



ACCESS TO APPRENTICESHIP

QQI PRESENTATION

17th OCTOBER 2023



What is it?



RATIONALE FOR THE PROGRAMME

CENTRAL MISSION

The central mission of the programme is to provide pathways to skilled employment and a career in an apprenticeship to a cohort of young people who are vulnerable to long-term unemployment or progression to low-skilled, poorly paid work.

These include Travellers, Young people affected by Homelessness, those that have been in the care of the State and those who experience socio-economic disadvantage.



The programme also addresses the under-representation of women in Craft Apprenticeships.

- **It is a response to a shortage in skilled engineers and craft workers, in the electrical, engineering, mechanical engineering and the built environment, because of growth in these areas which has been identified by industry and the Regional Skills Forum.**
- **The programme has been recognised in the Apprenticeship Action Plan 2021 – 2025 as an emerging example of best practice, with a specific remit to support equality of Access to Apprenticeships for target groups identified in National policy.**

UNEMPLOYMENT BLACKSPOTS

Based on the 2016 Census, 8 of the top 10 national unemployment black-spots are in Limerick City

Of the 79 nationally, 17 are identified in Limerick City, with unemployment ranging from 58.3% to 27.3%, with an average rate of 35.7% compared to a national average of just over 4%

There is a clearly demonstrated social need for the programme in Limerick & the Mid - West, with a political appetite locally to support the programme.

STAKEHOLDERS

The programme based in TUS is part of a consortium led by TUD and plans are in place for a roll out nationally over the coming months and years.

In TUS, we work closely with the following partners:

- Local, Regional and National employers, including Irish Rail, Bus Eireann, Jones Eng, ESB, SUIR Eng, Volkswagen, Conack Const ruction etc.
- Higher Education Authority (HEA).
- Schools, with a specific focus on DEIS Secondary Schools.
- Community and Youth Service providers.
- Homeless agencies such as NOVAS & the Peter McVerry Trust.
- Limerick City & County Council and Regeneration.
- TUSLA after care, such as Way to Work.
- Limerick & Clare Education & Training Board (LCETB).
- Irish Traveler Movement.
- National Apprenticeship Office (NAO).



**THE PROCESS BY WHICH IT
WAS DESIGNED, APPROVED
AND DELIVERED.**

The programme was designed and approved through TUDs Quality & Assurance process and validated as a Special Purpose Award at QQI Level 6 with 30 ECTs.

Funded by JP Morgan originally from 2017 to 2020, and now funded by the Higher Education Authority (HEA).

National Advisory Committee made up of HEA, CIF, Regional Skills Forum, IBEQ, Dublin City Community Co-op, ESB, Chadwicks and Staff, oversee the design and delivery of the Programme.

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- **With funding from HEA, a Pilot Programme was delivered in TUS in 2022.**
- **Based on its success, HEA funding was secured by TUS, located on the Moylish Campus with a 5-year commitment.**
- **National launch in May 2022, with commitment by Minister Simon Harris for Access to Apprenticeship Programmes to be delivered across Technological Universities nationally.**
- **TUS plan for a second programme based in TUS Midlands, Athlone Campus in 2024.**
- **Other programmes based across Technological Universities to follow.**

Three core modules designed
to ensure that students
develop the skills confidence
and connections to progress
into an Apprenticeship.



Skills sampling (15 Credits)

Provides students with hands on experience of a range of trades to ensure sufficient exposure, so that they can make an informed decision about their Apprenticeship pathway.

Site visits.

Industry led workshops.

Employer Speed Dating events.





Access to Apprenticeship

Personal and Professional Development (10 Credits)

Build skills, confidence and connections to progress into employment:

- Interview techniques and practice.
- CV and Cover Letter skills.
- Communication & Teamwork skills.
- Goal setting and Pathway planning.
- Practical job-hunting skills.
- Opportunities to meet with employers on a one-to-one basis.
- Build networks and contacts.

Two - week Work Placement

(5 credits)

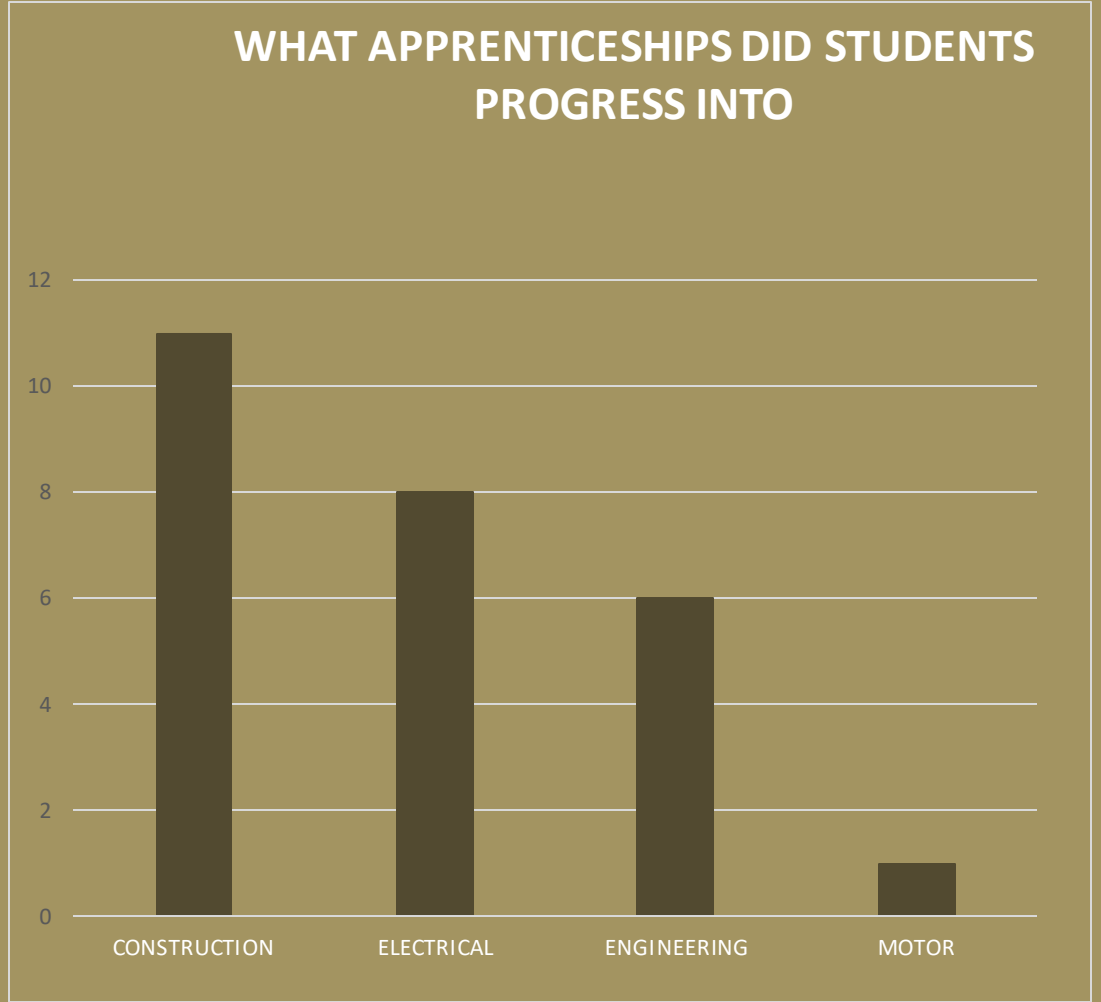
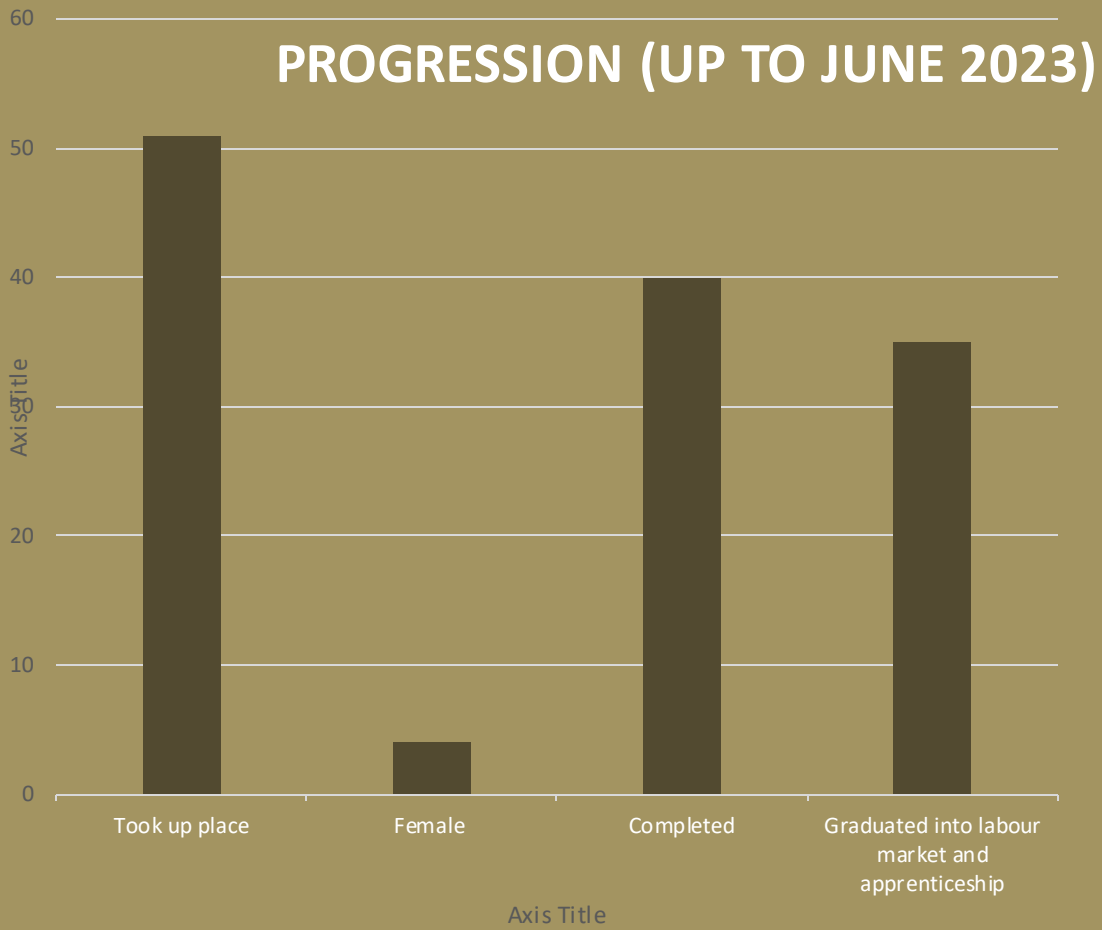
Aimed at exposing students to practical hands-on experience, with the aim of progression into a four-year apprenticeship.





ACHIEVEMENTS

- Validated as a QQI Level 6 Continuous Professional Development Certificate, the programme provides accreditation and options for progression for students and a framework for Universities based on experience and good practice.
- Commitment by government for national roll out.
- TUS Programme to be expanded to second site in 2024.
- In TUS, since April 2022, five programmes have been organized, with a total of 67 students, taking up a place in TUS.



BENEFITS

- Provides students with a clear, structured and supportive employment pathway.
- Offers Increased access routes and real opportunities for meaningful employment.
- Along with other Access and Inclusion programmes, it acts as a circuit breaker to early school leaving, unemployment and poor work prospects for vulnerable young people, their family and communities of socio-economic disadvantage.
- With criteria, which provides positive discrimination for students from underrepresented groups and communities, the programme addresses Government policy and Universities commitment to Access and Inclusion.



- QQI credits not transferred into Apprenticeships.
- Given qualifying criteria, and custom and practice across other programmes aimed at addressing education disadvantage, training allowance for students not linked to Jobs Seekers status needs to be explored.
- Work with employers to address cultural stereotypes, currently preventing engagement for some.
- Increase cross Departmental cooperation and commitment to the programme to improve class diversity and opportunity within the public sector and honour Government commitment to equality and diversity.
- Intake number of 16 based on apprenticeship intake needs to be reviewed to ensure that the complex needs and supports required by Access students are addressed.

CHALLENGES



THANK YOU

QUESTIONS?

