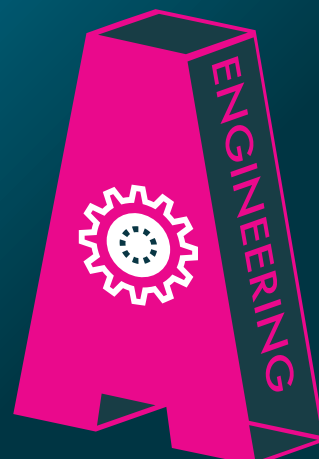
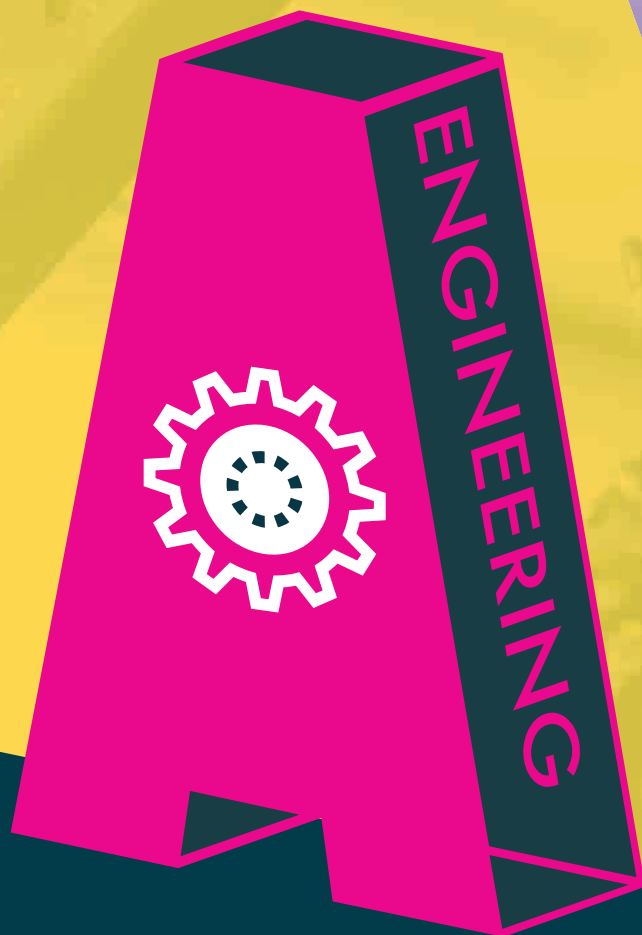


OEM ENGINEERING APPRENTICESHIP

WORKPLACE MENTOR
HANDBOOK





DEAR WORKPLACE MENTOR,

WELCOME

TO THE OEM APPRENTICESHIP TEAM!



Congratulations on your appointment as a Workplace Mentor for the OEM Engineering Apprenticeship within your organisation. Your role will be instrumental in the development of the career of your apprentice who will require encouragement and support over the next three years. The OEM Management team are here to support and guide you too!

Many of today's industry leaders have publicly acknowledged the support and guidance from their mentors to the Apprenticeship Programmes. Employers have articulated the value of their mentor's investment of time and energy in supporting apprentices in the early stages of their careers. Effective recruitment, selection and ongoing support of apprentices through to the completion of their training, ensures a talent pipeline of skilled workers capable of meeting the business challenges of the OEM sector.

Whether your organisation decides to extend the skills of existing staff or to recruit new employees, your business and the OEM sector will benefit from this apprenticeship programme. Therefore, it is in their best interest to nominate a suitably qualified and reliable employee to act as a Mentor to the apprentice. In this context your new role is key in achieving success both for the company and crucially for the apprentice.

This handbook is designed to assist you to develop the OEM Engineering apprentice within your organisation by enhancing your mentoring and coaching skills during their on-the-job training phase of the programme. In addition, CMETB and LCETB are committed to supporting you in this role on an ongoing basis and contact details of relevant personnel can be found within this handbook.

We look forward to working with you and would like to thank you for the significant contribution you are making to ensure the OEM Engineering apprentice experiences a supportive learning environment throughout the duration of the programme.

Sinead McKenna

Sinead McKenna
Training Service Manager CMETB

Kevin Bartley

Kevin Bartley
Apprenticeship Manager LCETB

PROGRAMME CONTACT

Please identify your own internal contacts and complete the table below so you have them to hand.

Role	Named Contact	Contact email	Contact no.
Co-ordinating Tutor			
Programme Manager	AnnaMarie Woods	annamariewoods@cmetb.ie	087 4587344
Apprenticeship Manager LCETB	Kevin Bartley	kevin.bartley@lcetb.ie	087 7700744
College Mentor			
Tutor/s			
Tutor/s			
Workplace Mentor			
Workplace Coordinator			
SOLAS Authorised Officer			
Programme Quality Manager			



TABLE OF CONTENTS

ACRONYMS	7
1 SOME DETAILS ABOUT THIS APPRENTICESHIP PROGRAMME	8
2 RATIONALE FOR PROVIDING THE PROGRAMME	9
3 CONSORTIUM STEERING GROUP & APPRENTICESHIP COUNCIL	11
4 INTRODUCING APPRENTICESHIPS	13
5 PROGRAMME AIMS AND OBJECTIVES	15
6 EMPLOYER APPROVAL	20
7 THE OEM APPRENTICE DEFINED	23
Profile of Learners	23
Minimum Entry Requirements	24
8 NATIONAL FRAMEWORK OF QUALIFICATIONS	25
9 MENTOR	26
The Importance of you as a Mentor	26
9.1 Workplace Mentor/Assessor Qualifications	26
9.2 Qualities of a Mentor	27
9.3 Key Responsibilities and Role	28

TABLE OF CONTENTS

10	WORK BASED LEARNING	29
10.1	Workplace Competence Assessment	30
10.2	The Assessment Process	30
10.3	Principles of Fair and Consistent Assessment	32
	Standards	32
	Validity and Reliability	33
	Fairness and Consistency	33
	Practicality	34
10.4	Link between On-the-Job and Off-the-Job	34
10.5	Work-based Learning Environment	34
11	MENTOR AIDS	35
11.1	Generations in the Workplace	35
11.2	The R's of Positive Mentoring	37
11.3	Guidance on how to Successfully Complete the Workplace Tasks	38
11.4	Tips for Active Listening	39
11.5	Tips for Giving Feedback	39

ACRONYMS

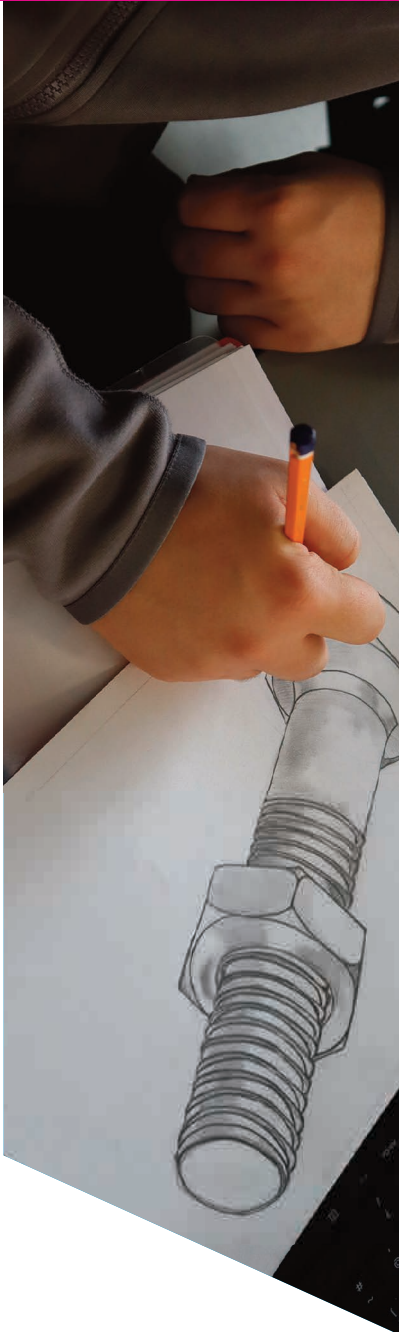
Acronym

Meaning

CSG	Consortium Steering Group
QC	(FET) Quality Council
SAO/STA	SOLAS Authorised Officer/ SOLAS Training Advisor
OEM	Original Equipment Manufacturing
EOI	Expression of Interest
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
ICSG	Initial Consortium Steering Group
NPB	National Programme Board
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
MIPLOs	Minimum Intended Programme Learning Outcomes
MIMLOs	Minimum Intended Module Learning Outcomes
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
QAP	Quality Assurance Procedures
FET	Further Education & Training
STEAM	Science, Technology, Engineering, Arts and Mathematics
NFQ	National Framework of Qualifications



1 SOME DETAILS ABOUT THIS APPRENTICESHIP PROGRAMME



- > This apprenticeship is a three-year Level 6 programme designed and developed in collaboration with the programme Consortium Steering Group, consisting of representatives from the Original Equipment Manufacturing, Installation and Servicing Sector.
- > The programme is targeted at engineering companies involved in the Manufacturing, Installation, Maintenance and Servicing sectors.
- > It is suitable for those currently employed in these companies, school leavers, career switchers and mature applicants wishing to pursue a career as a qualified OEM Engineering Technician.
- > The modules in this apprenticeship will give the apprentice, the knowledge and a range of engineering skills in order to manufacture, assemble, install, maintain and service a varied range of components.
- > The programme has been conceived through close collaboration with Irish companies mostly in the engineering sector and engagement with work-based learning experts.
- > The apprenticeship programme includes 12 modules and concludes with a capstone project in line with the company processes and procedures.
- > Upon completion of the programme, successful apprentices will graduate as OEM Engineering Technicians, with an Advanced Certificate in Original Equipment Manufacturing at Level 6 on the National Framework of Qualifications.

2 RATIONALE FOR PROVIDING THE PROGRAMME

While there are programmes to promote STEAM* subjects and STEAM careers, such as Discover Science and Engineering, Smart Futures and the STEPS programme, the firms consulted, argue that there is an urgent need to educate and highlight manufacturing, installations and servicing in Ireland in the present day. In particular, the advances in the industry and the excellent career opportunities presented to those who choose a career in this sector needs to be promoted.

The programme is mindful of the need to update and futureproof skills for this workforce. Consultations with industry and other stakeholders showed a clear need for more structured career paths in manufacturing, installations and servicing, both in order to make career opportunities in the sector more visible and attractive, and in order to improve human resources and training practices. A clearly structured career path which recognises both formal and on-the-job training could provide progression paths that are linked to the National Framework of Qualifications. In this context, the OEM Apprenticeship seeks to open pathways of progression and career choices for the graduate apprentice.

*STEAM – Science, Technology, **Engineering**, Art & Mathematics. It's an integrated approach to learning that encourages apprentices to think more broadly about real-world problems



3 CONSORTIUM STEERING GROUP & APPRENTICESHIP COUNCIL

Set against this backdrop, a group of OEM companies formed a Consortium Steering Group (CSG) and devised a proposal for the development and provision of the Level 6 Apprenticeship in OEM Engineering. This was submitted in response to the Apprenticeship Council call for proposals in 2015. CMETB were approached by the CSG, led by Monaghan company, Combilift, to develop a new 'Greenfield' programme in response to the specific needs of their market segment.

The Consortium considered the findings of the Apprenticeship Review Group and in particular their definition of an apprenticeship as a programme of structured education and training which formally combines and alternates learning in the workplace with learning in an education or training centre. This combination of on-the-job and off-the-job employer led training was deemed as the most suitable response to the complex needs of this group as it prepared the participating apprentices for a specific occupation. In addition, employers and apprentices who were engaged with for their feedback were reassured that this initiative, in association with the Apprenticeship Council, would lead to a recognised award on the National Framework of Qualifications, thereby quality assuring the standards attained.

In this context, the CSG signed up to the key guiding principles outlined by the Apprenticeship Review Group - that the apprenticeship is:

- > Industry led
- > A minimum of two years duration (the group agreed that 3 years was more realistic given the numerous skills required by an OEM Technician)
- > Substantial in depth and duration in order to prepare graduate Apprentices to work autonomously and competently in their chosen field
- > Learning that alternates between the workplace and an educational facility
- > A minimum of 50% on-the-job training

These guidelines formed the parameters of the programme, the programme structure and the programme content. They were further developed and refined through a process of primary and secondary research.

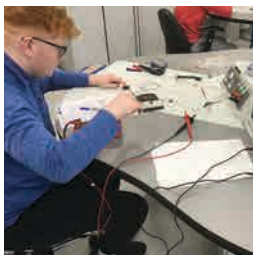
Secondary/desk research involved a detailed analysis of existing apprenticeship provision and to what extent it would satisfy the needs of this sector.

Primary research involved a number of focus groups considering the requirements of the role of the OEM Engineering Apprentice, the value in undertaking the apprenticeship, the barriers to learners accessing the programme and the key measures of success for both the apprentice and the employer.

If you wish to contact the Consortium Steering Group (CSG) please email:

Chairperson Martin McKenna martin.mckenna@combilift.com

Secretary AnnaMarie Woods annamariewoods@cmetb.ie



4 INTRODUCING APPRENTICESHIPS

An apprenticeship is defined as a programme of structured education and training which formally combines and alternates learning in the workplace with learning in an education or training centre. It is a dual system, a blended combination of on-the-job employer-based training and off-the-job college based. On successful completion of a number of stages of training, apprentices become recognised professionals.

Well trained employees are crucial for business success. Employing apprentices and investing in their training develops the key knowledge, skills, and competencies to become effective employees. This also allows the organisation to meet the challenges of competition, growth, and innovation. Apprenticeships provide the opportunity for learning acquired off-the-job to be applied and further developed under guidance in the workplace. It is a proven approach to attract, develop, and retain a pipeline of talent for the participating organisation.

Apprenticeships are an attractive route for many learners. Apprenticeships use an “earn and learn” model whereby they are employed by SOLAS approved employers for a duration of 2 – 4 years and are paid a salary whilst building up valuable work ready skills in a chosen occupation. Significantly apprenticeship programmes must provide at least 50% workplace-based learning, so applied learning is foremost in curriculum delivery.

As part of the national apprenticeship system, there are formal requirements for approval of an employer’s suitability to train apprentices and for registration of apprentices. SOLAS is responsible for delivering on these requirements and draws on a network of Authorised Officers (OAs) / Training Advisors (TAs) located in the Education and Training Boards (ETBs) around the country to do this role. The availability of suitably qualified mentors is key to successfully completing the process.



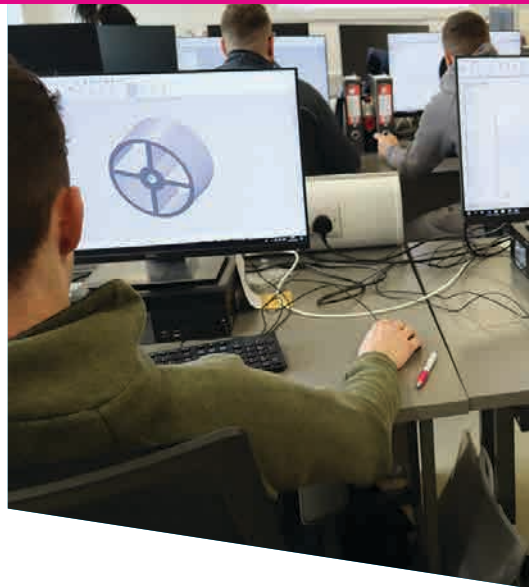
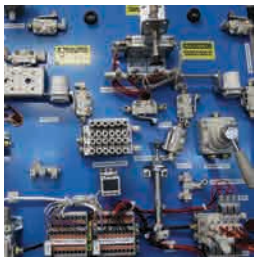
4.1

Programme Outline

Original Equipment Manufacturers are a group of Irish companies, mostly in the Engineering Sector, that provide innovative and practical solutions to a broad range of customer's needs. Many are market leaders in their field.

The Original Equipment Manufacturing OEM Engineering Apprenticeship is targeted at the Original Equipment Manufacturing and the Installation and Services sectors which sell to national and international markets. Their products are for use in the agricultural, transportation, materials handling, quarrying, construction equipment, food processing, recycling handling, security, pharmaceutical, medical devices, data centres and allied industries.

The OEM Engineering Technician (the role for which these apprentices are prepared) will be required to deliver across a range of disciplines including mechatronics, robotics etc. as well as using testing and measurement tools to assist with analytics and problem solving. Furthermore, the OEM Apprentice will be a key member of cross functional teams and as such will develop skills in teamwork, communications and project management. This integrated programme will address the sector specific skills and the personal development requirements of the individual apprentices.



5 PROGRAMME AIMS AND OBJECTIVES

The overarching aim of this programme is to provide apprentices with the underpinning academic knowledge off-the-job and on-the-job practical experience to enhance their employment and educational opportunities in companies specific to Engineering sectors.

Upon successful completion of this applied, integrated programme, learners will qualify as an OEM Engineering Technician, receiving an Advanced Certificate in OEM Engineering. This is a Major Award at NFQ Level 6 awarded by Quality and Qualifications Ireland (QQI)

The combination of academic and work-based training throughout the programme ensures that all apprentices will graduate from the programme with an enriched experience of traditional classroom blocks of study that can be directly applied to the workplace. This applied feature of the programme provides a unique experience and ensures its sustainability and applicability, as the learning and assessment undertaken is current, relevant and responsive to industry.

Targeting Leaving Certificate students and current OEM employees, this programme offers a unique opportunity to learn the trade in a practical, supportive environment while simultaneously working towards a recognised QQI qualification. The programme provides further opportunity for successful graduates to enhance their careers within Engineering sectors.



The progressive learning experience of the programme takes the apprentice through a development journey from induction to completion over a 3-year period. The programme incorporates academic learning, skills training and personal development focused on behavioural and competency refinement. Graduates of this apprenticeship programme will provide industry with suitable employees who have the potential to progress into supervisory or management roles. Graduating apprentices will therefore be well placed to contribute to the development of the sector, and to respond to emerging sectoral developments.

STAGE 1

CORE

- > Health & Safety
- > Engineering Drawings
- > OEM Practices
- > Electrical & Electronic Technology

UNDERPINNING

- > Team Leadership
- > Communication
- > Applied Engineering

STAGE 2

CORE

- > Mechatronics
- > Testing & Measurement of Electronic Systems
- > OEM Operations Management

UNDERPINNING

- > Team Leadership
- > Communication
- > Applied Engineering

STAGE 3

CORE

- > Analytics & Problem-solving
- > Industrial Robotics & PLCs
- > Capstone Work-based Project

UNDERPINNING

- > Team Leadership
- > Communication
- > Applied Engineering

5.1

Learning Outcomes

Teaching and Learning Strategies

It is the policy of CMETB & LCETB to manage the development of a teaching and learning strategy to deliver relevant, high-quality programmes to apprentices and to enhance apprentice learning and progress, both on and off-the-job.

All new national apprentice programmes are required as part of QQI validation process to have an associated set of Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs).



Minimum intended programme learning outcomes

MIPLO's					
LO1	LO2	LO3	LO4	LO5	LO6
Demonstrate in-depth and specialized knowledge of the assembly, testing, servicing and maintenance and its application and integration within the role of the OEM technician.	Recognise and Apply key theoretical concepts used in manufacturing and installation systems whilst integrating new and emerging technologies and work practices in the OEM environment.	Demonstrate an understanding of the range of contexts where the OEM technician works including economic, social and environmental issues and identify and discuss other disciplines likely to be encountered through the OEM community of practice.	Demonstrate an understanding of the range of specialised OEM engineering technician skills, using a range of comprehensive specialised tools to solve problems within the working environment.	Diagnose and action approaches that will enable the assembly, testing, servicing and maintenance and commissioning of original and bespoke engineered plant and equipment in both foreseen and unforeseen contexts.	Take responsibility for communicating and justifying decisions relating to complex technical and non-technical information to a range of stakeholders in both familiar and unfamiliar settings.

MIPLO's				
LO7	LO8	LO9	LO10	LO11
Exercise independence and professional judgement in a variety of roles in relevant professional practice and learning activities involving self and others.	Demonstrate resourcefulness, autonomy, and self-reliance in the workplace, exhibiting accountability for their duties as employees and their learning and development in an educational environment.	Demonstrate the ability to work in various groups. Take ownership for leading and supervising a variety of occupational activities and contribute to the review and development of performance of themselves and others.	Exercise personal responsibility for evaluating and managing the learning of own tasks and those of others in order to further personal and professional development for self and others.	Demonstrate an awareness of the function and role of the OEM engineering technician, to include an evaluation of one's professional engagement with others at personal, occupational, societal and environmental levels.

These Learning Outcomes have been developed to align with the Occupational Profile of the OEM Engineering Apprentice.

6 EMPLOYER APPROVAL



Employers interested in training apprentices on the OEM programme complete an Expression of Interest application (EOI) and submit to the OEM Programme Manager.

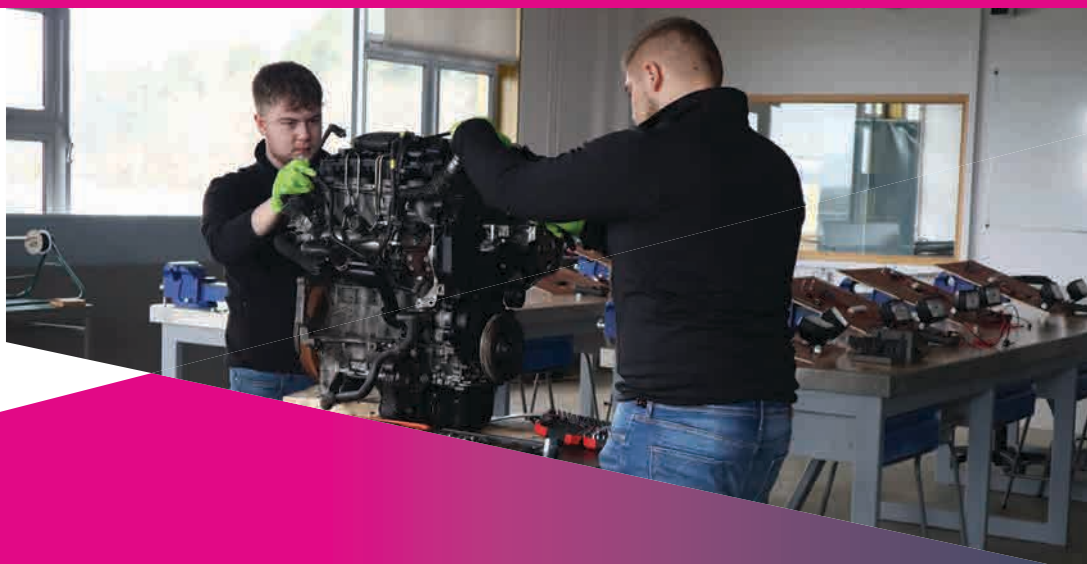
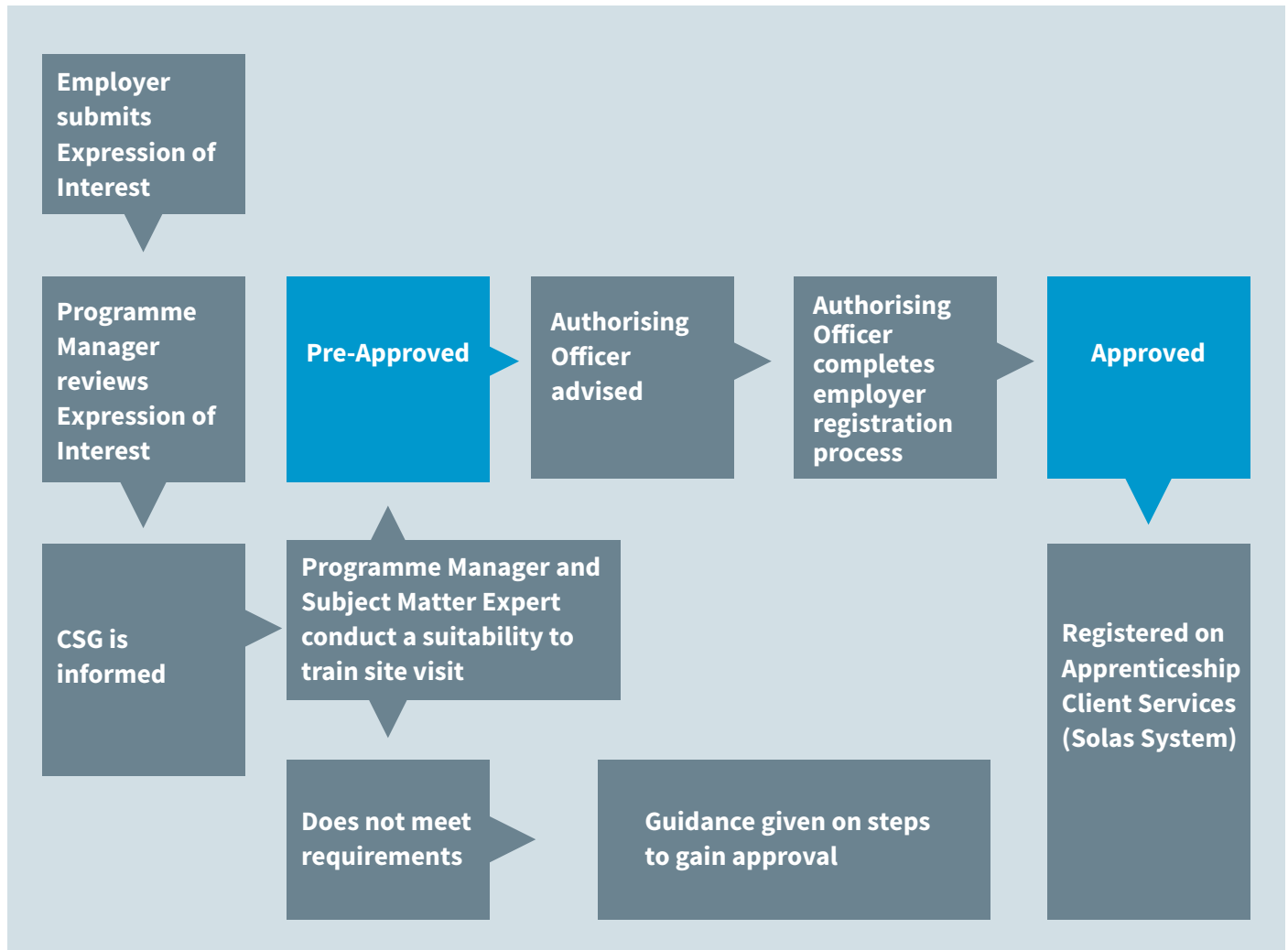
The employer must demonstrate that they have the capacity and the ability to provide quality, relevant on-the-job training to apprentices as per the requirements of the national apprenticeship programme and the statutory apprenticeship system overall.

Specific to the OEM Engineering Apprenticeship is a site visit by the Programme Manager and a Subject Matter Expert to assess whether the company can provide the experience in the range of Work Based Tasks required by the OEM Apprenticeship. This provides the employer and the programme team with an opportunity to review the needs of the apprentice in the specific on-the-job context.

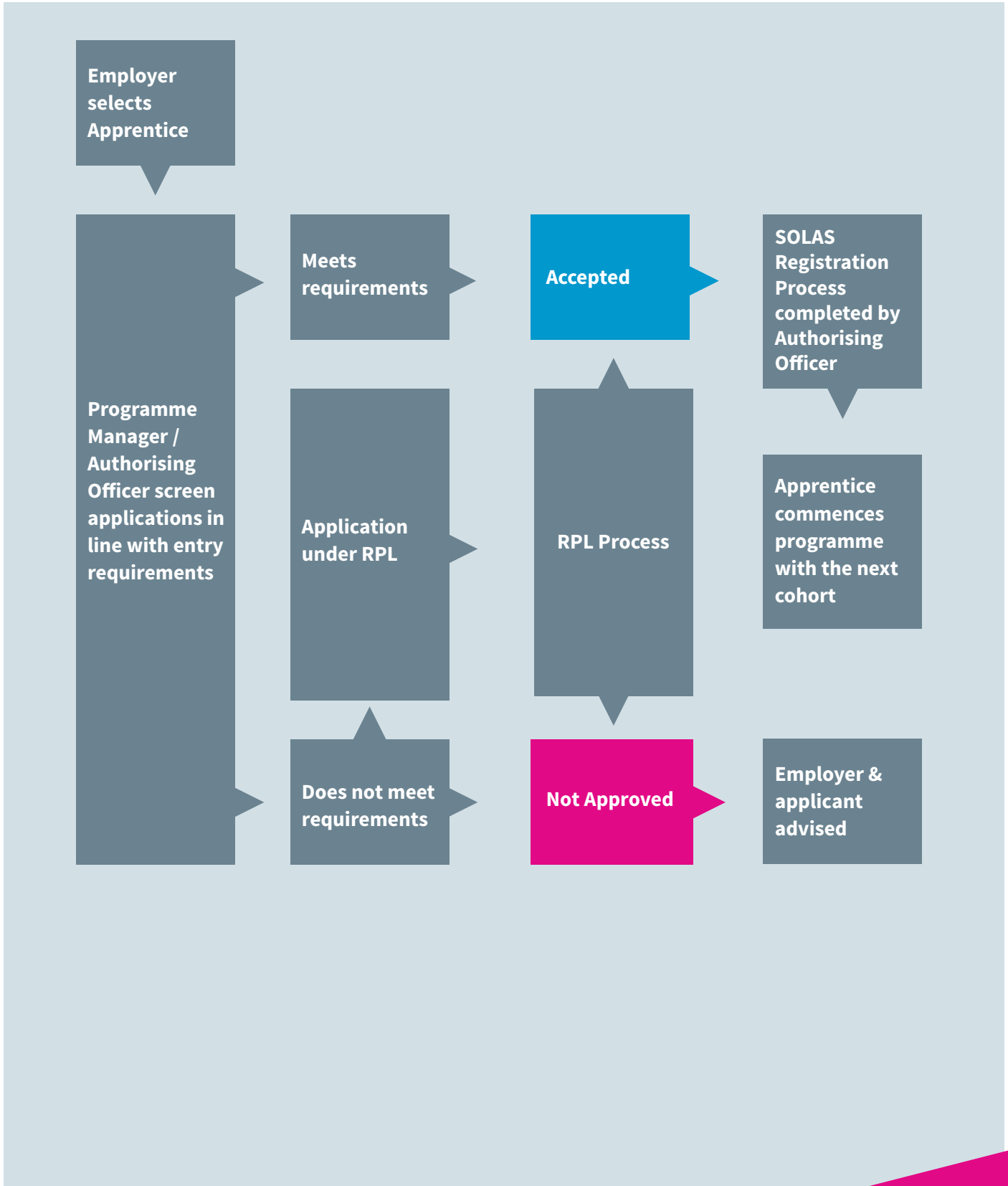
Following pre-approval by the CSG, the AO / TA carries out a site visit to the employer's premises and the employer is formally assessed. The AO / TA makes a recommendation to SOLAS on the employer's suitability to deliver the programme. If the employer is not initially approved, the AO / TA will work with the employer to identify what requirements remain to be met and the employer can be re-assessed.

For more information on the Irish apprenticeship system please visit www.apprenticeship.ie

Employer Registration Journey



The Apprentices Admissions Journey



7 THE OEM APPRENTICE DEFINED

The OEM Engineering Apprentice will be trained in a diverse range of engineering skills required to manufacture, assemble, install, maintain and service a varied range of components. The role of an OEM Engineering Technician has been recognised by SOLAS as a “Greenfield” one. In this context, this is a new and exciting apprenticeship opportunity. The graduating OEM Engineering Technician will be a general practitioner of a range of skills. Specialist skills would be called upon if outside the certified competence of the OEM Engineering Technician. This type of apprenticeship has not existed heretofore, unlike many of those that have previously been approved.

7.1

Profile of Learners

The OEM Engineering Apprenticeship is designed to suit learners with an aptitude for, and an interest, in engineering and manufacturing. The apprenticeship model, “Earn While You Learn”, offers an excellent alternative to those interested in engineering, in particular the practical element, and who do not want to continue their education in Higher Education institutions. The apprenticeship is promoted to both male and female students. CMETB & LCETB actively engage with schools, teachers, Guidance Counsellors, the Engineering and Technology Association (ETTA), as well as parents and guardians to increase the awareness of the programme, career possibilities following completion of the apprenticeship and all benefits associated with choosing this course.

The programme is available to all learners who are employed and registered with SOLAS as OEM Engineering Apprentices whilst meeting the minimum educational entry requirements.

It is aimed at:

- > School Leavers
- > Existing Employees
- > Career Changers
- > Mature Learners

7.2

ENTRY REQUIREMENTS

APPLICANTS IN THE FIRST INSTANCE MUST SECURE A PLACEMENT WITH A SOLAS APPROVED EMPLOYER AND MUST MEET THE MINIMUM STANDARD UNDER ONE OF THE FOLLOWING CRITERIA:

Leaving Certificate with five 06 or higher which must include Mathematics.

Or

Leaving Certificate Applied with five passes plus Level 5 Mathematics and one year industry experience.

Or

Have successfully completed an approved pre-apprenticeship training course in an engineering discipline and demonstrate a proficiency in Mathematics similar to 06 in Leaving Certificate.

Or

A full award placed at Level 5 on the National Framework of Qualifications (EQF 4) which includes proficiency in Mathematics similar to 06 in Leaving Certificate.

Or

In the case where an applicant is 23 Years or over (or employed in the OEM sector for 3 Years) and does not meet the educational requirements specified above, they may apply through the Recognised Prior Learning (RPL) process.

ADDITIONAL REQUIREMENTS

The programme is delivered through English. In the event that an applicant has English as a second language, a CEFR Level B2 of proficiency in the English language is required. It is the responsibility of the applicant to provide official evidence demonstrating English language competence at B2 Level.

All applications must pass the Ishihara colour vision test (24 Plate Addition) prior to registering on the programme

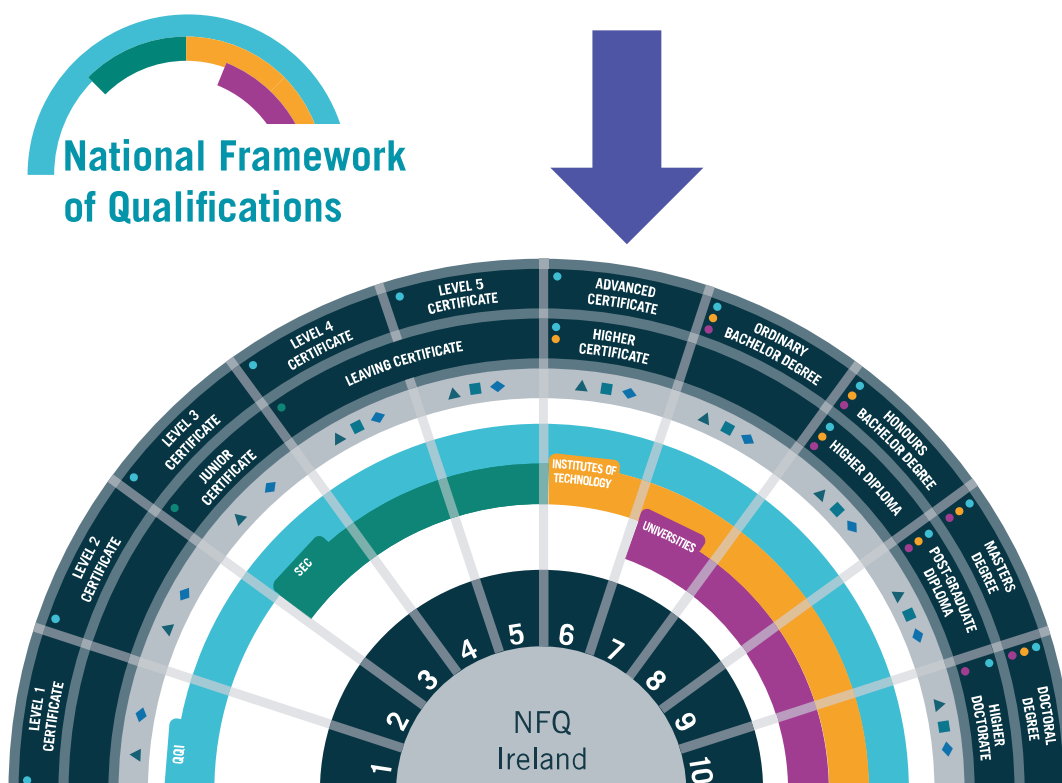
8 NATIONAL FRAMEWORK OF QUALIFICATIONS

The National Framework of Qualifications (NFQ) is an approved framework through which learning achievements can be measured and related to come together in a coherent way.

Qualifications frameworks describe the qualifications of an education and training system and how they interlink. As described by Quality and Qualifications Ireland (QQI) “the Irish NFQ, established in 2003, is a framework through which all learning achievements may be measured and related to each other in a coherent way. The many different types and sizes of qualifications included in the NFQ, are organised based on their level of knowledge, skill and competence. Because all NFQ qualifications are quality assured, learners can be confident that they will be recognised at home and abroad”. (Reference [https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](https://www.qqi.ie/Articles/Pages/National-Framework-of-Qualifications-(NFQ).aspx))

Rationale for the choice of QQI named award was sought and the title QQI level 6 was considered by the consortium as the most appropriate level for new entrants, who wish to develop a pathway within the OEM Sector.

The level of Education was certified by QQI at level 6 on completion of a robust programme validation process.



9 MENTOR

The importance of you as a Mentor

The Employer Mentor plays a critical role in the integration, organisation and oversight of work-based learning. In addition, this experienced practitioner performs a key function in monitoring progress and in guiding, informing and caring for learners.

When the apprentice obtains employment with the company, the company assigns that apprentice to a Mentor. The Mentor will normally Mentor two apprentices but no more than four. The Mentor will receive training on the duties and responsibilities of the role and is approved by the National Programme Manager. The National Programme Manager ensures that the work-based Mentors and assessors are suitably qualified and trained to conduct training and assessment for the programme. The Mentor should have the qualifications or experience as previously stipulated. The work-based training is organised by a Mentor. The Mentor in association with the relevant CMETB / LCETB tutor will ensure that the training tasks and assessments cover the learning outcomes of the modules for each stage.

9.1

Workplace Mentor/Assessor Qualifications

The following qualifications are required to be a workplace Mentor/Assessor:

- > Level 6 qualification in a mechanical/electrical/mechatronic or related discipline and a minimum of 2 years industry experience in the sector or
- > Have completed a craft apprenticeship in mechanical, electronic or electrical or related discipline or
- > Have a minimum of 5 years' experience working in the OEM sector

9.2

Qualities of a Mentor

The CSG considers the core qualities of a Mentor as the following:

PATIENT
WISE
TRUSTWORTHY
UNDERSTANDING
KIND
CONFIDENT
HONEST/SINCERE
OBJECTIVE

FAIR
OPEN TO NEW IDEAS
CLEARLY EXPLAINS
**COMPASSIONATE/
EMPATHETIC**
**APPROACHABLE/
ACCESSIBLE**
LISTENS
**SUPPORTS AND
ENCOURAGES**
**ACTS AS A SOUNDING
BOARD**

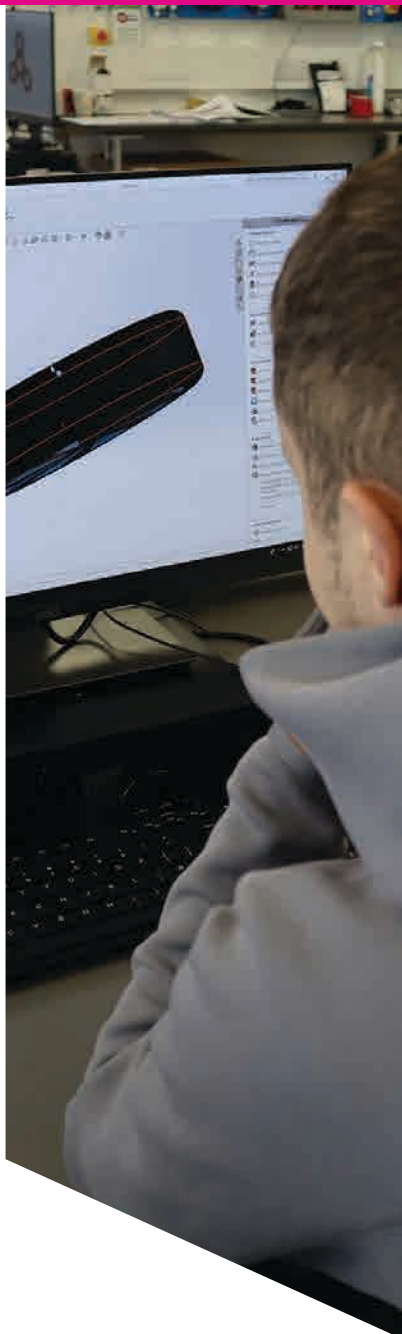


9.3

Key Responsibilities and Role

- > Induction
 - Ensure the apprentice is introduced to his/her colleagues and peers and is familiar with the workplace environment.
 - Explain normal work practices and rules e.g. dress code, cleanliness etc.
 - Explain the company history, staff structure, customer base, competitive position in the market and as far as is possible, include the learner in the community of practice within the workplace.
- > Guide the apprentice in completing the work-based element of the programme
 - Help them find what they need to complete the task. Together work out timelines for delivery.
 - Provide opportunities to enable the apprentice to achieve the minimum intended programme learning outcomes as documented (pg 15).
 - Facilitate the apprentice's learning in the workplace by shadowing, coaching, observing, and guiding.
 - Guide the apprentice in completing his/her work task assessments / portfolios when the standard for each task has been reached, sign off on the assessment sheets.
 - Ensure the learner uploads all assessment documents and evidence of workplace assessments to the relevant tutor.
- > Support the learner 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.
- > Liaise with the learner's off-the-job provider
 - Attend a mandatory briefing day and Effective Mentoring Skills workshop prior to the apprentice commencing.
 - Communicate with the ETB tutor, Internal Verifier/Coordinating tutors and the Programme Manager on issues to do with the learner and the programme.
 - Attend National Programme Board meetings if required and cooperate with reviews of the programme.
 - Workplace mentors play a continual role in the success of the apprenticeship and research has demonstrated the positive effect this engagement has in terms of identifying issues early reinforcing high attendance and general learner experience.

10 WORK BASED LEARNING



The purpose of the work-based learning element is to provide the apprentice the opportunity to practice the skills acquired in the off-the-job phase and to develop new workplace skills and competences. It is the main function of the work-based element to transfer off-the-job skill acquisition into workplace competence. This requires effective integration of knowledge as well as practical and personal skills in the workplace. During the work-based stages the apprentice will build up a level of experience while working alongside senior technicians, supervisors and managers in specific, relevant work contexts.

During the on-the-job element of the programme, the apprentice will practice in the real workplace environment their newly learned skills to the required standards of accuracy, speed and quality, and with the confidence which characterises competence. These skills are stated in the module learning outcomes. The apprentice works with experienced technicians and is supervised in the acquisition and practice of their skills. The Mentor monitors the apprentice on this journey.

10.1

Workplace Competence Assessment

Assessment in the workplace provides evidence of competence. Workplace competence for the purpose of the OEM Engineering Apprenticeship is defined as the application of skills, knowledge and competence to perform tasks or combinations of tasks to industrial and commercial standards under operational conditions.

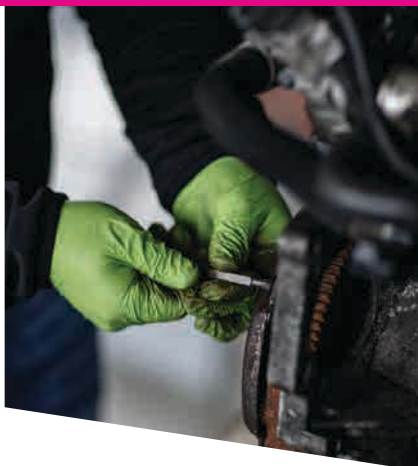
Assessment schedules detailing requirements for each module are provided. A checklist of assessment points for each assessment is also included. Assessment checklists must be retained by the employer for the duration of the apprenticeship period and returned to the ETB with all supporting evidence at the end of each stage.

10.2

The Assessment Process

Work-based assessments will be carried out in the workplace and will be organised and assessed by the company mentor. The ETB Tutor will provide support and advice to the work-based mentor on an ongoing basis. The oversight of the work-based learning starts with the AO / TA approval of the company to participate in the programme.

The programme tutors will work closely with the work-based mentor to assist them in providing the learners with a professional programme, by ensuring that the Minimum Intended Learning Outcomes (MIMLOs) are met.



The tutors will assist the mentors in developing training tasks and assessments for the modules in each stage of the programme. In the initial stages of the programme, the tutor will visit the Mentor on a regular basis. As the Mentor gains experience of the programme, the visits will be reduced.

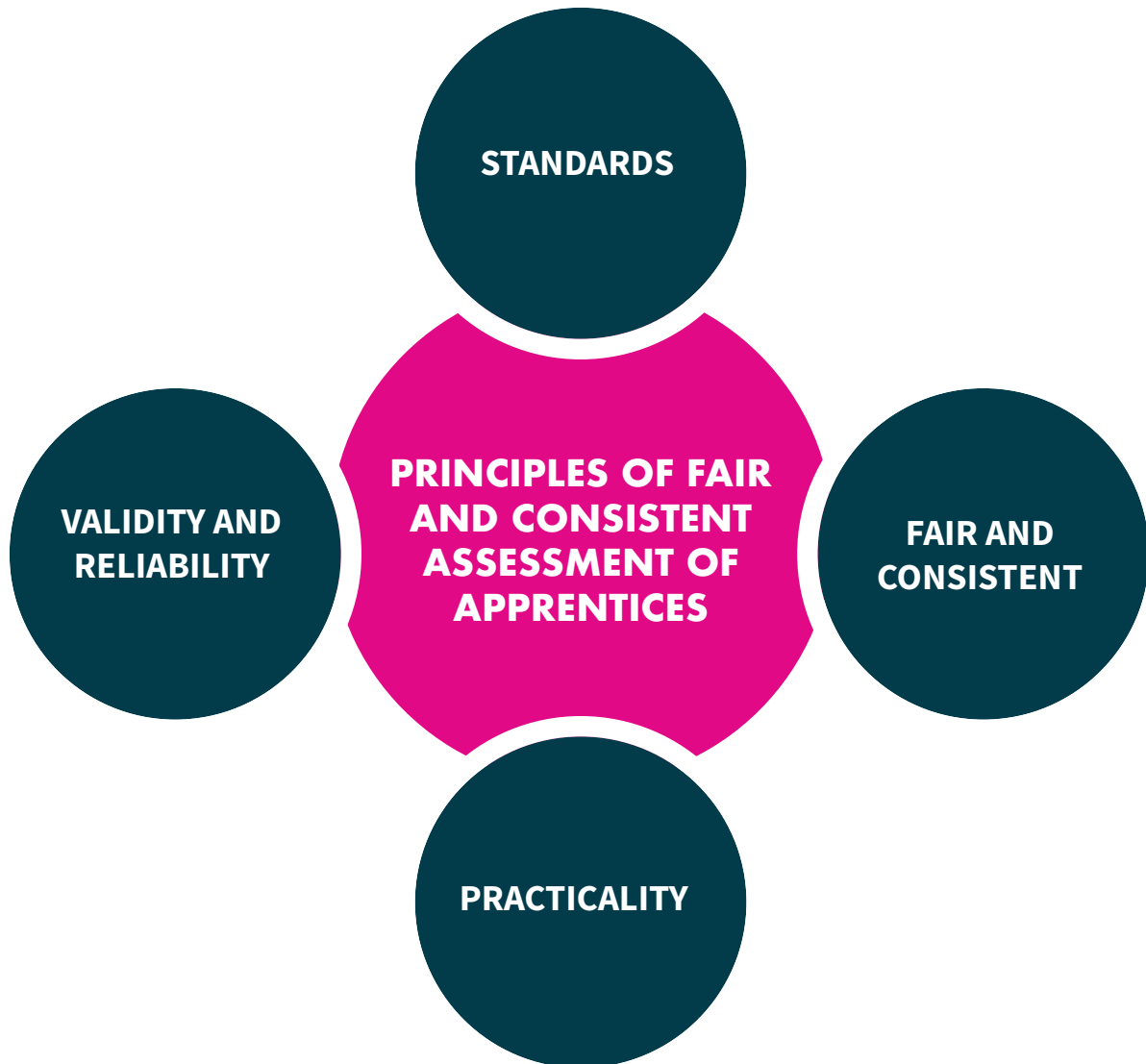
The Mentor will provide an on-the-job observation report. The report will contain a record of the individual learner's achievements during the work-based learning stage. The report will be provided to the National Programme Manager who will consolidate the report and forward it to the National Programme Board.

Apprentice feedback forms are completed by the apprentice at the end of each stage of the work-based learning. The form is distributed by the Mentor and is a standard survey form on content, delivery and the management of the programme. The National Programme Manager will consolidate the forms and forward them to the National Programme Board. The mentors, assessors and tutors will be deeply involved in the development and roll out of this process to ensure that any issues can be addressed at an early stage. This will ensure a successful implementation of this very important instrument.



10.3 Principles of Fair and Consistent Assessment

The principles of fair and consistent assessment of apprentices, (QQI 2016) are listed and defined as follows:



Standards

A basic principle of standards-based assessment systems is that to be effective, assessment must measure and record the attainment of industry set standards of occupational performance or behaviour of apprentices. In a standard based system such standards are criterion referenced rather than norm based. This means that apprentices are required to attain pre-defined standards or complete pre-defined tasks successfully. Such standards are usually defined in terms of measurable criteria such as quality and speed of finished product/s or process/es.

Examples: In an engineering practical test, parts are made to specified limits of accuracy and smoothness for the finished component part. In a construction test, the completion of a project in brick or timber will be assessed by comparing the completed product with the requirements for dimensional accuracy, quality of finished joints, levels and angles or squareness of surfaces relevant to each other as specified in the drawing.

Validity and Reliability

Standards for occupational competence are therefore informed by real customer needs and industrial and commercial standards. In a criterion referenced standard-based system, the apprentices' performance is always compared with an agreed and usually written performance standard and never to other apprentices.

To quality-assure an accurate measurement of any performance of skills or application of knowledge, it is essential that the assessment method or item is capable of producing valid and reliable information. To be valid the assessment content must test the training objective and the assessment methods being used must measure the application of relevant skills, knowledge and attitude. For example, a written test is a valid way to assess a apprentice's knowledge of the rules of the road but a written test is not a valid measure of their ability to drive a car. Therefore, in order to test the breadth of skill, knowledge and attitude of a competent driver, both a practical and theoretical assessment is called for to ensure validity. Reliability refers to the consistency of any chosen assessment method or item, to measure performance results accurately. If an assessment method is reliable, different assessors will measure and score the same result for the same performance.

The reliability of an assessment method and marking scheme is assured when:

- > It is understood by both the apprentice and assessor what is required
- > Assessment conditions are clear and adhered to
- > Results are based on clear marking schemes and rules
- > Sufficient assessment is undertaken to reduce the chance of errors

Fairness and Consistency

Assessment events must be appropriate to the learning objectives, plan and activities. This implies that the system is open to apprentices whereby the apprentices are aware of the training objectives, performance criteria expected and the conditions of assessment. Therefore, it should be clear to an apprentice if they are ready and able to meet the required standard.

Practicality

Assessments have to be practical in terms of the time required to assess and the effective use of resources. Consideration has to be given to the ratio between assessment time and training time, ease of use, administration efficiency and cost factors.

10.4

Link between On-the-Job and Off-the-Job

Education centre-based modules will be delivered within an applied classroom-based environment where class interaction will be central. Tutors on the programme will have module expertise in their discipline area. Site visits will be organised for specific specialist areas as appropriate. Classes will be taught in a supportive environment which promotes a problem-based learning approach wherein learners will be exposed to real industry learning. Apprentices will be encouraged to think independently and expected to apply knowledge, skills and techniques to solve real world problems.

Off-the-job Learning will take place in 16-weeks blocks in each stage.

Year 1	Year 2	Year 3
On-the-Job Training 16 weeks	On-the-Job Training 16 weeks	On-the-Job Training 16 weeks
36 weeks On-the-Job Includes Holiday Period	36 weeks On-the-Job Includes Holiday Period	36 weeks On-the-Job Includes Holiday Period

10.5

Work-based Learning Environment

Along with the support services from CMETB and LCETB, companies are expected to support the apprentice ensuring they complete their work-based assessment within the working day. This involves promoting a continuous feedback process within a supporting positive learning environment.

All learners will be assigned an ETB supervisor who will be responsible for the academic progress of the apprenticeship. This staff member will liaise with the work-based Mentor with respect to work-based assessments and visit the learner when out in the workplace.

11 MENTOR AIDS

A Mentor is defined as an 'experienced and trusted adviser'.



11.1

5 Generations in the Workplace

Today's business environment may be the first to include five different generations working side by side toward shared economic and commercial goals.

Generation Z (1997–2012)

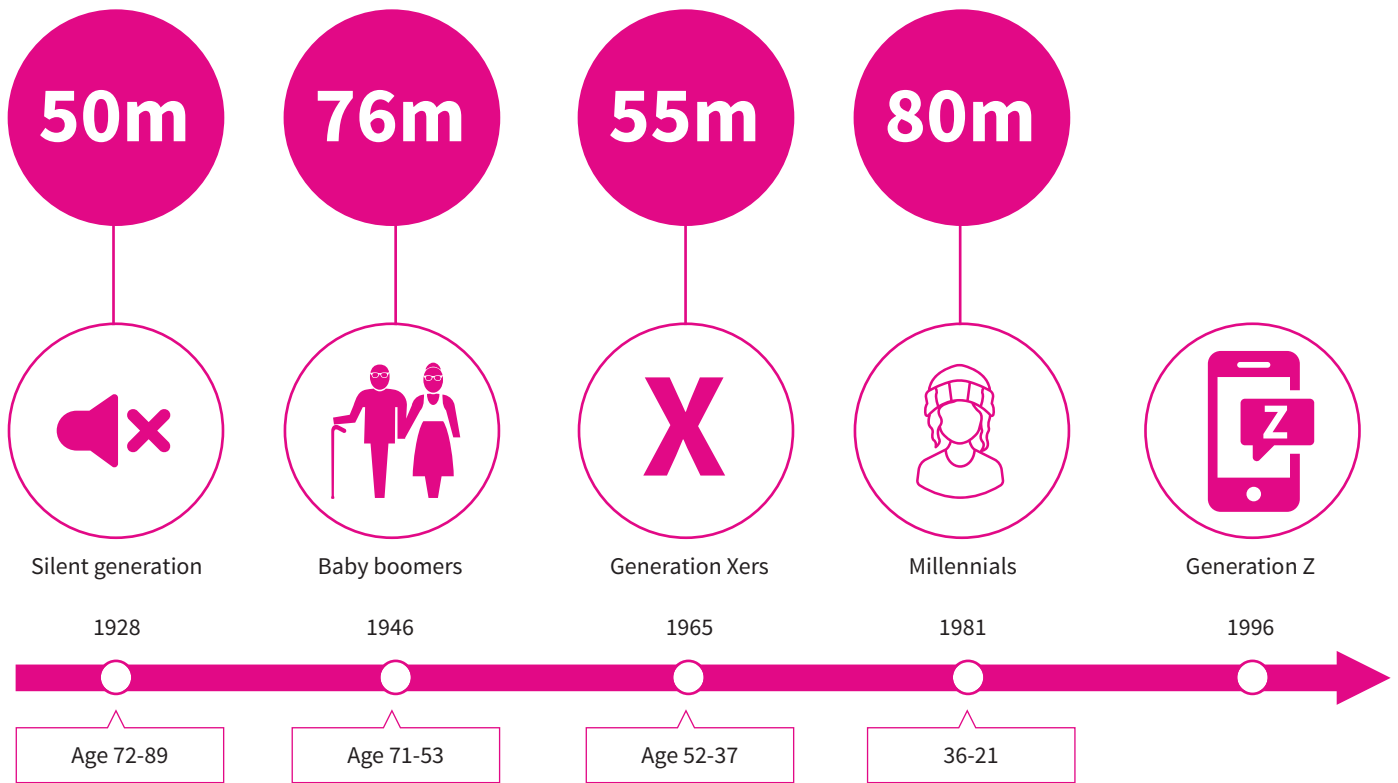
Millennials (1981–1996)

Generation Xers (1965–1980)

Baby boomers (1946–1964)

Silent generation (born between 1928 and 1945)

Generation Z: Have been influenced heavily by their Gen X parents and the speed at which the world works today,



so they feel respected when you get directly to the point, give them work to do, and then let them go do it.

Millennials: Want to be part of the decision-making process; they feel respected when they feel as though they have had input and their ideas have been heard.

Generation X: Between the baby boomers and Millennials, Gen Xers were moulded by the evolution of personal computers. Generation Xers are generally more educated than previous generations. Viewed as self-reliant and hardworking, they are often viewed as financially responsible.

Baby boomers: Have long been known for their strong work ethos and goal-centred leanings. They tend to be hardworking and value face-to-face interaction. They did not grow up using computers, although they will use technology for job-related functions.

Silent generation: The oldest generation currently in the workforce is the silent generation. They grew up without today's technology and many other modern conveniences younger generations take for granted. Many members of this generation have overcome adverse economic conditions in their lifetimes and thus have established diligent financial habits. They are hard workers with strong core values.

Embrace Generational Differences

It is important to embrace generational differences for example, younger generations value more flexible work schedules and are often more apt to work odd hours, while you are likely working more traditional hours.

It might be worth considering creating a reverse mentorship programme. In traditional mentoring, an older, more experienced employee or manager mentors a younger, less experienced one. Reverse mentorship encourages the apprentice to Mentor up. This means you are learning technical skills from your younger counterpart.

11.2

The 5 R's of Positive Mentoring:

Rationale: When mentors provide the rationale behind policies and regulations in a learning environment, these young learners are more likely to respond positively.

Relevance: Most apprentices are aces at “googling” and discovering information. They do not value a piece of information for its own sake, rather for its relevance to their lives. Mentors will find that engagement in hands-on or application-based case studies is better, where new knowledge is discovered and synthesized actively between group members.

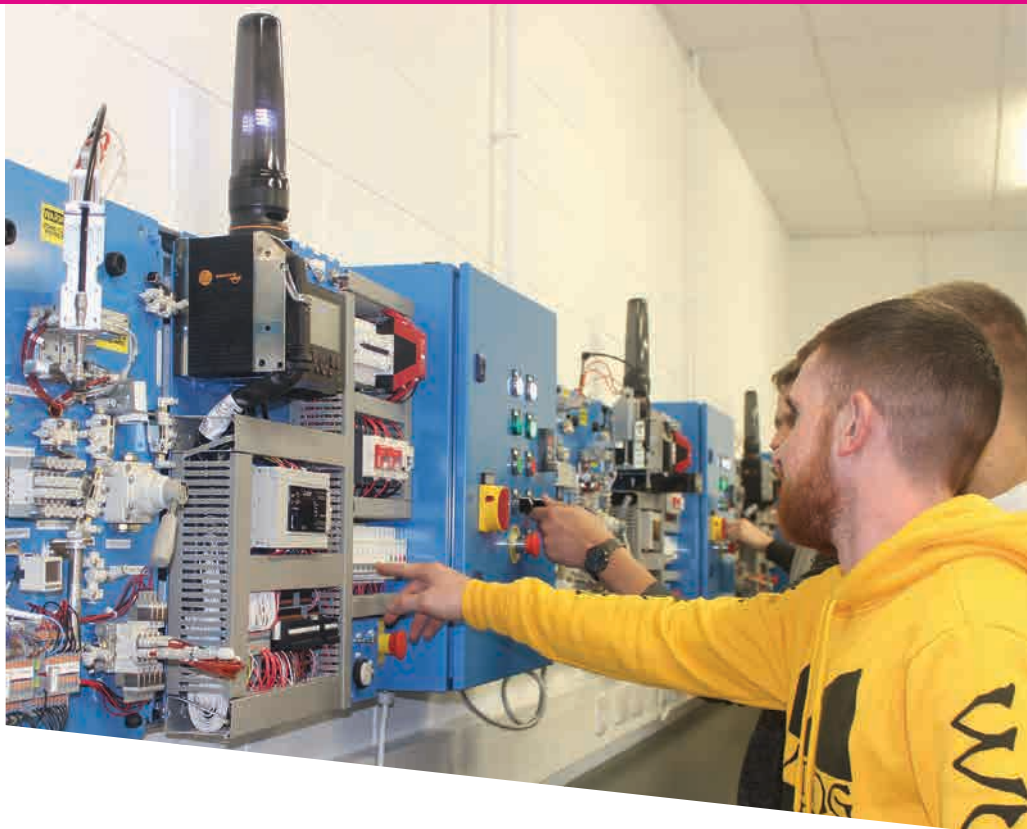
Relaxed: Think “laid back” when you conduct your training sessions. Apprentices prefer a relaxed learning environment, with minimum pressure, more freedom to complete assignments and more freedom for personal expression and creativity.

Rapport: Apprentices thrive on personal relationships. When being raised, they had complete attention from their parents. They are used to older adults showing more interest in their lives. They prefer and appreciate mentors showing a personal interest in their training and development plans and achievement goals. These learners also perform better at work and in the classroom when mentors connect with them on a personal level.

Respect: We all need to feel respected in the workplace to stay engaged and motivated. Respect looks a little different for each generation, as they value different treatment that affects perceptions of respect.

11.3 Guidance on how to Successfully Complete the Workplace Tasks

1. Familiarise yourself with the workplace tasks associated with each module.
2. Working closely with the apprentice, agree the workplace tasks to be completed for the relevant module.
3. Explain to the apprentice all the steps in completing the task and be clear about organisational standards for the task being undertaken.
4. If specialised knowledge is required by the apprentice in order to complete the task, put the apprentice in contact with the relevant person within the organisation.
5. Provide the apprentice with sufficient opportunity to practice.
6. Provide constructive feedback to the apprentice.
7. When the apprentice has competently completed a task, record the task as completed.
8. Complete the checklist and feedback sheet, then return to OEM Coordinating tutor.



Mentors should utilise the following core skills in their Mentoring of Apprentices.

11.4

Tips for Active Listening

- > Ask open ended questions which cannot be answered by yes or no responses
- > Prepare to sit out awkward silences
- > Give apprentices time to find the right words
- > Never assume what the apprentice is going to say
- > Keep clarifying and summarising to ensure common understanding
- > Listen conscientiously to the apprentice
- > Never display boredom or irritation

11.5

Tips for Giving Feedback

- > Let the apprentice speak first – ask them about how they felt about their performance
- > Always highlight the positives first by focusing on their strengths
- > Be specific about the criteria; identify those which were met and those which were not met
- > Select priority areas for improvement rather than overwhelm them with too much negative feedback
- > Suggest what they could do differently, include advice on who could help and how further practice could be organised
- > Confirm the apprentice understands the feedback
- > Finish by agreeing what happens next

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**WE ARE HERE TO
SUPPORT YOU AND
THE APPRENTICE
ON THIS EXCITING
JOURNEY**

