



Policy and Procedures for the Provision of Apprenticeship Programmes

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1 Information and Context

1.1 Purpose

The purpose of this policy is to provide direction to staff and potential partners when considering the provision of statutory apprenticeships. Adherence to the policy and its related procedures shall assure that statutory apprenticeship programmes are developed and delivered in accordance with statutory requirements and those of the University of Limerick ('the University', or 'UL').

1.2 Scope

1.2.1 To whom does this policy apply?

This policy applies to all staff engaged in developing and delivering statutory apprenticeship programmes.

1.2.2 In what situation does this policy apply?

This policy applies to all statutory apprenticeship programmes.

1.2.3 Who is responsible for ensuring that the policy (and any associated procedure) is implemented and monitored?

The Vice President Academic Affairs & Student Engagement has overall responsibility for the policy implementation and monitoring. Additional responsibilities are outlined in section 3.2 below.

1.3 Defining Apprenticeship Provision

1.3.1 Programme Characteristics

Within the scope of these guidelines, an apprenticeship programme¹ will have the following characteristics:

- The programme will prepare the participant for a specific occupation for which an occupational profile (to be defined later) has been established.
- Access to the programme is via a contract of apprenticeship between an approved employer of apprentices and the apprentice.
- The programme will lead to a professional award at a National Framework of Qualifications (NFQ) level between Level 5 and Level 10, inclusive, that is aligned with the QQI Professional Award-Type Descriptor for that level and consistent with the approved occupational profile.
- The programme is a blended combination of on-the-job (employer-based) training and off-the-job training with an education/training provider.
- For a programme to be classified as an apprenticeship at entry level, it will have a duration of no less than two years.
- The structure of the programme will provide for more than 50% workplace-based learning.
- It is assumed here that apprenticeship programmes will be restricted to occupations approved by the State for inclusion in the list of apprentice occupations and there will be one programme (nationally) per Occupational Profile.

All statutory apprenticeships are regulated by the Industrial Training Act 1967. Quality assurance

¹ QQI (2016) Topic Specific Quality Assurance (QA) Guidelines (Apprenticeship Programmes) Statutory QA Guidelines developed by QQI for Providers of Statutory Apprenticeship Programmes, p6

procedures must be consistent with these regulatory arrangements. The University must also adhere to any conditions imposed by the Apprenticeship Council or the relevant funding bodies.

1.3.2 *Role Definitions*²

An Employer of Apprentices should be taken to mean any contractual employer of apprentices that has been approved by the statutory regulator for apprenticeship. Where the term ‘employer’ or ‘enterprise’ is used, it should be taken (where the context requires) to have the same meaning for the purpose of the guidelines.

The Statutory Regulator is responsible for fulfilling those functions assigned to it under the 1967 Industrial Training Act or its successors. This role is statutorily assigned to SOLAS³. This role is distinct from SOLAS’s role as a provider of apprenticeships or as funder of apprenticeships. The statutory regulator appoints **authorised officers** who carry out activities on its behalf.

A Consortium is a group, normally led by employers and including providers, involved in the development and provision of an apprenticeship programme.

A Provider is a person (an entity with legal personality) who provides, organises or procures a programme of education and training.

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

A collaborating provider is a provider who is formally involved in the provision of an apprenticeship programme and accountable in this respect to the Coordinating Provider.

An ‘off-the-job’ provider is a collaborating provider participating in a programme with a responsibility for off-the-job education or training. It may be the Coordinating Provider, but if it is not, then it is expected to be accountable to the Coordinating Provider for delivery of those elements of the programme within its control.

A Relevant Provider is as defined in section 2(1) of the 2012 Act.

A Linked Provider is as defined in section 2(3) of the 2012 Act.

A Course Board is established for each programme offered by the University, and it is responsible, in conjunction with the Dean of Faculty, for developing and assisting in the operation of the

² Unless indicated otherwise, definitions are taken from QQI (2016) Topic Specific Quality Assurance (QA) Guidelines (Apprenticeship Programmes) Statutory QA Guidelines developed by QQI for Providers of Statutory Apprenticeship Programmes, **p8**.

³ Established in 2013, SOLAS is a state agency that manages further education and training programmes.

programme. The Course Board ensures the quality delivery of the academic programme and that learners are well informed that their progress is being monitored, a reasonable balance of work is offered to the learner and that assessments are appropriate, consistent and fair. The Course Board ensures the relevance and quality of the programme by a process of periodic evaluation.

A Consortium Steering Group is a governing entity that might be usefully constructed and established and whose role would be to ensure that the apprenticeship programme conforms to, and evolves with, the requirements of the occupation. Its purpose would be to ensure that the apprenticeship programme is enterprise-led and meets labour market needs.

Funding Bodies for apprenticeship are SOLAS and the Higher Education Authority (HEA). One or both of these bodies will fund each apprenticeship programme in accordance with terms and conditions that they determine. In the case of the University's provision, the HEA is likely to be the funding body.

2 Legal and Statutory Context

This document is guided by QQI's [Topic Specific Quality Assurance \(QA\) Guidelines for Statutory Apprenticeship Programmes](#) and QQI's [Policy for Collaborative Programmes, Transnational Programmes and Joint Awards](#) as key external reference points but is also interdependent with other University policies and procedures relating to programme development, teaching, learning and assessment. These should be read in conjunction with this document when relevant, namely:

- [Academic Programme Review Policy](#)
- Policy and procedures for collaborative and transnational provision
- [Handbook of Academic Regulations and Procedures](#)
- Policy on Work-based Learning

The [Apprenticeship Code of Practice](#) and the [Industrial Training Act 1967](#) also apply.

3 Policy

The provision of statutory apprenticeship programmes is an aspect of the University's work-based learning delivery and collaborative provision.

Collaboration with other HEIs, industry and community organisations is identified as being one of the critical aspects of achieving the goals of the University's strategic plan. The University recognises the benefits of further developments in this area but also the costs and potential risks; therefore, it considers proposals for involvement in apprenticeship provision on a case-by-case basis according to their merits.

3.1 General Principles

Underpinning apprenticeship activity is a set of key principles that form the University's policy on involvement with collaborative provision. All activities:

- Shall be consistent with the University's strategic plans and congruent with the faculty or department's existing academic provision, bringing clear benefits to all those involved
- Shall be with organisations that have the academic OR professional standing to successfully contribute to or deliver programmes of study to appropriate academic and professional standards, the financial standing to sustain them, adequate infrastructure facilities and resources (including appropriate staffing) to support them and the legal standing to contract to their delivery

- Shall be equivalent in quality and standards to comparable programmes delivered solely by the University
- Shall be comparable in student learning, support and experiences to those programmes based solely at the University in the case of off-the-job learning
- Shall give adequate opportunity for student representation and feedback
- Shall be financially viable and feasible and shall be fully costed and priced accordingly
- Shall not be over-reliant on an individual member of staff, either within the University or within a partner organisation or representative body
- Shall be compliant with internal and national (Irish or EU) legislative requirements and adhere to the principles of the Charter on inclusive teaching (AHEAD 2010) and QQI code of practice for the teaching of international students (QQI, 2015)

The due diligence activities of the process should test each of these principles.

Except where the subject matter of the course is a language, English is the language of instruction and assessment.

Apprenticeship provision and consortium relationship management is coordinated at faculty level. Responsibility for specific apprenticeship programmes and apprentices lies within the respective school or department of each programme.

Any faculty or department considering developing a proposal for the development of apprenticeship provision shall initiate the process using the approval mechanisms as described in the Policy on Collaborative Provision.

Apprenticeship provision shall normally not be offered on a transnational basis except in cases where the 'on-the-job' aspect of the programme requires attendance in a jurisdiction outside the Republic of Ireland. In such cases, learning must be assessed in the English language and is subject to the programme requirements.

3.2 Quality Assurance Framework for Apprenticeships

All apprenticeship programmes developed or delivered are subject to the University's quality assurance framework as laid out in the UL Quality Manual.

Where the existing quality assurance mechanisms or regulation require amendment to facilitate the specific nature of apprenticeships, these changes shall be proposed to Academic Council for consideration and approval.

All aspects of programme development and management lie within the remit of the academic governance of the University, the core being the role of the Course Board.

Where the programme is offered in one location only, the role of National Course Director and Local Course Director is held by the same person.

The role of the Apprenticeship Manager is to manage and coordinate the activities of the University as Coordinating Provider, potentially of multiple programmes with one or more consortia, thus releasing discipline-specific programme directors to manage individual programmes.

3.2.1 Responsibility for Quality and Standards

The arrangements for assuring the quality and standards of apprenticeship programmes delivered in

collaboration with other institutions shall be as rigorous, secure and open to scrutiny as those for programmes provided wholly within the responsibility of the University.

As the Coordinating Provider of an apprenticeship, the University always retains responsibility for ensuring that the standard of the award and the quality of the programme are maintained.

As a provider, the University will ensure that the delivery of the programme is as approved, where the University is the Coordinating Provider, or as agreed via a memorandum of agreement (MoA) with another provider.

Award standards and programme quality will be maintained through the University's Academic Programme Review Policy.

Additional external reviews may be undertaken by the Consortium, QQI and/or the Statutory Agency. All reviews will be informed by the status and evolution of the occupational profile.

Where areas of quality management are delegated to a partner organisation, these arrangements will form part of the agreement reached between the University and, the partner organisation.

The University will always retain responsibility for quality assurance of assessment, appointment of external examiners and learner feedback.

3.2.2 Apprenticeship Manager

Reporting to the relevant Executive Dean, the Apprenticeship Manager is responsible for the management of apprenticeship provision at the University. The purpose of this role is to take a high-level view of the totality of apprentice provision and ensure that the lines of communication remain clear between all parties.

The Apprenticeship Manager is responsible for discharging the University's role as Coordinating Provider as described in section 3.3.

The Apprenticeship Manager will be a key contact point between the Course Director and Consortium Steering Group and with individual employers. Rather than having a range of programme directors interact with the same employer, having a single point of contact to be the liaison is currently deemed to be a more appropriate use of resources.

The Apprenticeship Manager will represent the University on the Consortium Steering Group.

The Apprenticeship Manager will be the main point of contact for the funding and statutory agencies.

The Apprenticeship Manager will be a member of the National Course Board.

This responsibility, however, does not undermine the individual responsibility that a Course Director has for the apprenticeship programme, his/her learners or the normal academic relationships between deans, assistant deans and their programmes and academic committees.

3.2.3 Responsibility for Managing the Relationship within a Specific Apprenticeship Programme

There are several critical relationships to be maintained within an apprenticeship programme.

The **Apprenticeship Manager** has responsibility for maintaining relationships with the Consortium

Steering Group and with apprentice employers on behalf of the University.

Responsibility for managing the relationship between the apprentice and the University is primarily held by the **(Local) Course Director** of the relevant programme.

The **Academic Supervisor** manages the day-to-day relationship between the Workplace Mentor and the education provider.

The employer is responsible for maintaining relationships between itself and the apprentice. It is expected that within the employer institution, the apprentice will have a dedicated liaison who is not their line manager. This **Apprentice Advocate** will advocate on behalf of the learner where required in the case of a dispute with the line manager/programme director.

3.2.4 Responsibility for Ongoing Programme Management and Monitoring

The **Head of School/Department** (as appropriate to the level of the programme) has responsibility for ensuring that the day-to-day management and monitoring of all elements of a specific apprenticeship programme are undertaken. The **Course Director** is the Chair of the Course Board and is responsible for ensuring that the programme is delivered as approved and that the curriculum is maintained.

3.2.5 Responsibility for Apprentice Monitoring

The **Academic Supervisor** is responsible for monitoring the progress of the apprentice. This includes ensuring that data relevant to the progress of the apprentice is shared effectively between the employer and the University, i.e. learner biographical data, attendance data, assessment data.

The Course Director will have an oversight role at a national programme level.

3.2.6 Responsibility for Due Diligence

The Standing Panel on Collaborations is responsible for the due diligence process has been completed; see section 3.3.10.

3.2.7 Responsibility for Evaluation and Review of Apprenticeship Provision

3.2.7.1 Occupational Profile

The Occupational Profile will normally be reviewed biennially by the **Consortium Steering Group**. In the case where significant material change is proposed, such a review may trigger a programme review and requirement for revalidation.

3.2.7.2 Curriculum Content

Apprenticeship programmes are subject to the University's policy and procedures for programme monitoring and periodic review. The **Assistant Dean (Academic Affairs)** is responsible for ensuring that the annual monitoring report reviews the outcomes of these processes, i.e. Course Board meetings, class representative meetings, external examiner reports, learner feedback surveys, etc. are undertaken.

Programmes accredited for apprenticeship provision are normally subject to periodic programme review every five years using the programme review process. The timing of revalidation may be adjusted subject to the outcome of the review of the Occupational Profile.

3.2.7.3 Reporting

The contents of all material relating to apprenticeship provision is brought together and analysed annually in an overview report compiled by the **QSU office in association with the Assistant Deans (Academic Affairs)**. This is an opportunity to highlight good practice and identify any problems or issues that might have wider relevance beyond the individual programme.

These reports will be shared with the Consortium, the statutory agency and Academic Council and will form part of any decision-making process to continue or terminate a relationship.

3.2.8 Responsibility for Annual Review of Employers and Training Capacity

The responsibility for the review of the capacity of the sector and employer continuance within an apprenticeship programme lies with the Consortium Steering Group.

3.2.9 Responsibility for Agreement Preparation and Signing

Agreements are prepared and signed in accordance with the Policy on Collaborative and Transnational Education and the [University Signing Authority Policy](#).

3.2.10 Responsibility for Programme Information

The Marketing and Communications Division has a responsibility to maintain oversight of the advertisement of apprenticeship programmes. At regular intervals, relevant websites and printed material will be checked. This will extend to materials provided by all employers involved in an apprenticeship programme.

3.3 Consortium Formation, Development and Expansion

These principles refer to the situation where the University has been selected as the Coordinating Provider. See section 3.16 below for instances when the University is considered to be a collaborating provider, i.e. delivering apprenticeship provision on behalf of another Coordinating Provider.

3.3.1 Consortium Steering Group

The Consortium Steering Group (CSG) comprises stakeholders including employers, occupational associations, any occupational regulators and the Coordinating Provider.

The role of the CSG is to ensure that the apprenticeship programme conforms to, and evolves with, the requirements of the occupation. Its purpose is to ensure that the apprenticeship programme is enterprise-led and meets labour market needs. This requires that the programme graduates fit the autonomous occupational role assigned to them. The CSG acts as the guardian of the occupation; in conjunction with the statutory regulator, it performs the critical role of coordinating the employers involved in the programme. The CSG should also act to bring together the employers, the Coordinating Provider and the other providers who are involved in the programme.

In conjunction with the statutory regulator, the CSG should ensure that the critical element of on-the-job training is maintained and delivered at the appropriate standard with the specified learning outcomes and that it is implemented effectively by employers and by the Coordinating Provider.

The CSG acts as a liaison between employers and the Coordinating Provider at a broad level. Where necessary, it will deal with and report to the statutory regulator, the relevant funding body and QQI and, where appropriate, with occupational bodies.

The CSG will act with the Coordinating Provider in a spirit of partnership. In its operation, it will respect the Coordinating Provider's statutory autonomy and responsibilities to maintain academic standards.

To ensure a holistic administrative and educational structure and delivery and to create a seamless, unified on- and off-the-job learning experience for the apprentice learner, the CSG will interact closely with the Coordinating and other providers' academic Course Board and management.

3.3.2 *Composition of the CSG*

The composition of the CSG will depend on the range of the occupation and the nature of the enterprises that are involved in the occupation. The CSG should have the following characteristics:

- It will be chaired by a person of authority from an enterprise or the community of practice involved in the occupation.
- The majority of members will be from enterprises, employers' associations, the community of practice or relevant professional bodies.
- The enterprise members will be representative of the range of enterprises involved. Where enterprises employing apprentices include large and small employers, there should be appropriate representational balance between the SME sector and the larger enterprises.
- The University will be represented on the CSG, normally by the Apprenticeship Manager.

3.3.3 *The Role of the CSG*

The CSG shall:

- a) Ensure, with the University, adequate consultation with stakeholders in the development, delivery and review of the programme through regular meetings and consideration of feedback from stakeholders through quality assurance processes such as annual and quinquennial review.
- b) Request an annual report in February from each consortium member, which will inform:
 - i. Plans for the recruitment of apprentices year on year
 - ii. Plans for smoothing surges and collapses in occupational recruitment and for responding to the planned redundancy of individual apprentices
 - iii. Evaluation of individual employers' capacity to recruit apprentices
 - iv. Based on these plans, the CSG may decide not to recruit in a given year. In these circumstances, consideration should be given to the impact that this decision may have on apprentices currently training, e.g. opportunities to re-sit modules or assessment.
 - v. These plans may also require the recruitment of additional employers or education providers to the programme. Employers or education providers should be added in accordance with the arrangements described in **sections 3.3.4 and 3.3.5**.
 - vi. The addition of a large number of additional employers to the programme at any one time may require a review of the membership of the CSG. The membership of the CSG should be monitored to ensure that it is representative of the sector.
- c) In association with the University's Marketing and Communications Division, agree the public information to be provided on an annual basis via various channels, e.g. website, the consortium website and individual employer sites relating to programmes, which must comply with the University's guidelines for programme information.
- d) In supporting the marketing of apprenticeships, the CSG should provide representatives for events designed to promote the apprenticeship.

- e) Support career guidance initiatives and the development of the apprenticeship.
- f) Approve and maintain from time to time templates for the memoranda of agreement between employers, the Consortium and education providers.
- g) In proposing the entry requirements and processes for the programme, the CSG should:
 - i. Ensure that the recruitment of apprentices takes into account the knowledge, skill and competence necessary to complete the programme and ensure the effective and efficient training of apprentices within the workplace
 - ii. Seek to ensure that recruitment and delivery arrangements adequately support equity and inclusion of underrepresented societal groups on programmes and provide appropriate learning support for these groups
 - iii. Liaise, as requested, with the statutory regulator and its authorised officers in exercising its statutory authority to approve new employers who wish to recruit and train apprentices and to remove employers who are deemed no longer to have the capacity to provide sufficient training to enable the programme learning outcomes to be achieved
 - iv. Organise a biennial review of the Occupational Profile and ensure that the findings are taken into account in subsequent reviews of the programme. This review may precipitate the requirement of a full programme review.
- h) After the first year of operation, undertake a review of the effectiveness of its operations, membership and governance. Thereafter, the review should take place in tandem with the quinquennial review and revalidation of the programme. This review should be informed by feedback from all stakeholder groups. The CSG may delegate this function to the University.
- i) Ensure that the development and operation of apprenticeship provision for the occupation conforms to principles of good governance and to processes, systems and requirements of the statutory regulator, the funding bodies, the education and training institutions, the occupational body, QQI and any other relevant parties.

Depending on the resources available to it, the CSG may devolve some of the roles above to the University as the Coordinating Provider. The detail of this shall be outlined in the MoA.

3.3.4 Meeting Schedule

The CSG will meet at least twice per year to review the operation of the apprenticeship programme(s) and relationships. The meetings will typically occur in September and February.

The **Apprenticeship Manager** is responsible for ensuring that any items raised by the CSG in relation to the University as Coordinating Provider or the delivery and management of the specific apprenticeship programme be brought to the attention of the appropriate officer or committee after each meeting.

3.3.5 The University's Acceptance of the Coordinating Provider Role

Prior to accepting an invitation to or responding to a tender to become a Coordinating Provider, the University must be satisfied that any partner involved in the apprenticeship programme is an appropriate partner. In order to proceed with the process of due diligence, the school/department must apply for initial approval to commence the process.

3.3.6 The University's Responsibility as Coordinating Provider

As Coordinating Provider, the University is responsible for:

- a) Developing a programme proposal to go forward for accreditation

- b) Establishing a Course Board that is representative of employers and education and training providers to advise on the programme proposal and operation
- c) Ensuring that the apprenticeship programme conforms to, and evolves with, the requirements of the occupation; is enterprise-led; and meets labour market needs. This will be accomplished through the quality assurance procedures.
- d) Stakeholder engagement and evaluation at all stages in the programme development and design phases
- e) Membership of workplace mentors on the Course Board and incorporation of their feedback in ongoing delivery and annual review and evaluation of the programme
- f) Incorporating apprentice feedback into programme development and operational delivery
- g) Ensuring templates of memoranda of agreements are developed with:
 - i. Employers
 - ii. Education providers
- h) Developing assessment instruments that adequately support certification of achievement of learning outcomes, employ appropriate grading systems, and all necessary appeal mechanisms. The assessment systems should embrace both on- the-job and off-the-job phases
- i) Approving the programme of study and granting of associated award
- j) Developing such administrative systems as are necessary to ensure efficient and effective management of programme provision, including tracking and managing
- k) Managing the programme during operational delivery
- l) Developing and maintaining systems for access (in collaboration with employers of apprentices), transfer, progression and expulsion of participants, including all necessary appeals processes
- m) Coordinating the actions of other providers of education and training who are involved in curriculum development and programme provision
- n) Coordinating with employers to ensure (i) that recruitment of apprentices takes into account the knowledge, skill and competence requirements to have a reasonable chance to complete the programme and (ii) the effective and efficient training of apprentices within the workplace to achieve the programme learning outcomes
- o) Where the relevant occupation is regulated (whether by law or in fact), consulting with regulators to ensure that the criteria for access to the apprenticeship and the apprenticeship programme remain consistent with applicable regulation
- p) Agreeing and implementing a system with employers for evaluation and review of employer training capacity and for addressing any gaps in that capacity
- q) Ensuring that any expansion of the consortium, through additional providers or employers, has due regard to any relevant quality assurance matters
- r) Developing and integrating into its existing quality systems a quality system to manage curriculum and assessment updates and improvements where multiple providers are involved so as to ensure that the national character of the curriculum is maintained and that the approved curriculum is implemented by all collaborating providers in accordance with the unique approved programme for the apprenticeship

3.3.7 *Addition of Employers or Academic Institution*

The addition of an employer or academic institution to the apprenticeship programme should be

considered carefully. Any institution being included in the programme will be subject to the following:

1. Due diligence process, as outlined below
2. The institution should complete a self-assessment as to how it can meet with the requirements of the apprenticeship programme. This self-assessment will be based on the requirements of the statutory authority as determined from time to time. At a minimum, the employer must demonstrate that it can:
 - a) Satisfy quality assurance requirements to be a registered employer
 - b) Ensure the range of business activity is such that the apprentice will receive instruction in a sufficient range of skills, knowledge and competences to satisfy the intended apprenticeship programme learning outcomes (see h). This will be identified through a review of the module learning outcomes and appropriate evidence deemed acceptable as validated by Academic Council.
 - c) Employ staff who are capable of imparting the training necessary to enable or help learners to achieve the intended programme learning outcomes
 - d) Have a designated mentoring and supportive structure in place with trained staff capable of providing guidance and support to the apprentice throughout his/her training
 - e) Have an apprenticeship management and administrative structure in place that is capable of linking with and promptly exchanging two-way data with off-the-job providers as required for the holistic formation of the apprentice
 - f) Take part in reviews at appropriate intervals of the employer's capacity to continue as a trainer either at the employer's own request or based on statistical evidence, reports from apprentices or reports from off-the-job providers on the performance of apprentices from that employer
 - g) Where appropriate, take part in cooperative training where the training of an apprentice is shared between several employers so that employers with limited technical range could employ apprentices and ensure their holistic training by placing them for periods with other employers
 - h) Participate in processes for the transfer of apprentices should they require it due to business disruption or other reasons

The addition of an employer or academic institution may be as a result of expanding numbers of apprenticeship places or the replacement of an existing provider.

The final decision to accept a new employer or academic institution lies with the Consortium Steering Group in association with the authorised officer of the statutory agency.

The template for the MoA between the University and another education provider as provided by the University Solicitor.

3.3.8 Appeals

Appeals against a decision not to admit or to exclude an employer from an apprenticeship programme should be made to the statutory agency.

3.3.9 Partner Institutions

Partner institutions are defined as either:

- Organisations forming an apprenticeship consortium

- Employers participating in the development of apprenticeship programme
- Academic institutions that are a collaborating provider

3.3.10 *Due Diligence Process*

In addition to considering the academic suitability and business viability of the proposed apprenticeship, the University will need to be assured that any proposed new partner institution is of an appropriate standing. This involves several integrated processes:

- A 'Due Diligence' investigation of a range of relevant information relating to the partner institution
- A visit to the prospective partner institution by relevant staff
- Internal due diligence, i.e. the strategic fit and benefit to the University of the apprenticeship programme

This strategic fit of the partnership and programme is carried out by the school and programme team prior to submitting the initial programme proposal as outlined below.

Due diligence is undertaken using the procedures outlined in the Policy on Collaborative and Transnational Education.

3.4 **Programme Proposal, Development and Approval**

Where new programmes are being proposed or existing programmes are being put forward for accreditation as statutory apprenticeship programmes, the programme development team will comprise representatives from the University and the Consortium Steering Group. This composition will represent a technical understanding of the needs of the occupation, the employment potential and the education and training dimensions of an apprenticeship programme.

Guidelines for the composition of a programme development team are:

- Prospective employers of apprentices, or practitioners in the occupation
- Representatives of providers of education and training services who have experience in programme design and a thorough understanding of the NFQ and awards standards
- Representatives of occupational associations, trade unions and occupational regulators, as appropriate

The programme development team should be formed prior to the final definition of the Occupational Profile to ensure that the Occupational Profile is sufficiently developed to inform programme development.

Programme development should be carried out in accordance with the University's policy and procedures for programme development. In developing or amending programmes for apprenticeship provision, the following general principles apply:

Programme development teams must ensure that:

- The programme is placed at the appropriate level of the NFQ and that the **Professional Award Type Descriptors** as published by QQI at the appropriate level are used to inform programme learning outcomes
- The minimum intended programme learning outcomes should have due regard to the Occupational Profile of the occupation being provided for
- Arrangements for admission comply with the University's regulations for Access, Transfer

and Progression

- Arrangements for assessment comply with the University's assessment regulations
- Procedures for external examining align with the University's regulations on external examining

Any derogation from regulations should be clearly outlined in the programme approval document.

Discussions, decisions and outcomes of the programme development team should be recorded on the appropriate programme development page.

3.4.1 Application of Occupational Profile to the Programme

The Occupational Profile is part of the foundation on which the programme is built. The Occupational Profile is expected to describe the skills, knowledge and competences that a person should have to practise autonomously in the occupation.

The programme development should start by establishing detailed intended apprenticeship learning outcomes that are consistent with the Occupational Profile.

These should be further refined in light of the QQI Professional Award Type Descriptors, at which point the most appropriate NFQ level should be identified.

Stakeholders should be consulted again at this stage on the intended programme learning outcomes before developing the programme. Once the intended programme learning outcomes are established, the programme can be developed to enable learners to achieve those outcomes.

3.4.2 Award and Programme Title

The final outcome of an apprentice's training should be the ability to practise the occupation autonomously. The occupation, in its general sense, should have a stable long-term brand image in the public mind and the minds of employers.

In this respect, when making an application for accreditation, the programme team should ensure that the programme name and its associated award promote a stable long-term occupational brand image consistent with the [University Awards Titles Framework](#).

3.5 Access, Transfer and Progression

In keeping with national policy, specific attention should be given to progression and transfer pathways for the apprentice. The following are among the matters to be considered in programme design and delivery:

- Transfer into the programme from cognate programmes, leading to awards at similar or higher NFQ levels, and the extent to which the possibility of transfer with advanced standing might apply
- Progression into the programme from cognate programmes leading to awards at lower NFQ levels
- Transfer or progression from the programme into cognate programmes leading to awards at similar or higher NFQ levels
- Ability of learners with specific needs to access the programme and the apprenticeship
- Consultation with relevant regulators to ensure that the criteria for access to the apprenticeship and the apprenticeship programme remain consistent with applicable regulation

- Ensure mechanisms are in place to support learners with disability, mature learners and learners from disadvantaged backgrounds

3.6 Recruitment and Admission of Apprentices

The process below has been developed specifically for access to apprenticeship programmes.

Recruitment processes put in place by the Consortium Steering Group must ensure that the apprentice is likely to remain with the employer for the duration of the training, to fit in with the organisation and to have the capacity and temperament required for the occupation. In order to optimise this requirement, the admissions process for apprenticeships is organised into distinct phases.

3.6.1 Application

The application process is coordinated by the University on behalf of the CSG.

3.6.2 Employer Approval

Employers who wish to host an apprenticeship must go through an approval process to assess their suitability to train as set out by SOLAS. A UL representative visits each proposed apprenticeship site and carries out an approval process in line with SOLAS requirements.

3.6.3 Apprentice Application

Once the company has been approved by SOLAS as an apprenticeship host, applications for the apprenticeship programme are processed as per UL procedures. Successful applicants will be advised of their offer of a place on the programme and referred to SOLAS for registration as an apprentice.

3.6.4 Appeals against Selection Decisions

Applicants may appeal a decision using the University's [appeals process](#).

Appeals against selection by the employer for a particular apprenticeship post must be made using the appeals process of that employer for recruitment decisions.

3.6.5 Registration

Registration is a two-fold process:

1. Registration of the apprentice and employer with SOLAS
2. Registration of the apprentice on the University administrative systems for the purpose of managing the record of learning

3.6.6 Briefing of SOLAS Authorised Officer

The Apprenticeship Manager and representative from the Consortium should arrange a briefing with the appropriate authorised officer to inform them of:

- The nature of the programme and curriculum
- Details of the proposed employers of apprentices
- The locations at which off-the-job training will take place
- Delivery arrangements, e.g. timetables and any other relevant information

3.6.7 Bridging Mechanisms

Where existing employees whose prior learning is significantly less than the peer group are proposed for registration, any learning gaps should be identified and appropriate support offered through

mechanisms such as mathematics support and English language support.

3.6.8 Recognition of Prior Learning

In defining the entry requirements for a statutory apprenticeship, the programme development team in conjunction with the CSG should identify opportunities for the recognition of prior learning and clearly define these within the programme documentation and recruitment processes.

Mechanisms should be put in place to:

- a) Ensure the continued suitability of the apprentice to the training programme and the employment regime
- b) Recognise particular aptitude for the occupation that may compensate for lack of formal prior qualifications
- c) Address specific skill or competency deficiencies where apprentices meet the eligibility requirement but lack qualifications that are normal for their group
- d) Establish the status of the apprentice within the enterprise and among their peers in the community of practice

Admission of the learner to the programme is coordinated and managed by the University using criteria set by the Consortium Steering Group. The learner must meet the minimum entry requirements that have been agreed as part of the programme validation process.

As part of the recruitment process, the employer must have permission to share personal data with the University.

3.7 Learner Agreement

It is a statutory requirement that the employer and apprentice sign the Apprentice Code of Practice, which outlines the expectations of those participants in the process. This agreement will be supplemented by negotiated learning contracts for each work-based learning module, which will develop the detail of the learning opportunities to be made available to the apprentice.

The learning agreement outlines dates by which activities must be identified and completed and allows monitoring of standards through the Academic Supervisor.

Progress against these activities will be recorded by the learner via the portfolio, which is a key component of all work-based learning.

It is in formulating this agreement that any gaps in capacity that an employer may have should be identified and a clear alternative arranged for the apprentice. If the appropriate learning cannot be provided within the apprentice organisation, sourcing it in another organisation or via other means may be facilitated by UL.

3.8 Monitoring Apprenticeship Progression

Overall responsibility for monitoring the progression of the apprentice is assigned to the Academic Supervisor. This will be done via interaction with and the coordination of information from a number of the University's existing departments.

The record of apprentice progress will be managed on University systems, which will be accessible to lecturers, academic supervisors and workplace mentors who are situated both in on-the-job and off-the-job locations.

The following data will be considered as indicators by which progress will be monitored:

- Attendance, both at on- and off-the-job activities
- Participation in assessment activities, both formative and summative, as outlined in the programme assessment strategy
- Registration with the Disability Support Service, as appropriate
- Engagement with University communication systems, e.g. requests for online services
- Use of existing employer performance appraisal mechanisms to monitor continued suitability for the occupation
- Outcomes of disciplinary processes

Monitoring will be subject to data protection and privacy legislation.

3.9 Staffing of Statutory Apprenticeship Programmes

3.9.1 Requirements from the Employer

Participating enterprises are required to designate staff who:

- Manage the recruitment and initial orientation of apprentices
- Have sufficient professional expertise and authority to allow for mentoring of apprentices
- Have mentoring training
- Act as liaison with the off-the-job providers in delivering the programme
- Have an agreed set of responsibilities with respect to apprentices
- Have, where appropriate, the skills necessary to assess apprentice progress and to confirm the achievement of learning outcomes
- Are the designated reporting contact to the Coordinating Provider
- Consider establishing benchmark trainer/apprentice ratios
- Have completed the induction training for the specific programme with which they are involved

3.9.2 Staff Profile for Off-the-Job Modules

Where practicable, academic staff teaching on off-the-job modules should be practitioners or have significant recent experience within the sector.

3.9.3 Workplace Mentor

Any person involved in mentoring or assessing an apprentice on the job will be formally appointed as such by the employer and will be required to attend a series of training events organised by the University and the Consortium Steering Group prior to commencing their role.

3.9.4 Induction and Training of Workplace Mentors

A comprehensive induction and training programme will be delivered to the workplace mentors. Areas covered will include, as appropriate:

- Organisation and management of the programme
- Technologies used in delivery and administration of the programme
- Learning outcomes and their assessment
- Work-based learning and its assessment
- Services available to the mentors and to the apprentices whom they support

The induction and training programme will employ a blended approach including workshops, online

webinars and coaching.

3.9.5 Records of Training

Records of participation at initial training and CPD of workplace mentors will be maintained to provide evidence of meeting requirements and to prompt review.

3.10 Assessment of Statutory Apprenticeships

The assessment of apprenticeship programmes should be undertaken in accordance with the University's regulations for assessment.

The [Handbook of Academic Regulations and Procedures](#) should be interpreted as policy for apprenticeship programmes.

3.10.1 Extenuating Circumstance

Where an apprentice is unable to complete an assessment due to illness or other approved reason, the apprentice will be afforded an opportunity to re-sit or resubmit assessments in accordance with existing policy.

3.10.2 Programme Deferral

Where a learner is required to defer their place due to illness or other circumstances, this will have an impact on the employment relationship. Final approval of the deferral of a place lies with the employer.

3.10.3 Feedback on Assessment

Feedback on assessment will be provided to learners through formative and summative means.

3.10.4 On-the-Job

The workplace mentors provide ongoing feedback through the normal employer performance management process. These may range from regular one-to-one meetings to formal appraisal processes that include discussions on pass or fail of assessment and requirements to re-do work.

The Academic Supervisor will provide feedback through scheduled meetings and via feedback on evidence submitted through the e-portfolio system.

3.10.5 Off-the-Job

Written feedback on off-the-job assessment will be provided individually and at group level.

3.10.6 External Review of Assessment

The external review of assessment will be carried out using a variation of the external examining process.

3.11 Evaluation of Statutory Apprenticeship Programmes

An apprenticeship programme will be subject to existing programme evaluation processes. In addition, the following review processes will be undertaken.

3.11.1 Annual Review of Apprentice Provision

In association with the Apprenticeship Manager, the QSU office will undertake an annual review of all apprenticeship programme provision to evaluate the operation of the apprenticeship provision as

a whole. This will take into consideration the individual programme reports, reports from University support providers and the outcomes of evaluation processes.

This report will inform the CSG's report of apprenticeship capacity.

3.11.2 Review of Occupational Profile

The CSG will review the Occupational Profile on at least a biennial basis to ensure that it reflects the needs of the occupation. Reviews may inform minor or major curriculum change to the apprenticeship programme or may trigger a requirement for revalidation if the amendment to the profile is of material significance.

3.11.3 Review of Apprenticeship Capacity

The CSG should review the sectoral capacity on an annual basis, normally in February or September. In reviewing capacity, regard should be given to:

- The number of trainees in the system
- Progression rates of apprentices within the sector
- The recruitment and any retrenchment plans of the institutions within the sector

The evaluation reports provided by the University in relation to the operation of individual programmes as outlined above will form part of this review.

3.11.4 Evaluating the Expansion or Contraction of an Apprenticeship Programme

The decision to expand or contract an apprenticeship programme will be made by the Consortium Steering Group based on all information provided to it as a result of an annual or quinquennial review.

3.11.5 Review of the Operations of the CSG

The CSG should critically evaluate its composition and operation at least once every five years. This review should take place in conjunction with scheduled apprentice programme reviews operating under its remit. This review should not preclude normal annual review and amendments of operations of the CSG that may arise through feedback from members, employers that it represents, the statutory agency, the University or apprentices.

3.12 Information Provision

3.12.1 Advertising and Recruitment

Programme recruitment, publicity and marketing materials for the apprenticeship programme may be produced by the University or by the partner institutions, subject to the conditions in the agreement. Advertising and recruitment for the programme should not, however, formally begin until the agreement has been finalised and signed by the President and each partner institution.

The Marketing and Communications Division has a responsibility to maintain oversight of the advertisement of apprenticeship programmes. At regular intervals, relevant websites and printed material will be checked for accuracy and completeness.

3.12.2 Apprenticeship Handbook

The Apprenticeship Manager will work in consultation with Academic Registry, the relevant faculty and the Consortium to devise an operational handbook that details all operational and quality

assurance procedures and forms part of the formal agreement. This handbook will detail procedures that may have an impact on the employment contract, such as, but not limited to, complaints, attendance and deferral. The University will reserve the right to deal with complaints using its [Student Complaints Policy and Procedures](#).

The Apprenticeship Handbook should be in place before the first students are enrolled. The handbook should be reviewed annually.

3.13 Management Information and Data

3.13.1 Key Stakeholder Contact Data

Details of key contacts, responsibilities and copies of memoranda of agreement/understanding, minutes and correspondence relating to apprentice provision will be appropriately recorded on the University systems relevant to that particular programme.

3.13.2 Records of Training/CPD

Records of attendance by workplace mentors and staff associated with provision will be recorded.

3.13.3 Programme Information

Programme information will be recorded on the University's record management system. This information will inform all other systems using this data, i.e. enrolment, assessment, learning management system, attendance and website information.

3.13.4 Apprentice Data

All data relating to the apprentice as applicant will be stored and managed by the Consortium Steering Group.

All data relating to the apprentice as student (biographic, demographic, admission, assessment and ongoing record) will be recorded on the University's student information system and be subject to records retention policies.

All data relating to the apprentice as employee will be stored and managed by the employer.

3.13.5 Sharing of Data

On registration, the student will be required to declare that the sharing of data relating to progression as an apprentice may be shared between key stakeholders, namely:

- Coordinating Provider
- Provider
- Employer
- Statutory agency
- Awarding body
- Mentor

This declaration will be subject to current data protection legislation.

3.14 Extending Operations to Other Education Providers

The University will facilitate the addition of collaborating off-the-job providers using the processes outlined in 3.4 and 3.5 above. The following sections outline the matters to be considered in the delivery, assessment and management of the programme when extended to another provider.

These processes should be continually monitored to ensure that they remain fit for purpose as delivery of the programme scales upward or that they are not too onerous should the programme scale down.

3.14.1 Area of Responsibility

The area of responsibility for an additional education provider should be agreed as part of the MoA signed between it and the University. This area of responsibility will include the names of employer organisations for whom the provider will have responsibility.

3.14.2 Programme Management

As apprenticeships are national programmes, the practical operation of the National Course Board will require close monitoring. Should delivery of the programme extend to another provider, it is expected that each will have a Course Board as described above, will operate at that location, will be known as a Local Course Board (LPC) and will be chaired by a Local Course Director (LPD).

Each LPC is a sub-committee of the Course Board and will report to the Course Board. The LPC will be assigned the following academic responsibilities:

- Advising the Course Board on matters relating to proposed or existing programmes
- Monitoring the implementation of the programme and regularly reporting on matters to the Course Board
- Supporting the critical self-evaluation of the programme and the preparation of revised documentation and other tasks in relation to the five-yearly programme evaluation process
- Ensuring the highest standards of academic excellence for the learner from all staff
- Preparing an annual programme monitoring report outlining the following:
 - Presentation and analysis of retention, progression and completion statistics for the previous session
 - Abstract of external examiner reports for the programme for the previous session
 - Review of the learner intake for the current session
- Localising the programme handbook for learners (suggested contents include University calendar, an introduction to the department running the programme, where to get help, schedule of assessments and examinations, approved programme schedule, grading schemes, aims and objectives of the programme, regulations for special-purpose areas, required equipment and books and approved syllabus details)

3.14.3 Local Course Director (LCD)

The LCD will have responsibility for the day-to-day running of the programme at the provider's location. The LCD will:

- Be responsible for ensuring that the programme as delivered at that location is delivered in accordance with the approval conditions of the University, the University's quality assurance procedures and as agreed in the MoA between the University and the provider
- Convene LPC meetings to address matters arising from the delivery of the programme at that location
- Attend National Course Board meetings and bring any matters arising from the delivery of the programme to the National Course Board
- Be responsible for monitoring the apprentices' progression
- Be the local point of contact with the Apprentice Advocate for employers within the area of responsibility

- Compile an annual monitoring report to the National Course Director for inclusion in the programme annual monitoring report
- Attend induction and training events scheduled by the University from time to time
- Liaise with the Apprenticeship Manager on matters arising in relation to employers within his/her area of responsibility

3.14.4 Module Leaders

A module leader will be appointed to act as a point of contact for all lecturers delivering both off-the-job and on-the-job modules in all locations.

The module leader will be responsible for ensuring input from all module lecturers into the preparation of assessment briefs and terminal examinations for taught modules.

The module leader will be responsible for compiling recommendations for module amendment via feedback from external examiners, module lecturers and apprentice evaluations.

3.14.5 Procedure for the Appointment of the Local Course Director

The Local Course Director will be nominated by the education provider.

Nominees must hold the educational qualifications specified in the programme validation document and be experienced in programme management at the level of the programme involved.

A member of the University management team will be a member of the selection panel.

Lecturers and academic supervisors are subject to the University's quality assurance processes for staff evaluation.

The University may veto the continued appointment of a lecturer or academic supervisor based on the outcome of those quality assurance procedures.

3.14.6 Procedures for the Recruitment of Academic Supervisors/Lecturers

Academic supervisors and lecturers will be nominated by the education provider.

Nominees must hold the educational qualifications specified in the programme validation document.

The selection panel will include a member of the University management team.

Lecturers and academic supervisors are subject to UL quality assurance procedures for staff evaluation.

The University may veto the continued appointment of a lecturer or academic supervisor based on the outcome of those quality assurance procedures.

3.15 Sharing of Practice

Opportunities should be provided to allow meetings of mentors and module lecturers to share practice. This may be facilitated via webinars, seminars, development days or other appropriate mechanisms.

3.16 The University as a Collaborating Provider

The University may be approached to be a collaborating provider in an apprenticeship programme.

Prior to accepting such an offer, the following processes should be carried out:

1. Evaluation of strategic fit and resources to deliver the programme
2. Due diligence on the partners delivering the programme, as per section 3.3.10 above
3. Evaluation of quality assurance procedures required for the apprenticeship programme and confirmation that the University is in a position to comply

Participation as a collaborating provider in an apprenticeship programme must be approved by the relevant faculty, Executive Committee and Academic Council.

3.17 Roles Involved in Apprenticeship Provision

3.17.1 Role Overview

Role	Purpose	Number
Academic Supervisor (AS)	To visit apprentices, deliver portfolio tutorials and monitor apprentice progress (attendance, completion of evidence, general pastoral care) Point of contact with Workplace Mentor Member of Course Board	2
Course Director (CD)	Academic oversight of the programme including management or delivery at other provider locations Escalation point for Workplace Mentor Point of contact for Academic Supervisor Chair of Course Board The CD may also be an AS	1 per apprenticeship
Lecturer	Deliver taught modules Member of Course Board A lecturer may be an AS and/or the CD depending on scale May be module leader	At least 1 and multiple if delivered in other locations
Apprentice Advocate	Person in company who is responsible for apprentices, liaison with CD, etc. Could be liaising with several CDs if multiple programmes involved Possible member of CSG Member of Course Board Advocate for apprentice if dispute arises with mentor//University	1 per company
Line Manager	May be the Workplace Mentor	
Workplace Mentor	May contribute to assessment Member of Course Board Liaison with AS	1 x apprentices per company
Apprenticeship Manager	Responsible for discharging the University's responsibility as Coordinating Provider	1
Authorised Officers	Monitoring apprenticeship on behalf of SOLAS	1 per Education and Training Board region represented in delivery

3.17.2 National Course Board

As apprentice programmes have a national remit, the National Course Board, as defined below, has a related but distinctly separate role to the University's other course boards.

3.17.3 Course Director of a National Apprenticeship Programme

The Course Director provides academic leadership for a programme through planning and chairing the National Course Board. The role is an extension of the role of [Course Director](#).

3.17.4 Academic Supervisor

The Academic Supervisor is based at the provider's institution and is responsible for:

- a) Supervising the completion of the learners' work-based learning modules
- b) Actively monitoring apprentices' submission of evidence and alerting apprentices as to when this is falling behind. Monitoring will look at both the quality of what is submitted and the frequency with which the apprentice engages with their portfolio.
- c) Visiting an apprentice and their mentor in their place of work
- d) Reviewing the delivery of the programme, together with the development of the apprentice with Workplace Mentor and apprentice at these visits
- e) Reviewing and discussing assessment issues, progression of the e-portfolio and the opportunity to assess evidence demonstrated at these visits
- f) Taking part in standardisation meetings that consider the assessment of work-based learning

3.17.5 Lecturer

As outlined in [Academic Role Profiles](#).

3.17.6 Workplace Mentor

Each apprentice will be assigned a Workplace Mentor within the employing organisation; the mentor will be an experienced officer within the organisation.

The Workplace Mentor will use their specific organisational and industry knowledge to guide learners through their apprenticeship, helping them to navigate corporate culture and gain confidence in the application of their learning from all modules on the programme.

3.17.6.1 Role of the Workplace Mentor

The apprentice's interests are paramount in the mentoring relationship. The role of the mentor is to:

- By understanding the background and context of the programme from a strategic point of view and how that translates to the workplace, act as an advocate of the programme within the employer organisation
- Attend and participate in the Mentor Development Programme provided by the University and leverage opportunities to share learnings and gain insights from other mentors
- Build an open and honest relationship and create an atmosphere where the apprentice feels safe to try out different ways of doing things
- Support and encourage the apprentice's personal development and learning by giving support and confidential feedback to reinforce what the apprentice does well, and help in areas where he/she wants to develop
- Help the apprentice to take more initiative for his/her own learning and development and to take more responsibility for managing the mentoring relationship
- Support the development of the apprentice through leveraging internal learning and

development opportunities that are relevant to the learning outcomes and goals

- Fully understand what subjects the apprentice is covering at university and reinforce this within the workplace
- Challenge the apprentice to tell or demonstrate what he/she has learned, correct any misunderstandings and reinforce the knowledge gained
- Try to facilitate the apprentice in working on tasks that relate to the subject recently taught at the University
- Discuss with the apprentice what assignments he/she needs to complete and ask them to tell you how they will go about it
- Discuss with his/her Academic Supervisor what evidence is required and try to help the apprentice to gain that evidence through task allocation
- Share your experiences of interesting and challenging jobs with your apprentice to create enthusiasm in these areas

3.17.6.2 Workplace Mentor's Expectations of the Apprentice

The apprentice should seek development opportunities, undertake self-learning and get support and encouragement at a pace that suits him/her. Initially, the apprentice may not feel very clear about what he/she wants from mentoring, and so the role of mentor is to help define these although they may change as the mentoring process develops.

3.17.6.3 Workplace Mentor Interaction with the Academic Supervisor

As the Workplace Mentor is integrated into the overall apprenticeship programme, the Apprenticeship Programme Manager (APM) will act as a point of contact for queries and will support the mentor and apprentice. The Academic Supervisor maintains overall responsibility for each apprentice's progression during their time on the programme. The APM can help support mentoring arrangements and provide backup, briefing, training and action plans for the apprentice.

3.17.6.4 Support and Training to Be Provided to the Workplace Mentor

Workplace mentors will be given appropriate support and guidance to make work-based assessment decisions. Workplace mentors will attend training days at the University per academic year and be invited to form a mentoring community of practice.

3.17.7 Apprenticeship Manager

Reporting to the Executive Dean, the Apprenticeship Manager is responsible for the management of apprenticeship provision at University level. The purpose of this role is to take a high-level view of the totality of apprentice provision and ensure that the lines of communication remain clear between all parties.

The Apprenticeship Manager will:

- Have day-to-day responsibility for discharging the University's role as Coordinating Provider
- Be a key contact point between the Course Director and Consortium Steering Group and with individual employers. (Rather than having a range of programme directors interacting with the same employer, having a single point of contact to be the liaison is currently deemed to be a more appropriate use of resource.)
- Represent the University on the Consortium Steering Group
- Be the main point of contact for the funding and statutory agencies
- Be a member of the National Course Board

3.17.8 Apprentice Advocate

The Apprentice Advocate is employed by an enterprise that has been registered as an apprenticeship employer. It is expected that this person would be in a position that has oversight of the organisation's apprenticeship provision and would have sufficient influence to act as advocate on behalf of the apprentice should the apprentice find themselves in dispute with their mentor, academic supervisor or programme director in relation to any aspect of the programme.

In cases where it is found that the unit in which an apprentice is placed is unable to provide a particular learning opportunity, the Apprentice Advocate will facilitate the apprentice's transfer to another unit within the organisation.

If the learning opportunity is not available within the employer organisation, the Apprentice Advocate, in association with the Academic Supervisor, will assist the apprentice to find an appropriate alternative.

The Apprentice Advocate acts as a point of contact with the Apprenticeship Manager.

4 Procedures

Procedures will be developed by the Apprenticeship Working Group.

5 Related Documentation

- Policy on Collaborative & Transnational Provision (draft)
- [Academic Programme Review Policy](#)
- [Apprenticeship Council Documentation](#)
- [QQI Quality Assurance Guidelines for Statutory Apprenticeship Programmes](#)
- [APRC guidance on programme development](#)

6 Document Control

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