 <input type="checkbox"/> No <input type="checkbox"/>
Sitting Assessments/Examinations	Yes <input type="checkbox"/> No <input type="checkbox"/>
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 Coordinating Provider Approval criteria

<i>Management and administration systems criteria</i>	<i>Evidence</i>
SC1 Is there a Governance system in place for quality assurance oversight of the National Commis Chef 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 Commis Chef 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 Coordinating 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	
<i>Physical and staff resources criteria</i>	<i>Evidence</i>
SC13 Resources necessary to satisfy the requirements for the National Commis Chef 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 Coordinating 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 Commis Chef 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 Coordinating Provider	

Title of Programme for which Collaborating Provider is seeking approval

Details of programme for which you wish to enter apprentices for assessment/examination

Title (including level if appropriate)	Programme Number(s)	Date of first assessment/examination	No. of entries (approx.)	
			Year 1	Year 2

Please provide details of group size for your proposed apprentice intake

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

Yes No

Please provide details of every teacher/trainer/instructor, Quality Assurance Officer, and Internal Verifier for the award indicated, and tick (✓) 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 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 Kerry ETB, complement the Memorandum of Agreement between the Training and Education Provider and Kerry 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 Kerry 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 Commis Chef Apprenticeship Program and wish to offer another cognate program with a Coordinating Provider you must fill out the form in Section 3.4. If your organisation is already an approved Collaborating Provider for the National Commis Chef 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, coordinator, 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 coordinator, as described in Section 2.
- 3) Complete as requested.

3.4 Application for Collaborating Provider Approval for Cognate Programme

(Form Kerry ETB 02)

You should submit this form for Collaborating Provider Approval for a cognate programme with a lead provider other than the National Commis Chef Apprenticeship Programme where the form Kerry 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 Kerry ETB or any awarding/examinations body				
Approval Withheld	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
Approval Withdrawn	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
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 (✓) 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 Ref.	Relevant Occupational Experience	Teaching/ Training Experience	Assessing Experience	CV Available for Experience

NOTE: Workplace Mentors 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	
<i>Physical and staff resources criteria</i>	<i>Evidence</i>
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 Commis Chef 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 Kerry ETB 03)

You should complete and submit a Kerry ETB 03 form whenever there has been a change affecting the information on the Application for Collaborating Provider Approval for Commis Chef (Form Kerry ETB 01), Application for Collaborating Provider Approval for Cognate Programme (Form Kerry ETB 02) or a previous Approval application update (Form Kerry 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 Kerry ETB 03) may include changes concerning:

- The name, address or telephone number of the location

Other information (2.8 on Form Kerry 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 Kerry 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 Kerry 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 Kerry ETB, this application and such information shall form agreed amendments to the agreement between us and Kerry ETB. We will submit a further Approval application update if there are any further changes to information supplied by us to Kerry ETB.

Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
Official Position	
Signature	
Date	

3.7 Application for Provider Visit (Form Kerry 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)	
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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.	
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Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
Official Position	
Signature	
Date	

Kerry ETB endeavour to arrange visitation within two (2) weeks of receipt of this application.