



Bord Oideachais & Oiliúna  
**LUIMNIGH & AN CHLÁIR**

**LIMERICK & CLARE**  
Education & Training Board

# WORK BASED ASSESSMENTS FOR APPRENTICESHIPS

14<sup>th</sup> March 2019

Workshop Presentation by: Alan Hogan, Quality Assurance Officer

# Limerick and Clare Education and Training Board

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare region.

The authority's Further Education and Training Division delivers courses to over 25,000 learners each year and has responsibility for 33 Further Education and Training Centres.

We work with community groups in approximately 300 locations across the region and are also responsible for the management of music education provision.


We offer a wide range of life-long education and training options to anyone over 16 years.

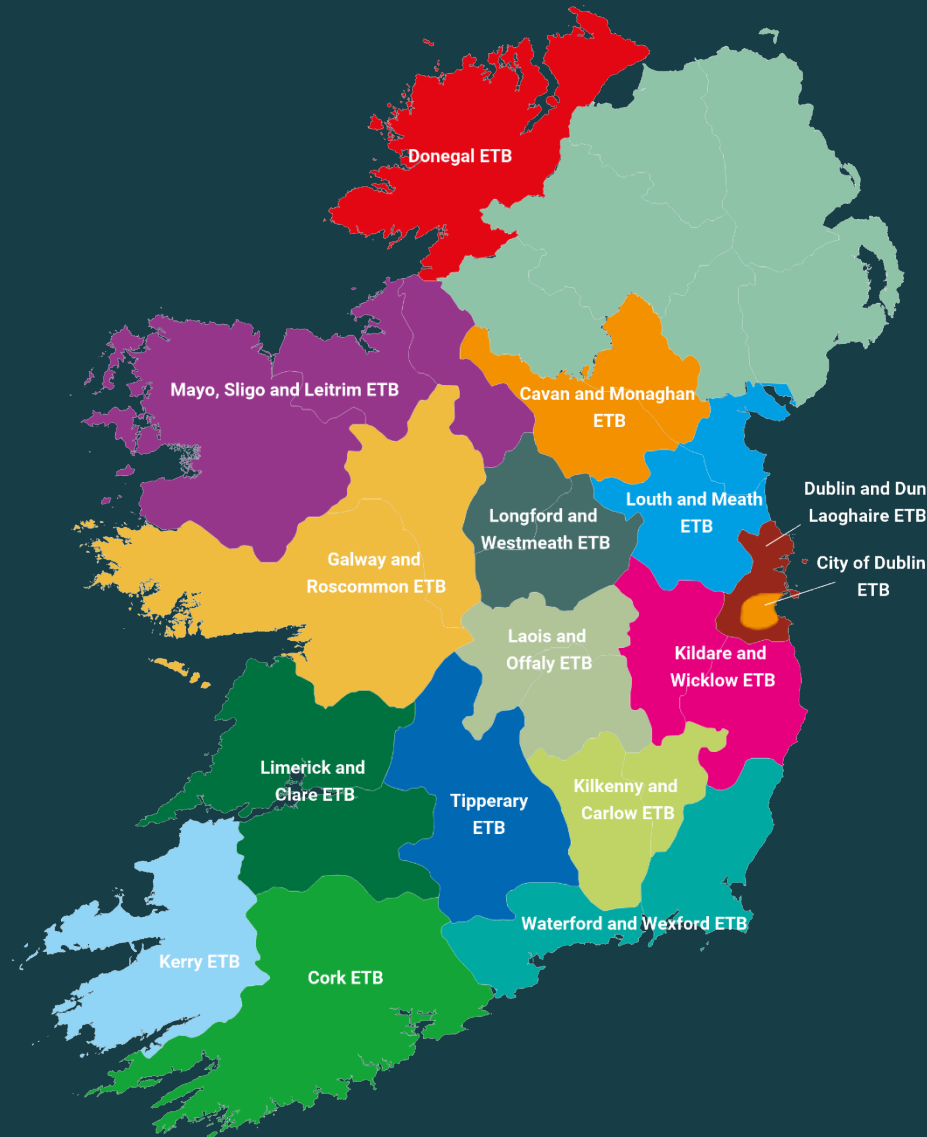


# IRELAND

Click a region



 **Education and Training Boards** provide Further Education and Training (FET) in Ireland, including apprenticeships, traineeships and Higher VET courses.



**16 ETBs, circa 28,000 staff employed**



**Delivering learning opportunities to over 200,000 learners annually**



**500 Education Centres**



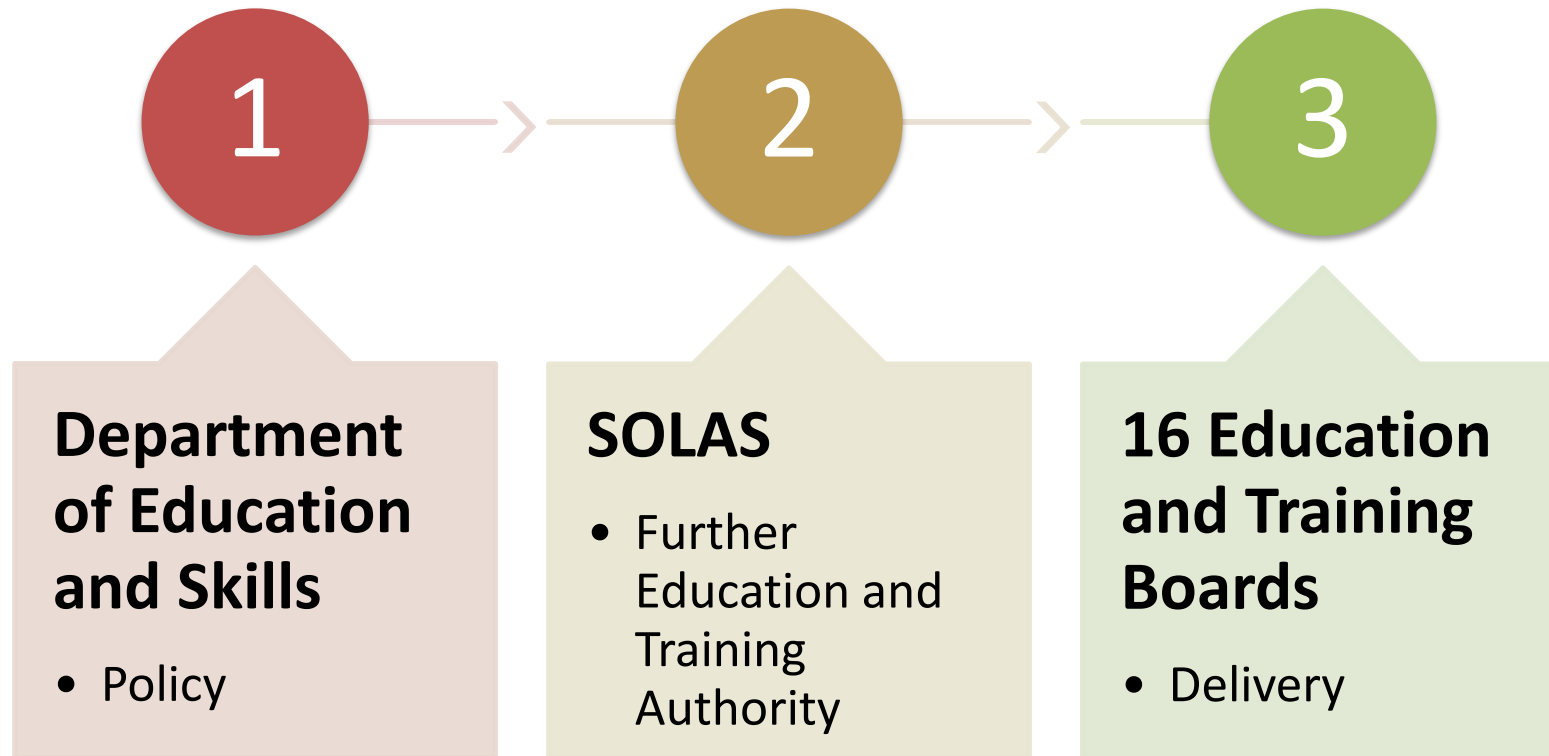
**97 Further Education Colleges**



**30+ Training Centres**



# Further Education and Training Landscape



## SOLAS

Irish: *An tSeirbhís Oideachais*

*Leanúnaigh Agus Scileanna*

English: 'Further Education and Skills Service'

**Solas = Light**



# Strategic Objectives – Irelands National Skills Strategy 2025



# Strategic Performance Agreements:

## Developing the Further Education and Training System 2018 - 2020

### Key Elements



Service transformation



Agile and responsive FET strategic planning system



Keeping pace with rapidly changing social, economic and technological context



World of Work - way in which people learning and developing - communities surviving and prospering



Harnessing policy, strategies, targets, labour market insight



Multi annual, strong evidence base, local connectivity,



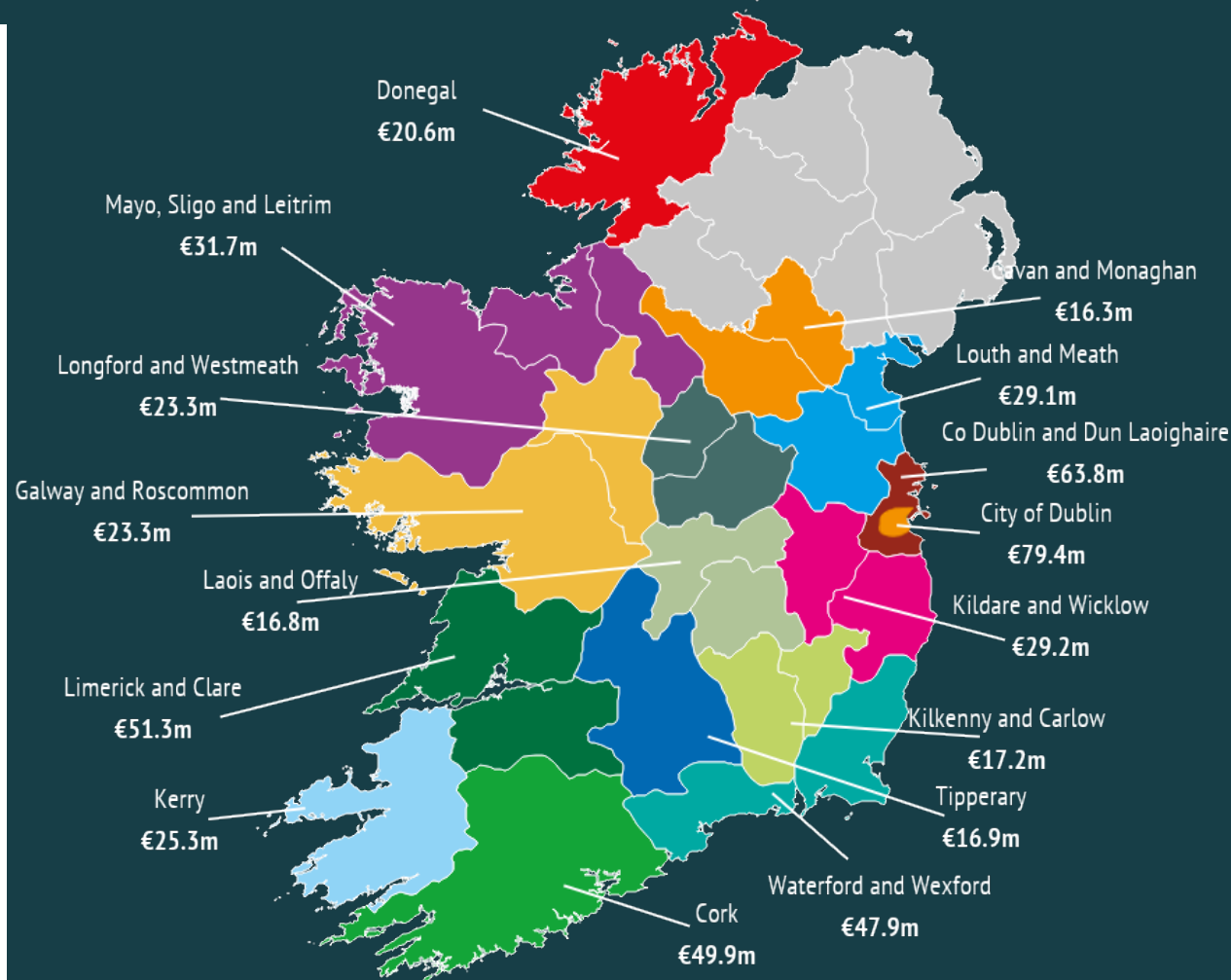
Responding flexibly to emerging regional needs



Delivering clear outcomes



Continuous programme evaluation and improvement



# Strategic Performance Agreements:

## Developing the Further Education and Training System 2018 - 2020

### FOCUSSING ON IRELAND'S CRITICAL SKILLS NEEDS

11,900

additional FET Qualifications  
in Key Skills areas annually  
2018-2020

Re-focussing of provision from

BROAD BASED  
SKILLS PROVISION

to provision focused on

IRELAND'S PRIORITY  
SKILLS NEEDS

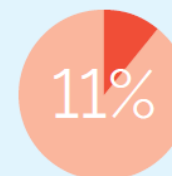
### EMBRACING NEW MODELS OF APPRENTICESHIP AND TRAINEESHIP

Continued development  
and roll out of post  
2016 apprenticeships  
across ETBs

13,800

New Traineeship registrations  
2018-2020

### EXPANDING LIFE LONG LEARNING AND WORKFORCE UPSKILLING PROVISION



increase in FET Lifelong  
learning 2017 - 2020

18,000

additional learners across a  
suite of lifelong learning  
relevant programmes

€638M

funding per annum

Over  
300,000

beneficiaries per annum

Shift from

FOR EMPLOYMENT

TO EMPLOYMENT

### DELIVERING ON JOBS FOR THE ECONOMY

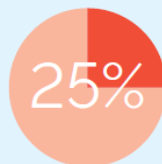


increase in employment outcomes  
from FET 2017 - 2020

3,400

additional jobs obtained

### PROGRESSION TO OTHER LEARNING OPPORTUNITIES



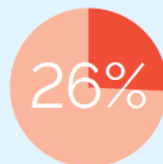
increase in progression outcomes  
from FET 2017-2020

An additional

4,500

learners a year progressing  
to other Further or Higher  
Education courses

### TRANSVERSAL SKILLS DEVELOPMENT



increase in certification outcomes  
from FET Transversal Skills  
Development 2017-2020

3,100

additional certificates for  
transversal skills such as general  
learning, core ICT and personal  
development

### Facilitating Reform



Organisational Development



Programme Validation and  
Quality Improvement



Capital Investment



New Apprenticeship  
and Traineeships



Learner Recruitment



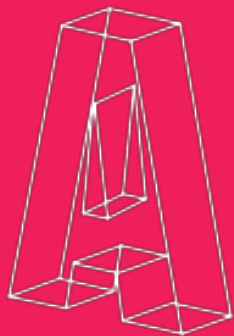
Policy Guidelines



Employer Engagement



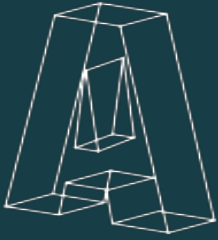
Harmonisation of  
Learner Supports



# GENERATION APPRENTICESHIP

[www.apprenticeship.ie](http://www.apprenticeship.ie)

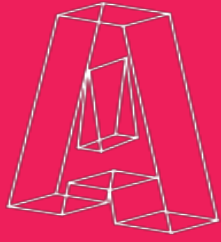




# Key Features of an Apprenticeship

- Industry-led
- Leads to Levels 5–10 on the National Framework of Qualifications
- Between 2–4 years in duration
- Minimum 50% on-the-job learning
- Flexible delivery – online, blended, off-the-job learning in increments/blocks
- The State funds off-the-job learning
- Apprentices are employed under a formal contract of apprenticeship
- The apprentice is paid for the duration of the apprenticeship\*

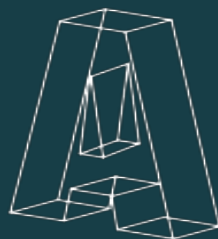
\*On apprenticeships in place prior to 2016 the State pays a training allowance to apprentices during off-the-job phases of their apprenticeship.



# Types of Apprenticeship



...and many more in development



# Qualifications



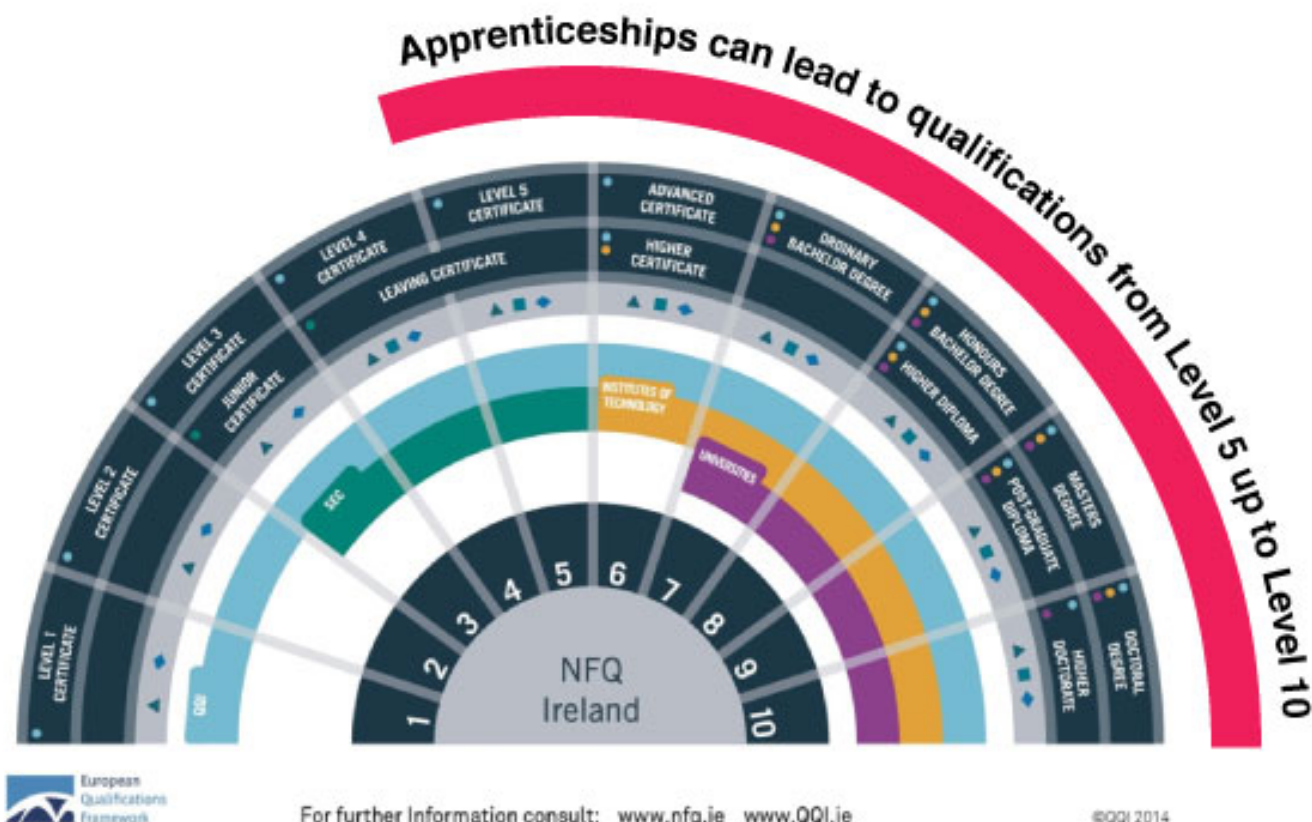
## AWARDING BODIES

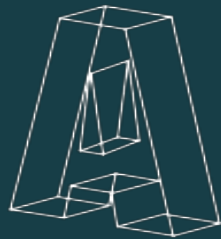
- Quality and Qualifications Ireland (QQI) issues awards in further and higher education and training
- SEC - State Examinations Commission (Department of Education and Skills)
- Institutes of Technology
- Universities

## AWARDS IN THE FRAMEWORK

There are four classes of award in the National Framework of Qualifications:

- Major Awards: named in the outer rings, are the principal class of awards made
- Minor Awards: are for partial completion of the outcomes for a Major Award
- Supplemental Awards: are for learning that is additional to a Major Award
- Special Purpose Awards: are for relatively narrow or purpose-specific achieve



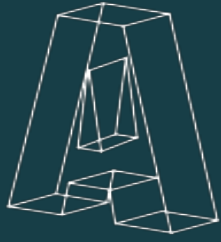


# Apprenticeship is expanding

By 2020, Ireland will have over 70 apprenticeships on offer, spanning the full range of industry sectors and leading to awards from Level 5 Certificate to PhD Level 10

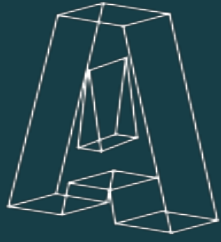


70+



# Pre 2016 Apprenticeships

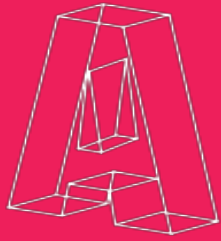




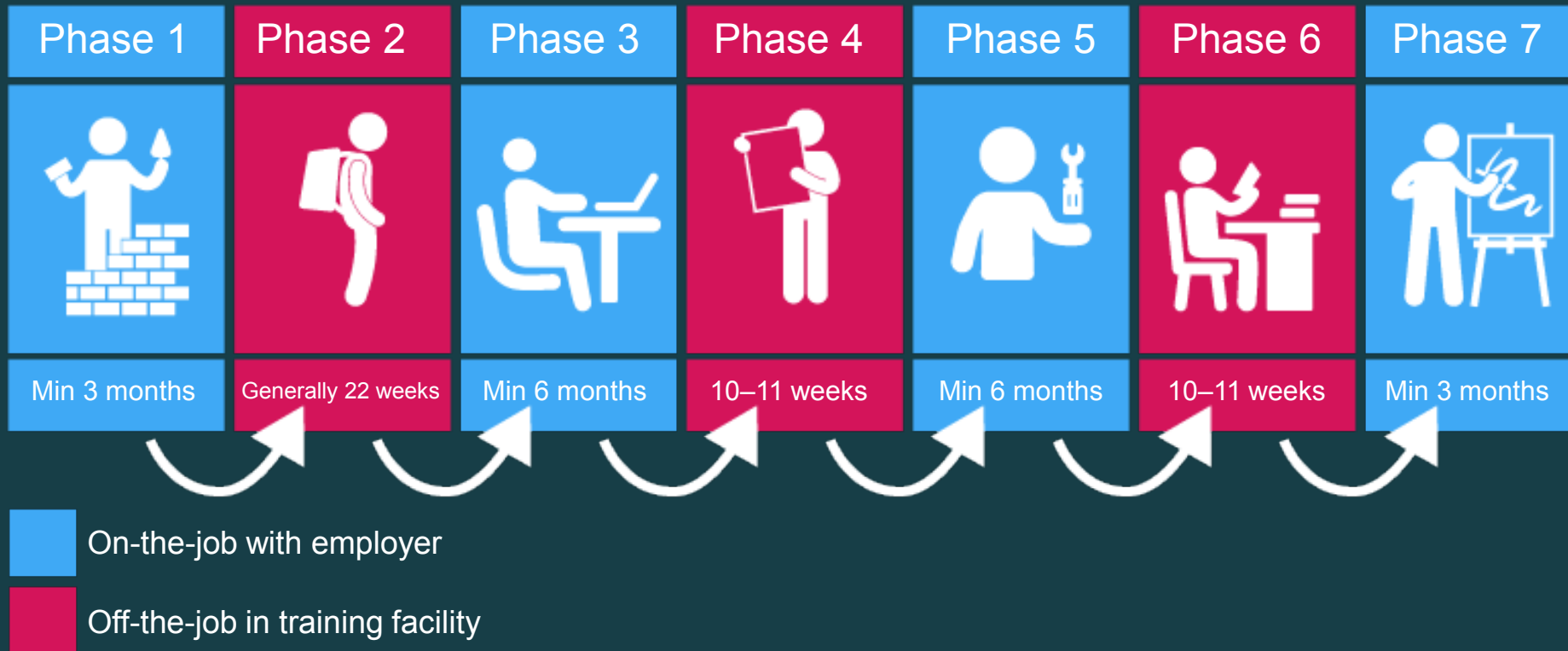
# Pre 2016 Apprenticeships

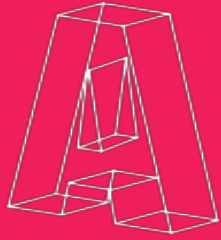
- Path to skilled occupations in a range of industries and sectors such as construction, engineering, motor and electrical
- 4 year duration
- 7 phases on and off the job
- Continuous intake





# Pre 2016 Apprenticeships





# Post 2016 Apprenticeships



2 to 4 years



Intake depends on  
apprenticeship



NFQ Level 5 to 10



Structure depends on  
apprenticeship

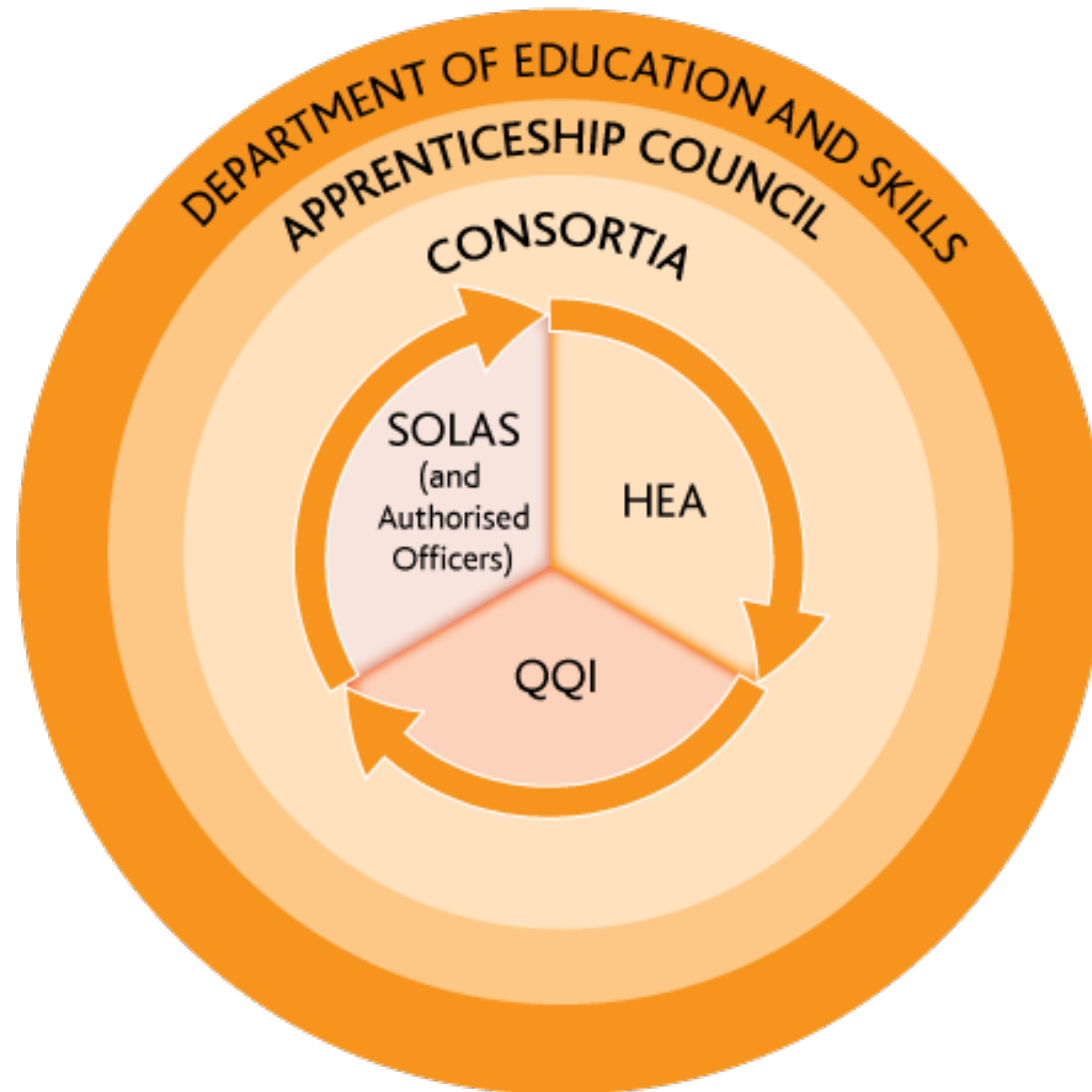


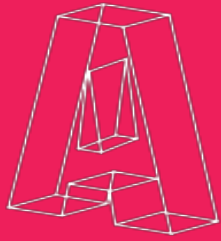
Industry-led



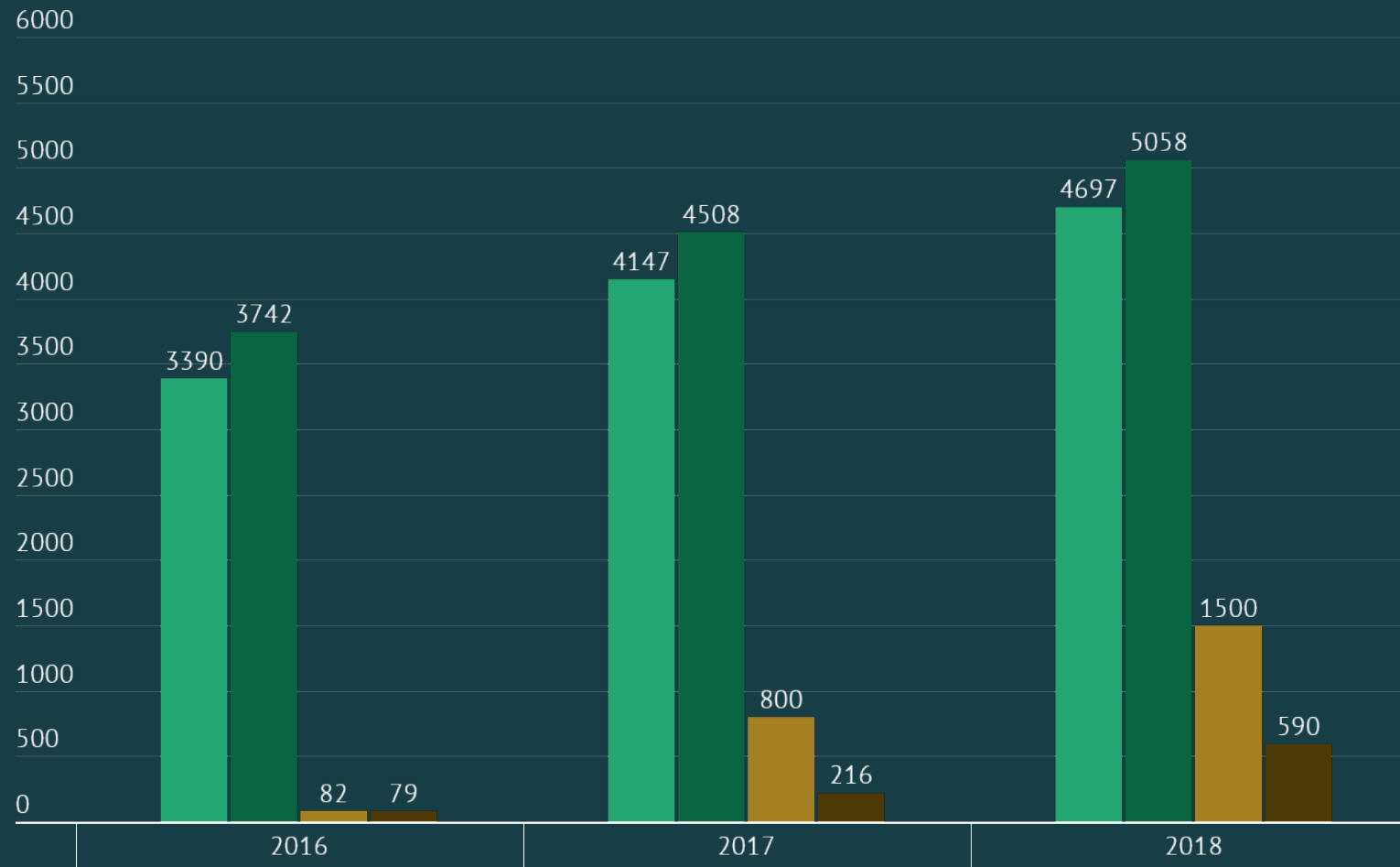
Examples block  
release, day, online

# New Apprenticeships: Key Partners





# Apprenticeship Registrations



● Pre2016 Forecast ● Pre2016 Registrations ● Post2016 Targets ● Post2016 Registrations



# Progress to date and looking to 2020



Registrations increasing year-on-year.



Participating employers increasing year-on-year



While targets for new apprenticeships are behind, strong growth in Pre2016 apprenticeships

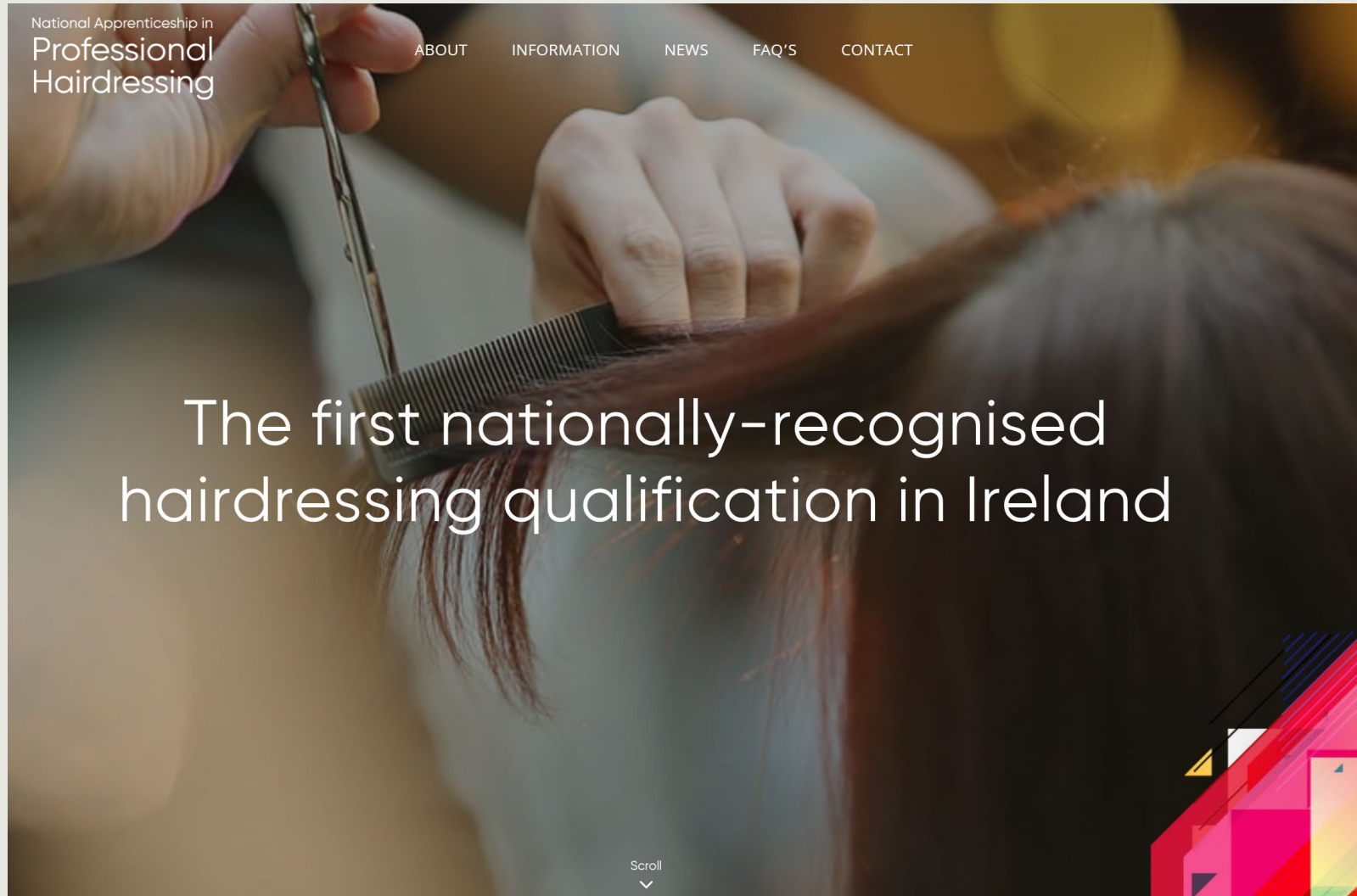


Apprenticeship Council engaging with the industry-led consortia



Strong pipeline of new programmes on the way

# National Apprenticeship in Professional Hairdressing



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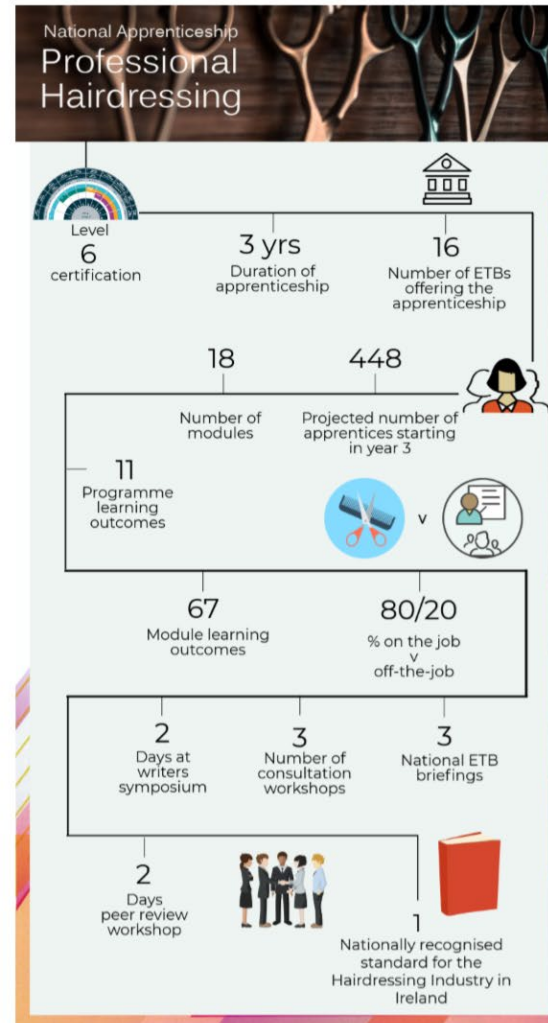


Consortium Steering Group following approval of Hairdressing Apprenticeship programme for submission.

At a meeting of the Hairdressing Apprenticeship Consortium Steering group on 15th January 2019, approval was granted for the submission of the developed Hairdressing Apprenticeship programme to QQI for validation.

This programme has been in development since March 2018, and the approval of the CSG of the completed programme application is a significant milestone in the project.

The development of this programme has involved extensive consultation and workshops with industry experts, including three national consultation workshops, a two day writer's symposium and a two day peer review workshop.



Attendees at Writers Symposium, Radisson Hotel, Athlone. 25th & 26th Sept 2018.



Attendees at ETB Peer Review Conference, Bloomfield House Hotel, Mullingar, 30th & 31st October 2018.



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# A Nationally Recognised Flagship Standard for the Hairdressing Industry in Ireland

- QQI Level 6 Award
- 3 years



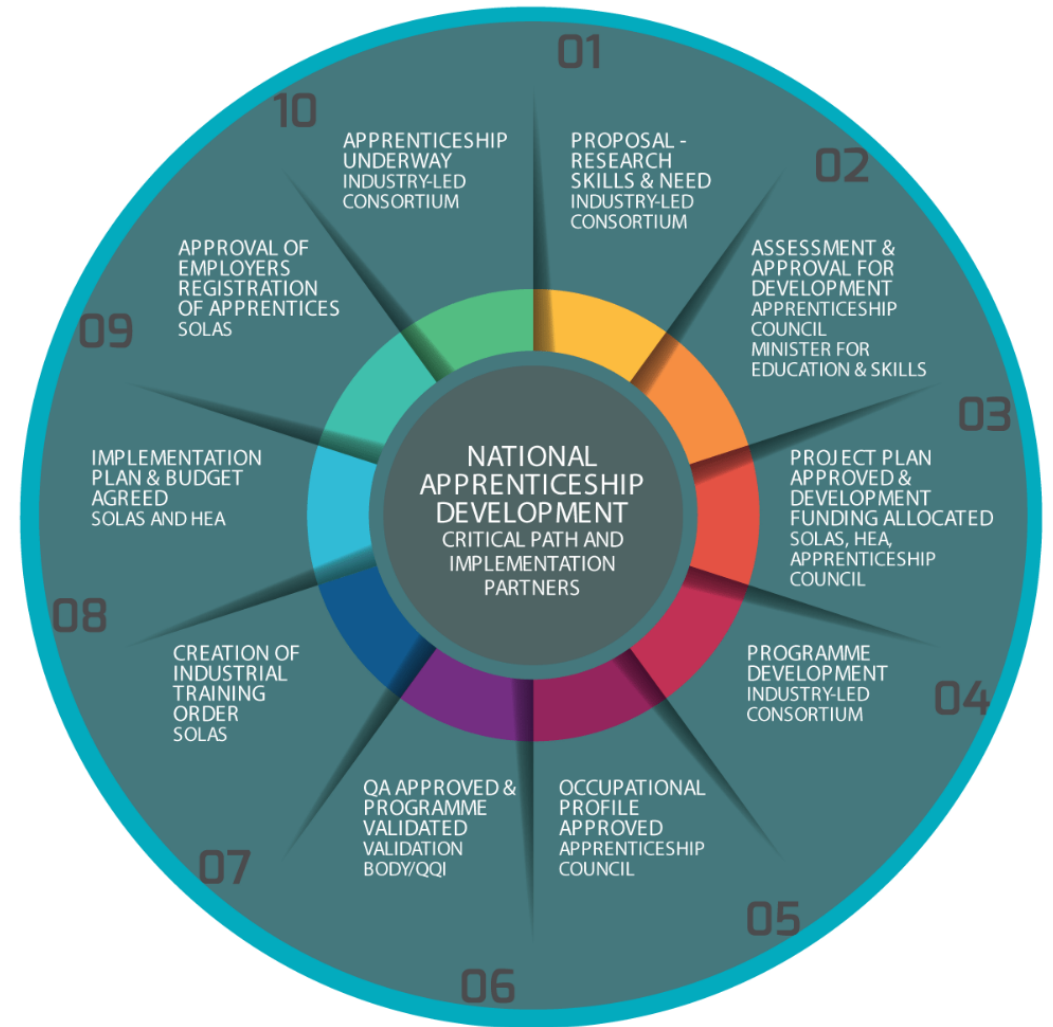
# A Collaborative Journey



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# Development Timeframe

There are 10 main steps involved in developing a national apprenticeship, from research and formulating the outline proposal (Step 1) to rolling out the programme with employers and apprentices (Step 10). The steps are not necessarily linear, and a number may be taken in parallel. Based on the experience of consortia during 2015–2017, it is estimated that development of an apprenticeship will in general take between 12–15 months.



From *Developing a National Apprenticeship* © SOLAS 2018



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# QUALITY ASSURANCE

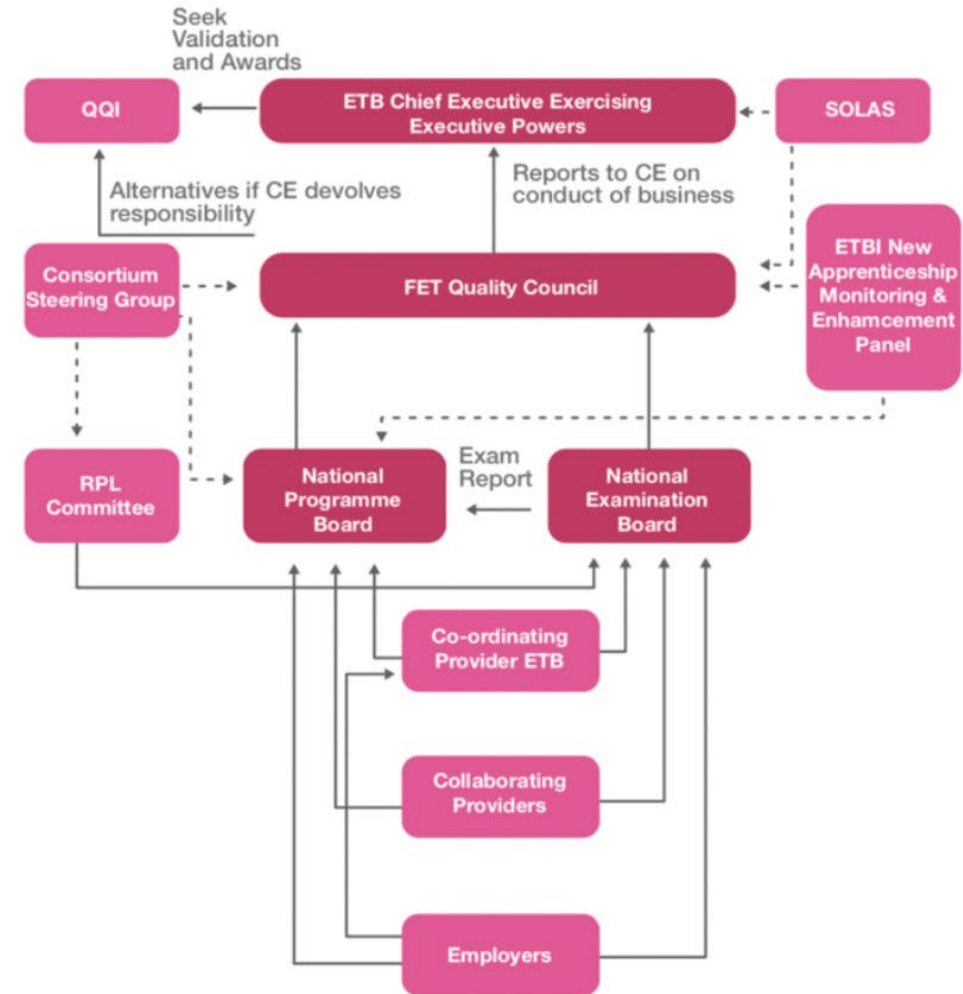
A set of common Quality Assurance Procedures have been developed in the context of an Education and Training Board sectoral approach and a National governance and oversight framework which is being established collectively by 16 ETBs to support the implementation of Quality Assured new national apprenticeship programmes.



# QUALITY ASSURANCE GOVERNANCE

## Governance Structure

All governance units established in this QA system will have prescribed membership, terms of reference, operating procedures concerning their responsibilities and remit and are incorporated into the approved QA governance structure already established in Limerick and Clare Education and Training Board.



# Off-the-Job Teaching

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- Training will be delivered off-the-job by ETB trainers/instructors, as per approved programme module requirements. Each module will specify the specification of the qualifications (academic, pedagogical and professional / occupational) and experience required of staff.
- The trainers will be selected by each Education and Training Board, with governance and oversight from Limerick and Clare Education and Training Board as co-ordinating provider.
- Trainers will be trained/upskilled as per professional development strategy set out by the programme.



# On-The-Job Mentoring

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- It is expected that workplace mentors will be senior stylists working within the salon.
- Mentors will be appointed by the employer and approved by the National Programme Coordinator.
- Employers and Workplace Mentors will be briefed on the Workplace Assessment by the programme team.
- They will be trained to ensure that they understand their responsibility in relation to training and assessing an apprentice on-the-job, to industry and awarding body standard.
- On-the-job assessments will be conducted by trained Workplace Mentors who will be given appropriate support and guidance to make work-based assessment decisions by liaising and engaging with the relevant tutor/s and the Provider Programme Leader.
- Workplace Mentors are required to undertake a Workplace Mentor Training Programme and the Apprenticeship Programme Specific Employer Mentor Training Programme coordinated by Limerick and Clare Education and Training Board.

# Challenges

## Assessment Strategy

- Identifying an appropriate balance between methods of assessment – what is the most appropriate assessment strategy for work based assessment?
- How can consistency of achievement of learning outcomes be assured in context-specific locations?



# Challenges

## Assessment Design

- Design of work place assessments – Effectiveness of collaborative development approach between education and training providers with Industry Subject Matter Experts, centrally governed – Factors to consider?
- Locally devised assessments (tutor/mentor/learner collaborative approach)

Vs

Centrally controlled and approved assessments – Advantages and disadvantages



# Challenges

## Assessment Supports

- Support and guidance given to employers for their involvement in assessment?



# Challenges

## Assessment Implementation

- Work Place Mentoring Vs Assessment – Role of workplace mentor with additional assessor responsibilities – Advantages and challenges.
- Approach to work place assessment – achievement of competence Vs graded assessments – Recommended approaches?





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THANK YOU FOR YOUR ATTENTION!