



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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# Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

## Part 1

<b>Provider name</b>	Kerry Education and Training Board
<b>Date of site visit</b>	1 – 2 June, 2017
<b>Date of report</b>	29 June, 2017

## Overall recommendations

<b>Principal programme</b>	<b>Programme title</b>	Commis Chef Apprenticeship Programme
	<b>Award title</b>	Advanced Certificate in [?]
	<b>Credit</b>	240 FET
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions<sup>1</sup> OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

<sup>1</sup> Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the ‘special conditions’ may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

## Evaluators

<b>Evaluators</b> (this group is referred to as the <b>Panel</b> in the report)		
<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
Annie Doona	Chairperson	Dún Laoghaire Institute of Art, Design and Technology
John Dolan	Subject-Matter Expert, Further Education & Training	Formerly of FÁS
Gerrie Du Rand	Subject-Matter Expert, Culinary Arts (academic)	University of Pretoria, South Africa
Niall McKenna	Subject-Matter Expert, Culinary Arts (industry)	James Street South Restaurant, Belfast
Frank Murphy	Subject-Matter Expert, Further Education & Training	Teagasc, Kildalton College, Kilkenny
Annette Sweeney	Subject-Matter Expert, Culinary Arts (academic)	Institute of Technology Tallaght
John Vickery	Subject-Matter Expert (Quality Assurance)	Former Registrar of Institute of Technology Tallaght

## 1 Introduction

Kerry Education and Training Board applied to QQI for validation of a Commis Chef Apprenticeship Programme on 8 May 2017 (revised 1 June 2017). The programme is a national programme coordinated by Kerry ETB and will lead to a QQI Advanced Certificate (Level 6 on the National Framework of Qualifications). Cork ETB, Cavan Monaghan ETB, Galway Roscommon ETB, Limerick Clare ETB and City of Dublin ETB are collaborating with Kerry ETB in the proposed provision of this programme.

This programme is novel in several respects. It is a next-generation apprenticeship backed by an industry led Consortium Steering Group. It is the first apprenticeship programme with an Education and Training Board in the role of Coordinating Provider. It is the first programme to use a new template for Quality Assurance Procedures for National Apprenticeship Programmes and procedures developed with the support of ETBI (Education and Training Boards Ireland). It is also, incidentally, the first programme submitted for validation by an ETB under QQI's 2016 validation policies and criteria.

The Consortium Steering Group consists of the Irish Hotels Federation, the Restaurants Association of Ireland, the Irish Hospitality Institute, Euro-Toques Ireland, Education and Training Boards, Institutes of Technology and Fáilte Ireland. A dedicated working group created by the Consortium Steering Group was instrumental in designing the programme.

The Commis Chef Apprenticeship Programme is a dual mode programme with both on-the-job and off-the-job training. Like all national apprenticeship programmes, it begins when an employer hires an apprentice (subject to the apprentice being included on SOLAS's register of apprentices).

The term "validation sessions" will be used in this report to refer to meetings between the Panel, and representatives of the various groups and organised supporting the programme. Responses to the panel will generally be attributed to Kerry ETB as the coordinating provider and applicant to QQI for validation of the programme.

### 1.1 Kerry ETB

Kerry Education and Training Board is a statutory body, established under the Education and Training Boards Act 2013. The functions of an ETB include to plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in

- (i) recognised schools or centres for education maintained by it,
- (ii) education or training facilities maintained or resourced by it,
- (iii) children detention schools,
- (iv) prisons, and
- (v) facilities maintained by other public service bodies.

The Kerry ETB Training Centre is a facility that was formerly operated by FÁS (the predecessor of SOLAS). With the dissolution of FÁS (SOLAS inherited some of its functions) all such training centres were transferred to the ETBs. These Training Centres have long been integral to the provision of the traditional craft apprenticeship programmes formerly provided by FÁS and now provided by SOLAS.

The following extracts from the application provide additional context:

*"Kerry ETB (formerly Kerry Education Service – the VEC in Kerry), was established on 1st July 2013...[Its] programmes focus on raising the standard of education of all adults in the context of economic growth and the sustainability and development of communities. Programmes are*

*delivered in a range of settings – Further Education Colleges, Adult Education Centres, and the Kerry ETB Training Centre.”*

*“...Kerry ETB; through the Training Centre, has been involved in the delivery of Apprenticeship Training Programmes since the 1970’s. Currently there are 143 employers participating in Apprenticeship Programmes, employing 292 apprentices.*

*The Training Centre provides training to over 2,000 adults annually across eight programme strands planned on the basis of specific client and labour market needs.”*

*“...Kerry ETB has engaged in an ambitious programme of development for this National Commis Chef Apprenticeship Programme. The demands of the regional economy have been particularly relevant in the design and of the programme. Tourism is a major industry in the region and services to tourists are in constant need of adaption and improvement to serve a diverse clientele. As coordinating provider, Kerry ETB takes responsibility for the quality of training associated with this important occupation. Direct engagement with employers to acquire labour market intelligence has served the development process well.*

*Kerry ETB will maintain a key focus on both employer engagement and access to local labour market intelligence – the programme oversight process provides for evidence based decision making.”*

## 1.2 Industrial Training Regulation

Apprenticeships in Ireland are regulated under the Industrial Training Act 1967. SOLAS is the regulator for all national apprenticeship programmes. SOLAS is required (among other things) to keep a register of the persons employed as apprentices. For this it relies on “Authorised Officers” who are ETB employees authorised to perform certain regulatory functions for SOLAS.

The Apprenticeship Council was launched by the Minister for Education and Skills in November 2014. The establishment of the Council was a key action in the implementation of recommendations from a 2014 Review of Apprenticeship Training in Ireland. The Council is tasked with the expansion of apprenticeship into new sectors of the economy and identifying sectors where new apprenticeships can make a real difference to both employers and employees. It has been agreed that all new apprenticeships will be national programmes.

As part of the governance of new apprenticeships the Apprenticeship Council has approved a process for establishment of occupational profiles for apprenticeships. The Council reviews and approves occupational profiles to ensure that there is adequate industry input and support and that any overlap with existing apprenticeships is not excessive.

## 1.3 Quality Assurance Procedures

The application for validation was accompanied by “Quality Assurance Procedures for the National Commis Chef Apprenticeship Programme”. The QA procedures use a new template developed collaboratively by the ETBs with ETBI.

The validation panel evaluated the suitability of these procedures in general and in the context of the Commis Chef programme. A Section of this report is dedicated to a commentary on the quality assurance procedures.

## 2 Principal Programme

Names of centres where the programmes are to be provided	Maximum number of learners (per centre)	Minimum number of learners
Kerry College of Further Education	16	16
Cork Education and Training Board (1 centre)	16	16
Cavan Monaghan Education and Training Board (1 centre)	16	16
Galway Roscommon Education and Training Board (1 centre)	16	16
Limerick Clare Education and Training Board (1 centre)	16	16
City of Dublin Education and Training Board (Crumlin College of Further Education)	16	16
City of Dublin Education and Training Board (Colaiste Ide College of Further Education Finglas)	16	16

<b>Enrolment interval (normally 5 years)</b>	<b>Date of first intake</b>	2017
	<b>Date of last intake</b>	2021
<b>Maximum number of annual intakes</b>	2 intakes in each of the 7 training centres	
<b>Maximum total number of learners per intake</b>	16 per centre, 112 in total	
<b>Programme duration (months from start to completion)</b>	24 months	
<b>Target learner groups</b>	<p>The target group is learners who have been accepted by an approved employer as an employee.</p> <p>Target learners will have reached a minimum age of 16 years, and will be seeking to develop their knowledge and skills to the level associated with the occupational profile of Commis Chef.</p> <p>Target learners will have acquired a major award at NFQ Level 4 or have equivalent prior learning (whether formally, non-formally or informally achieved).</p> <p>Assessment of prior learning, where a prospective apprentice lacks sufficient formal qualifications, is by application to Kerry ETB.</p>	
<b>Approved countries for provision</b>	Ireland	
<b>Delivery mode: Full-time/Part-time</b>	Full time- comprising of work based on-the-job training provided by approved employers and off-the-job training provided by designated further education and training providers at designated centres.	
<b>The teaching and learning modalities</b>	Centre Based involving instruction on theory and well as practical training, simulated working environments, mentoring and small group tutoring; self-directed including the assembly of portfolios; and work-based learning involving mentoring.	
<b>Brief synopsis of the programme (e.g. who it is for, what is it for,</b>	This programme consists of alternating phases of on-the-job and off-the-job training. It integrates knowledge and skills acquired on and off the job.	

<p><b>what is involved for learners, what it leads to.)</b></p>	<p>The apprentice will train on-the-job in large volume, fine dining or casual settings over 2 years.</p> <p>Over the 2-year period the apprentice will also train off-the-job in a further education and training setting.</p> <p>The aim of both on-the-job and off-the-job training is to provide the apprentice with knowledge and skills required for full competency in the role of Commis Chef; in line with the Commis Chef Occupational Profile.</p> <p>Assessment of knowledge takes place at scheduled times and involves theory exams. Assessment of competency takes place at scheduled times and involves skills demonstrations and practical exams. Instructors and work place mentors evaluate practical skills, working practices and behaviours.</p> <p>In year two apprentices progress to the award stage - on the basis of the result of assessment from stage 1. Award Stage assessment confirms full competency in the role of Commis Chef. Where assessment results confirm full competency in this role, the apprentice will achieve a QQI Advanced Certificate.</p> <p>The programme duration is 2 years and successful completion results in the award of an Advanced Certificate at NFQ level 6. According to Kerry ETB:</p> <p><i>“The QQI Advanced Certificate at Level 6 is for employees in the culinary industry who wish to extend their knowledge, skills and competence of core cooking tasks, planning and work organisation in the professional kitchen. Apprentices will be required to demonstrate their knowledge skills; both knowledge based and practical, in order to meet the award requirements of QQI Advanced Certificate at Level 6.”</i></p> <p><i>“...The experts from [the Consortium Steering Group and the Working Group] are committed to developing a programme that is attractive to potential candidates and that offers a career path with opportunities for progression and professional development. The approach taken is closely aligned with the principals underpinning the Irish Hotels Federation Quality Employer Programme, which promotes standards of excellence in human resource management and supports the development of employees in the sector.”</i></p> <p><i>On successful completion of the programme apprentices will qualify as Commis Chefs, certified at Level 6 on the National Framework</i></p>
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	<p><i>Qualifications (NFQ). Those wishing to continue studies will be eligible to progress to the Chef de Partie Apprenticeship Programme, (NFQ, Level 7) currently being developed the RAI (Chair), the IHF, Tralee Institute of Technology, the IHI, Euro-toques Ireland, other Institutes of Technology (IOTs) and Fáilte Ireland. They may also wish to continue their study with one of the Higher Education Institutes."</i></p>
<p><b>Summary of specifications for teaching staff</b></p>	<p>1 Programme Coordinator – must hold a professional qualification, with appropriate experience including line management responsibility, financial management, and management of staff development, project evaluation, and continuous improvement cycles-with the ability to take the lead responsibility for the development of the programme.</p> <p>1 Programme Manager – must hold a professional qualification, with appropriate background in assessment management, administration and quality assurance, with the necessary authority to ensure correct and consistent implementation of management, administrative, assessment and internal verification procedures both on and off-the-job across the provider as a whole.</p> <p>2 Instructors – must hold a Level 6 Advanced Certificate, a National Diploma or Higher Education and Training qualification. In addition, s/he will have experience of instructing and a min of 5 years' post qualification experience in the area of culinary service. The complement of instructors at provider level is based on the number of apprentices assigned to the provider.</p> <p>1 Workplace mentor – must hold relevant qualification at an advanced level or holds relevant qualification at NFQ Level 6 plus additional specialist qualification, occupying a role in the workplace that is in line with senior practitioner level; with associated recognition as a skills member of the associated occupation</p>
<p><b>Summary of specifications for the ratio of learners to teaching-staff</b></p>	<p>Instructor led activity- group instruction, demonstration, team collaboration – 16:1  Formative feedback (group) – 16:1  Formative feedback (individual) – 1:1  Workplace Mentor led activity – demonstration, team collaboration – 4:1</p>

**Other noteworthy features of the application**

The application was accompanied by a new set of quality assurance procedures for the programme entitled 'Quality Assurance Procedures for National Commis Chef Apprenticeship Programme'.

## Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Although Kerry ETB already delivers five programmes in the culinary services area and has been collaborating in the provision of the craft apprenticeship programmes since the 1970s, the provision of this proposed new Commis Chef Apprenticeship Programme would involve a significant expansion of its Scope of Provision.

Considering this Kerry ETB has prepared a new set of quality assurance procedures for the programme entitled '*Quality Assurance Procedures for National Commis Chef Apprenticeship Programme*'. These procedures were evaluated by the panel and the corresponding report is in **Appendix 2**.

**The panel recommends extending Kerry ETB's Scope of Provision to cover the provision of the proposed new Commis Chef Apprenticeship Programme in the role of Coordinating Provider.**



## Part 2 Evaluation against the validation criteria

The Panel has considered the programme against the criteria and sub-criteria. The report addresses each of the 12 validation criteria explicitly. It addresses the validation sub-criteria on an exceptional basis where it considers commentary is warranted for example where the programme fails to meet a sub-criterion. QQI's validation criteria and sub-criteria are copied here in shaded panels.

Kerry ETB's application included a self-evaluation of the proposed programme against QQI's validation criteria. This together with the comprehensive documentation supplied provided the panel with a good understanding of the proposed programme and its quality assurance arrangements. Overall the Panel was impressed by the application especially considering that this was the first made following major changes by QQI to its validation policy and criteria and quality assurance guidelines.

The Panel further notes that the application was the product of a strong collaboration involving not only organisations in the Consortium Steering Group (CSG) but also Education and Training Boards Ireland (ETBI).

### Criterion 1

The provider is eligible to apply for validation of the programme	
	<ul style="list-style-type: none"> <li>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</li> <li>b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</li> <li>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.<sup>2</sup></li> </ul>
Satisfactory (yes, no, partially)	Comment
Yes	<p>Kerry ETBs approved quality assurance procedures meet the current legal requirements to enable it to apply for validation.</p> <p>However, the approved quality assurance procedures were not specifically designed to meet the needs of this kind of programme. Therefore, a proposed new set of quality assurance procedures for the programme entitled 'Quality Assurance Procedures for National Commis Chef Apprenticeship Programme' was included with the application and evaluated as part of the validation process.</p> <p>See <b>Criterion 12</b> and <b>Appendix 2</b>.</p>

<sup>2</sup> This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

## Criterion 2

### The programme objectives and outcomes are clear and consistent with the QQI awards sought

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
  - (i) Where applicable, a QQI award is specified for each embedded programme.
- c) There is a satisfactory rationale for the choice of QQI award(s).
- d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
- e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
- f) The programme title and any embedded programme titles are
  - (i) Consistent with the title of the QQI award sought.
  - (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
- g) For each programme and embedded programme
  - (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.<sup>3</sup>
  - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
- h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
- i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.
  - (i) For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.<sup>4</sup>

Satisfactory (yes, no, virtually, partially)	Comment
Yes	<p><b>NFQ Level of the proposed MIPLOs</b></p> <p>The minimum intended programme learning outcomes (MIPLOs) have been satisfactorily mapped to the NFQ (National Framework of Qualifications) Level 6 Professional Award-type Descriptor on a best-fit basis.</p> <p>There may be some weakness in the MIPLOs as stated relative to the 'Knowledge of issues' and 'Working with others' strand indicators.</p> <p>During meetings with the Panel, Kerry ETB (the coordinating provider) pointed to the interpersonal and communication skills that graduates of this programme would attain. According to Kerry ETB, learners who successfully complete the programme will be "job-ready", ready to take responsibility for the work of others and to work in a supervisory capacity (see Modules 12, 13, 14).</p> <p>Kerry ETB has also mapped the MIPLOs against the expected learning outcomes of the QQI Common Awards System's Level 6 Certificate in Professional Cookery (for which Kerry ETB has a QQI validated programme), with the stated intention of highlighting the commonalities between the two programmes. However, as no</p>

<sup>3</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>4</sup> Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

express comment is made in respect of this mapping, its inclusion is confusing rather than illuminating.

#### **Comparison of MIPLOS with those of other programmes**

Section 3.8 of the Programme Validation Manual compares the proposed apprenticeship programme to those of other providers, both within Ireland and further afield. This directly addresses the apparently anomalous selection of a major award at NFQ Level 6 rather than a lower one considering practices in other countries, for example:

*“The Consortium Steering Group is aware of lower academic standards applying to the role of commis chef in the UK and elsewhere. These are historic situations that the industry in Ireland would not like to associate with the programme being developed currently. In recognising that there is a historic pre-existing hierarchy within the kitchen, we must not be constrained by past deficiencies but should seek to adapt and change to a modern standard. The old City and Guilds 706/2 chef training programme did certainly compare with QQI level 5 but Ireland abandoned this standard when the NCEA was established and the hospitality expert group at the time decided to adopt a higher standard in Ireland. From the time of the establishment of the NCEA awards, Ireland’s chef training programmes have been delivered to a higher standard than in the UK.”*

#### **Risks concerning MIPLOs**

Considering the level of the academic and occupational standards applying to Commis Chefs in some other countries there will, in the context of a relatively mobile occupation, be a downward pressure on actual standards that both Kerry ETB and the industry in Ireland will need to counteract. They will need to be vigilant to ensure that the learning opportunities provided in the workplace are always consistent with the standard required for the Advanced Certificate Award.

#### **Compatibility with the Commis Chef Occupational Profile**

The Panel also compared the MIPLOs and the mapping analysis with the Apprenticeship Council-approved Commis Chef Occupational Profile. Several elements listed in the Occupational Profile – e.g. waste management, business – were not expressed in the MIPLOs nor reckoned in the mapping. The mapping should be amended to include these. The panel is, however, satisfied that these elements are addressed in the programme content.

Minimum intended module learning outcomes (MIMLOs) have been specified for the programme’s modules.

Some repetition of MIMLOs is observed within and between modules. A degree of repetition is to be expected where modules are designed to be mutually reinforcing in the context of an integrated programme. However, it may be beneficial to merge or distinguish similar MIMLOs within modules e.g.: learning outcomes 2 and 11 in Module 20 (Business Practices for Hospitality).

#### **Proposed award title**

	<p>The application did not present a viable proposal for the award title other than that they award type should be “Advanced Certificate”. The Panel recognises that this is not Kerry ETB’s fault and that there has been some debate about how best to entitle new apprenticeship awards.</p> <p>Nevertheless, as per 3.1 of the QQI <i>Policy and Criteria for Making Awards</i>, the required form the award title is ‘Advanced Certificate in [Specialisation]’. The specialisation cannot be the name of a profession such as ‘Commis chef’. The Panel proposes that the award title be discussed between Kerry ETB and QQI. The Panel’s recommendations are conditional on the establishment of an award title consistent with the requirements of QQI’s <i>Policy and Criteria for Making Awards</i>. ‘Advanced Certificate in Culinary Arts’ would be a plausible award title for the proposed programme. Incidentally, the Panel notes that the proposed programme title, namely Commis Chef Apprenticeship Programme, provides a clear linkage with the Commis Chef Occupational Profile.</p> <p><b>An award title needs to be established that is consistent with the requirements of QQI’s Policy and Criteria for Making Awards.</b></p> <p><b>It is recommended that Kerry ETB discuss the award title with QQI.</b></p>
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### Criterion 3

#### **The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)**

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.<sup>5</sup>
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
  - (i) There is a satisfactory rationale for providing the programme.
  - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
  - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
  - (iv) There is evidence<sup>6</sup> of learner demand for the programme.
  - (v) There is evidence of employment opportunities for graduates where relevant<sup>7</sup>.
  - (vi) The programme meets genuine education and training needs.<sup>8</sup>

<sup>5</sup> Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

<sup>6</sup> This might be predictive or indirect.

<sup>7</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>8</sup> There is clear evidence that the programme meets the **target learners’** education and training needs and that there is a clear demand for the programme.

- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Virtually	<p><b>Industry demand</b></p> <p>The strength of industry demand, support for and involvement in the development of the proposed programme is abundantly clear. This is illustrated, for example, by the composition and functions of the Consortium Steering Group (CSG). The CSG comprises representatives from the main hospitality and catering bodies.</p> <p><i>“Initial work on the development of the Commis Chef Apprenticeship Programme was undertaken by a Consortium Group led by the industry. The Hospitality Industry Consortium/Steering Group consists of representatives from various hospitality and catering bodies. The Irish Hotels Federation (IHF) which represents hotels and guesthouses; the Restaurants Association of Ireland (RAI) which represents restaurants; the Irish Hospitality Institute (IHI), which represents hospitality professionals; Euro-toques Ireland which represents professional chefs and cooks; the Catering Management Association of Ireland (CMAI) which represents catering managers in the industrial and institutional sectors; training providers from the Educational Training Boards (ETBs) and Institutes of Technology (IOTs) and representatives from Fáilte Ireland and SOLAS. This consortium established a dedicated Sub- group made up of HR Managers and Chefs currently working in the industry, representatives from ETBs and Fáilte Ireland.”</i> (Programme Validation Manual p12)</p> <p>It is evident that the industry believes that there will be sufficient employment opportunities for learners who successfully complete this programme.</p> <p>Kerry ETB refers in its application to Skills Ireland’s report ‘Assessment of Future Skills Requirements in the Hospitality Sector in Ireland, 2015-2020’, in which Skills Ireland concluded that:</p> <p><i>“Among the main areas experiencing shortages is suitably qualified chefs, while shortages of commis chefs feed into shortages at higher and specialist levels”</i> [sic].</p> <p><b>Learner demand</b></p> <p>Learner demand is, in contrast, addressed only briefly in the application. Per Kerry ETB:</p> <p><i>“Learner demand is sensitive to changing employment opportunities. An important factor in learner demand for a given programme are the employment opportunities for those who obtain the exit qualification associated with that programme.”</i></p> <p>The Panel recognises that some groups represented on the CSG would represent the professional communities to which apprentices aspire and therefore can represent</p>

their interests to a degree. However, it is important that learners are directly involved in the process for the development of new programmes to help ensure it is attuned to their needs. Kerry ETB should have included a more in-depth assessment of learner demand for the programme to demonstrate that it has duly taken it into account.

#### **Keeping it up-to-date**

The proposed *Quality Assurance Procedures for the National Commis Chef Apprenticeship Programme* are relevant in respect of mechanisms to keep the programme updated in consultation with internal and external stakeholders. According to Kerry ETB:

*“The Consortium Steering Group (CSG) and the National Programme Board (NPB) will assist Kerry ETB in its work to maintain a scheduled review process. Direct engagement with employers and training providers (through the CSG and NPB), will ensure that updates to the programme are in line with changing industry needs and trends.” (Programme Validation Manual p58)*

## Criterion 4

### **The programme’s access, transfer and progression arrangements are satisfactory**

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied<sup>9</sup>.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR<sup>10</sup>) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-

<sup>9</sup> Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

<sup>10</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

	<p>(i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).</p> <p>(ii) Is learner focused and meaningful to the learners;</p> <p>(iii) Has long-lasting significance.</p> <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Virtually	<p><b>Access and registration of persons employed as apprentices</b></p> <p>The Panel explored the enrolment and registration processes and noted the role of the ETB employees who are Authorised Officers (of SOLAS, the regulator in the context of the Industrial Training Act 1967).</p> <p><b>Entry requirements</b></p> <p>The specification of the “minimum qualification” for access to the proposed programme is ambiguous. It emerged in the meetings with the Panel (i.e. during the validation sessions) that the intended general education standard for access (whether achieved through formal learning and certified or achieved through non-formal or informal learning and not yet certified) is consistent with holding a <i>major</i> award at NFQ Level 4. Kerry ETB must make this explicit.</p> <p><b>Credit</b></p> <p>The FET credit system is used. One FET credit involves 10 hours of learner effort.</p> <p><b>Protection of learners</b></p> <p>The Panel explored what would happen to learners in the event of a dispute involving one of the collaborating providers.</p> <p>During the validation sessions, Kerry ETB indicated that it has ultimate responsibility for management of the programme. Its <i>Quality Assurance Procedures for the National Commis Chef Apprenticeship Programme</i> include a template for Memoranda of Agreement (MOA) between Kerry ETB (the Coordinating Provider) and collaborating providers. This includes a framework that aims to deal with disputes and how affected apprentices are protected.</p> <p>During the validation sessions, Kerry ETB emphasised that any potential issues involving the collaborating ETBs would surface quickly at the monthly meetings of the ETB Heads of Further Education and Training (FET).</p> <p><b>Notwithstanding the above, it is recommended that further consideration be given to the repercussions for apprentices if the agreement with a collaborating provider is suspended – formal arrangements must be established to guarantee that any learners affected would be facilitated in continuing the apprenticeship programme.</b></p> <p><b>Promotion of the programme</b></p> <p>During the validation sessions, the Consortium Steering Group (CSG) representatives, acknowledged that the relatively low level of female participation in culinary services was a concern and stated that promotion of the programme would aim to help to redress the gender imbalance.</p>

There is, however, scant evidence of this intention in the Kerry ETB application. After the enrolment of each cohort of apprentices, each collaborating provider is required to submit an admissions report that will include details of learners' gender (*Quality Assurance Procedures for the National Commis Chef Apprenticeship Programme*, p. 44). There is no mention in the QA procedures of whether or how the CSG intends to encourage the participation in the programme of female apprentices.

**Kerry ETB should be cognisant of the need to promote the programme to as diverse a range of candidates as possible. In particular, Kerry ETB should endeavour to achieve a balance in relation to the participants' gender.**

#### **Progression**

Several ordinary bachelor degree programmes have been identified as progression opportunities. However, there are yet no formal arrangements in place for advanced entry to higher education programmes in culinary arts.

## Criterion 5

### **The programme's written curriculum is well structured and fit-for-purpose**

- a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
- b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles<sup>11</sup>.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
- j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.<sup>12</sup>

<sup>11</sup> This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

<sup>12</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified



Satisfactory (yes, no, partially)	Comment
Partially	<p><b>Actual curriculum</b></p> <p>Broadly the Panel considers that the actual curriculum as elaborated by the Kerry ETB team during the validation sessions is commendable. However, the written curriculum submitted needs to be better structured and better aligned with its purpose.</p> <p>The decision to include a capstone module (Module 22, Culinary Event) is commended.</p> <p><b>Presentation</b></p> <p>The presentation of the written curriculum lacks a unified editorial voice. It can be confusing and is sometimes excessively repetitive.</p> <p>In places, the intended learning outcomes don't follow an obvious sequence (e.g. pp. 110-111, Commis Chef Apprenticeship Programme Curriculum V1.4).</p> <p>In many cases, there are too many minimum intended module learning outcomes (MIMLOs) for individual modules (e.g. Module 18 – Applied Nutrition for Menu Design has 15 learning outcomes) for practical purposes.</p> <p><b>Indicative content</b></p> <p>The material presented as indicative content frequently does not describe the material that will be covered by instructors or the kinds of learning opportunities that will support the MIMLOs and MIPLOs. Rather it often just redundantly encapsulates or elaborates the MIMLOs. For example, in Module 5 (Basic Pastry Techniques) the content includes</p> <p style="padding-left: 40px;"><i>“to enable the apprentice to have an understanding of structural ingredients and their use in pastry production”.</i></p> <p><b>The panel recommends that QQI make validation conditional upon receipt of a revised version of the programme’s curriculum (including the book of modules). It is recommended that this proposed condition be satisfactorily discharged before the programme is validated.</b></p> <p><b>To meet this condition Kerry ETB must redraft the indicative content and ensure that both the curriculum and modules describe the material that will be covered to ensure that learning outcomes are met. It should also be ensured that learning outcomes are not erroneously included as curriculum or module content.</b></p> <p>The Panel believes that it is feasible for Kerry ETB to make the changes and have them approved by QQI in time to enable the programme to start as planned in October 2017.</p> <p><b>Assessment strategy</b></p> <p>Although some modules have quite comprehensive outlines of assessment (e.g. Module 11 – Culinary Product Development and Innovation) others are lack detail (e.g. Module 10 – International Cookery) and fall short or requirements.</p>

	<p><b>Reading lists</b></p> <p>Many of the textbooks included on the reading lists are dated (e.g. in the recommended reading for Module 16 – The History and Development of Gastronomy, the textbooks listed are from 2001 and 2005) and, for a number of modules, the reading lists are too lengthy for a Level 6 programme (e.g. Module 17 – Buffet Skills lists six books as essential reading and thirteen books as recommended reading).</p> <p><b>Nomenclature</b></p> <p>Throughout the application, adjectives such as ‘specialist’, ‘advanced’, ‘introductory’ and ‘basic’ are used. For example, Module 19 is entitled ‘Advanced Pastry Skills’. Kerry ETB pointed out that, in this instance, the adjective ‘advanced’ was used in order to distinguish the skills taught in Module 19 from more basic pastry skills taught at an earlier stage of the programme. The term ‘Advanced’ skills, however, suggests a competence far beyond that which would be expected of a learner on a Level 6 programme. Kerry ETB should consider amending the module title to ‘Creative Pastry Skills’.</p> <p><b>Kerry ETB should review the use of terms such as ‘specialist’, ‘advanced’, ‘introductory’, ‘basic’ across the programme and ensure that these are clear and appropriate. It is vital that any such terms used are a clear fit for the module content in question.</b></p>
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## Criterion 6

### **There are sufficient qualified and capable programme staff available to implement the programme as planned**

- a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also unit (12.c).

<p>b) The programme has an identified complement of staff<sup>13</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.</p> <p>d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development<sup>14</sup> opportunities<sup>15</sup>.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>	
Satisfactory (yes, no, partially)	Comment
Partially	<p>Staffing specifications are supplied but the complement of staff is only addressed in the abstract (specific named individuals are not identified).</p> <p><b>Programme Coordinator/Director and Programme Board</b></p> <p>The programme coordinator is not required to have competence in culinary arts or the hospitality industry. The position is a line management one without the expectation that it would provide disciplinary-based leadership. This might be a lost opportunity because there are benefits to professional training being led by a member of the profession.</p> <p><b>Specifications for off-the-job trainers</b></p> <p>The specification for instructors – who are engaged by each provider to provide training on the programme in the off-the-job ETB centres, assess the apprentices and carry out peer reviews of workplace mentors – stipulates a minimum of “Level 6 Advanced Certificate” and five years of post-qualifications experience (Validation Manual, pp. 17 and 99).</p> <p><b>Kerry ETB should consider the education and training standards required of staff and aim to enhance these over time, with a view, ultimately, to ensuring that all instructors have acquired a minimum of a level 7 qualification in the culinary arts.</b></p>

<sup>13</sup> Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

<sup>14</sup> Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

<sup>15</sup> Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

<p><b>Curricula vitae of key staff</b></p> <p>The quality of staff is central to the quality of a programme. CVs (detailing qualifications and experience) for key staff should always be included in applications for validation of a programme of education and training.</p> <p>The application documentation makes a vague reference to the ‘data protection’ as a justification for not producing CVs of staff of collaborating ETBs. CVs were not provided for Kerry ETB staff either.</p> <p><b>Reviewing staffing arrangements</b></p> <p>Kerry ETB must review the curricula vitae of programme staff and ensure that collaborating providers formally verify that all appointed members of staff are properly qualified in line with the programme’s staffing specifications.</p> <p><b>Workplace mentors</b></p> <p>Workplace mentors provide support and guidance to apprentices on-the-job and are contracted by the employer. They are “senior practitioners of the occupation and respected as such by their peers” (Validation Manual, p. 101).</p> <p>During the validation sessions, it was confirmed that mentors would be expected to have at least five years’ “industry experience”. In co-operation with the off-the-job instructors, mentors play a vital role in the formation of apprentices in this programme. Per Kerry ETB during the validation meetings, mentors must be invested in the programme and care about the longevity of the apprentice’s career. The mentor must be a good communicator, have leadership and performance management skills, and be good at sharing knowledge.</p> <p>Each mentor must hold “a relevant qualification at an advanced level <u>or</u> a relevant qualification at NFQ Level 6 plus an additional specialist qualification” (Validation Manual, p. 17). They are also briefed on the Workplace Assessment Instrument Specification by the Kerry ETB programme team in collaboration with the Consortium Steering Group and the Authorised Officers (Validation Manual, p. 100). They must complete both Kerry ETB’s mentor training (to be developed in conjunction with Birmingham University) and SOLAS’s online mentor training, which amounts to a total of 1.5 days of training.</p> <p>Kerry ETB acknowledges that constant training and development is needed. There is no accreditation available for mentors currently.</p> <p>A Commis Chef Mentor Community of Practice should be created to provide support and to facilitate the exchange of experience and advice among the cohort of mentors, and to assist in maintaining consistency of approach among mentors. It is suggested that Moodle, which is already in use in the programme, be used as a platform for this group.</p> <p><b>Kerry ETB should consider creating a Community of Practice for mentors involved in the Commis Chef Apprenticeship Programme.</b></p>
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## Criterion 7

### There are sufficient physical resources to implement the programme as planned

- a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also (12.d).
- b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
  - (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
  - (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
  - (iii) printed and electronic material (including software) for teaching, learning and assessment
  - (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
  - (v) technical support
  - (vi) administrative support
  - (vii) company placements/internships – if applicable
- c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
- d) There is a five-year plan for the programme. It should address
  - (i) Planned intake (first five years) and
  - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Satisfactory (yes, no, partially)	Comment
Yes	<p><b>Off-the-job physical environment</b></p> <p>All providers of this programme must possess an industrial standard training kitchen using appropriate equipment of industry quality, size and scale. In addition, providers must have a training restaurant, teaching classroom and IT room on their premises.</p> <p>Although the training restaurant is mentioned in the paragraph dealing with physical resources in the introduction (p. 8) and a list of equipment essential for training kitchens included at Section 8.2.1 – <i>Premises</i> of the Training Programme Curriculum, the training kitchen itself is not specifically referred to in Section 8.1 – <i>Specification of the programme's physical resource requirements</i>, nor is a synopsis of the specification for the training kitchen included at Section 8.2.1. <b>This should be rectified.</b></p> <p>A comprehensive list of equipment for both the training kitchen and training restaurant is included in the validation manual at Section 8 – <i>Physical Resources</i>.</p> <p>The industrial training kitchen in Kerry ETB is equipped with 16 pods for 16 learners. The hobs in use in the pods are a mix of gas and induction, but the pods do not otherwise vary from each other. The resource specifications must be amended to specify one 'pod' per apprentice per cohort.</p>

	<p>An area for volume production is also in place. During the validation sessions, it was stated that all providers should have a similar area on their premises, either within the training kitchen or in a separate kitchen. However, there is no mention of this at Section 8.2.1.</p> <p><b>Five-year plan</b></p> <p>A five-year plan for the programme has been included (Validation Manual, Section 8.5). There is, however, no reference made to the associated costs and income. This information is required to help demonstrate that adequate financial resources are in place.</p> <p>However, during the validation sessions, it was confirmed that SOLAS would assist any ETBs not currently in possession of all necessary physical resources. Providers may also cooperate with Institutes of Technologies (IOTs) in their vicinity in order to ensure access for all learners.</p> <p><b>Digital learning resources</b></p> <p>Digital learning resources (e.g. reading lists, structured class presentations, audio-visual media) are available to students and staff via Moodle.</p> <p><b>On-the-job resources</b></p> <p>A list of resources required of all company placement locations is provided at Section 8.3 – <i>Company placement resources</i> and it will be verified by a subject-matter expert (appointed by the providers and possible an off-the-job instructor) and an Authorised Officer that the resources in the company placement location are adequate.</p> <p><i>“Providers will appoint a subject matter expert, who will liaise with the Authorised Officer, and conduct a site visit with the employer. As part of the SOLAS Suitability to Train Process the subject matter expert will provide the Authorised Officer with details on the employer’s company placement resources confirming that cooking facilities are on site which will enable full access to the teaching, learning and assessment activities associated with the programme”.</i> (Validation Manual, Section 8.3)</p>
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## Criterion 8

### The learning environment is consistent with the needs of the programme’s learners

- a) The programme’s physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
- b) Learners can interact with, and are supported by, others in the programme’s learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
- c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

Satisfactory (yes, no, partially)	Comment
Partially	<p><b>Access to facilities, services and supports</b></p> <p>During the validation sessions, Kerry ETB confirmed that the new apprentices would have access to all facilities, services and supports available to learners on other existing programmes within the ETB.</p> <p><b>On-the-job learning environment</b></p> <p>Section 5.8 of the validation manual addresses the programme learning environment. There is nothing about the on-the-job learning environment.</p> <p>The “Commis Chef Employer Information Book” developed to complement Apprenticeship code of practice is relevant and is linked to this criterion in the self-evaluation (Validation Manual, P 150). The emphasis is on roles and responsibilities rather than implementation.</p> <p>There is also a booklet entitled ‘Guidance for Mentors’ that is also relevant to the on-the-job environment.</p> <p>The programme might benefit from further reflection by the coordinating provider on the kind of environment it expects to be provided in the workplace, in the virtual learning spaces and in the overall programme.</p>

## Criterion 9

<b>There are sound teaching and learning strategies</b>	
<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support<sup>16</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>	
Satisfactory (yes, no, partially)	Comment
Partially	<p>Monitoring, supervision and formative feedback are well addressed.</p> <p>The problems identified earlier with the documentation of indicative content are particularly relevant in this context. While the intended learning outcomes are clear and the overall impression of the Panel is that the programme as it will be provided will likely enable their achievement, the detailed strategy for this is not fully explicit.</p>

<sup>16</sup> Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

## Criterion 10

### There are sound assessment strategies

- a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*<sup>17</sup>
- b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.
- c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.<sup>18</sup>
- d) The programme includes formative assessment to support learning.
- e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.<sup>19</sup>
- f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
- g) There are sound procedures for the moderation of summative assessment results.
- h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.<sup>20</sup>

Satisfactory (yes, no, partially)	Comment
Partially	<p><b>Capstone</b></p> <p>The use of a capstone endpoint assessment (Module 22, Culinary Event) is commended.</p> <p><b>Regulations</b></p> <p>Assessment regulations (“National Commis Chef Apprenticeship Programme Assessment Regulations” 32 ppSat) have been included in the application for validation. The Panel did not have time to examine these in detail. The regulations require, at least, editing to reconcile the terminology with that in other documents submitted.</p> <p>The regulations provide for external examining among other things:</p> <p><i>“External Examiner’s Reports are considered by the National Examination Board and any issues raised will be reported to the New Apprenticeship Quality Council.” (National Commis Chef Apprenticeship Programme Assessment Regulations p17)</i></p> <p>The Panel explored how skills assessments would be externally moderated.</p>

<sup>17</sup> See the section on transitional arrangements.

<sup>18</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>19</sup> The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

<sup>20</sup> If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).



	<p><b>An external examiner should sample skills assessment across the country – initially at least in the workplace – to ensure consistency.</b></p> <p><b>Learner assessment strategies</b></p> <p>Section 5.10 of the Validation Manual is entitled “Programme summative assessment strategy”. It focuses on linking assessment techniques with modules and learning outcomes.</p> <p><b>The panel recommends that a more concrete strategy and plan for assessment are put in place. It is of the view that a clear and detailed assessment plan is required for each module.</b></p> <p><b>Integrated assessment</b></p> <p><b>The panel recommends exploring whether there are further opportunities for integrated assessment.</b></p>
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## Criterion 11

### **Learners enrolled on the programme are well informed, guided and cared for**

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities.
- i) If the programme aims to enrol international students it complies with the Code of Practice for Provision of Programmes to International Students and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
- j) The programme’s learners will be well cared for and safe while participating in the programme, (e.g. while at the provider’s premises or those of any collaborators involved in provision, the programme’s locations of provision including any workplace locations or practice-placement locations).

Satisfactory (yes, no, partially)	Comment
Satisfactory	<p>The self-assessment addresses some gaps that will need to be addressed by Kerry ETB. For example, further development to be undertaken in respect of Criterion 11.a. The Criterion 10 recommendation concerning assessment strategy is relevant to that work.</p> <p>The self-evaluation cites the “Apprenticeship Programme Induction Booklet” in the context of Criterion 11.c. This booklet deals with appeals and complaints procedures among other things.</p> <p>The action reported in the self-assessment against 11.e misses the point of the criterion.</p> <p>Criterion 11.g is not addressed by the programme and must be. For example, learners with disabilities require reasonable accommodations to be made (not just in assessment).</p> <p>Compliance with the “Code of Practice for Provision of Programmes of Education and Training to International Learners” is mandatory where the programme aims to enrol international learners. An “international learner” means a person who is not an Irish citizen but is lawfully in the State primarily to receive education and training (Qualifications and Quality Assurance (Education and Training) Act 2012). An apprentice who is a citizen of another EU membership state could meet this definition.</p>

## Criterion 12

### The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.
- b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.
- e) Quality assurance<sup>21</sup> is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.

<sup>21</sup> See also QQI’s Policy on Monitoring (QQI, 2014)

<p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>	
Satisfactory (yes, no, partially)	Comment
	<p>As noted earlier the application for validation was accompanied by new quality assurance for apprenticeship programmes. Detailed comments on the quality assurance procedures will be provided in Appendix 2.</p> <p><b>Operation and management of the programme</b></p> <p>As outlined under Criterion 3, Kerry ETB has committed to establishing several bodies that will be involved in the continuing development, implementation and review of the programme.</p> <p><b>Kerry ETB should consider producing a simpler version of their organisational diagram in order make clear the lines of accountability and to ensure that all parties involved are aware of their responsibilities.</b></p> <p><b>Apprentice involvement in governance of their programme</b></p> <p>Learners are either inadequately represented on these bodies, or not at all – there are no student representatives on the AQC (<i>Quality Assurance Procedures Commis Chef Programme</i>, Section 2.2.2) and only one apprentice member of the Programme Board (<i>Quality Assurance Procedures Commis Chef Programme</i>, Section 2.3.7).</p> <p>It is vital that learners be adequately represented in both groups. Further, given the number of members of each group it is important to ensure that the apprentice members are not overwhelmed (that their views are voiced, heard and duly heeded).</p> <p><b>Kerry ETB should ensure that students are involved in quality assurance of the course. This is to include adequate representation on QA bodies, boards, programmatic reviews, etc.</b></p> <p><b>Gender balance</b></p> <p>No mention is made of the gender balance of these groups. Kerry ETB should ensure that an appropriate balance is achieved – both in respect of the general composition and the learner members.</p> <p><b>The provider should consider developing a marketing plan for the programme, particularly for future recruitment. Social media should be included as a platform.</b></p>

### 3 Conclusions

#### 3.1 Overall recommendation to QQI

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
X	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination); <sup>22</sup>
	Not satisfactory.

#### 3.2 Reasons<sup>23</sup> for the overall recommendation

The reasons are presented in the commentary under the criteria.

#### 3.3 Summary of recommended special conditions of validation

It is recommended that:

Validation is conditional on Kerry ETB revising the programme’s curriculum and book of modules by the end of June in order to ensure that the programme can be considered and – subject to the condition being satisfactorily discharged – validated by QQI’s PAEC in advance of an initial intake of apprentices in October 2017.

In particular, Kerry ETB must ensure that both the curriculum and modules describe the material that will be covered to ensure that learning outcomes are met. It should also be ensured that learning outcomes are not erroneously included as curriculum or module content.

#### 3.4 Summary of recommendations to Kerry ETB

1. Kerry ETB should consider the education and training standards required of staff and aim to enhance these over time, with a view, ultimately, to ensuring that all instructors have acquired a level 7 qualification in the culinary arts.

The education and training standard of instructors is such that the standard will enable apprentices to achieve the intended programme outcomes and to assess apprentices achievements as required. Whilst a Level 7 qualification is not a requirement of the QQI validation process, Kerry ETB recognises the benefits to instructors of undertaking professional development courses, including courses leading to Higher Education qualifications.

<sup>22</sup> Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude “Satisfactory subject to recommended special conditions” where the special conditions prescribe the defects that require to be corrected.

<sup>23</sup> Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A “Not Satisfactory” recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

2. Kerry ETB should ensure that students are involved in quality assurance of the course. This is to include adequate representation on QA bodies, boards, programmatic reviews, etc.

Kerry Education and Training Board recognises the contribution which the apprentice community will make to the improvement of quality of the programme and is fully committed to the comprehensive apprentice feedback system both on-the-job and off-the-job which it has put in place for the programme. Kerry ETB undertakes to re-examine the number of apprentice representatives currently nominated to the National Programme Board and to ensure a strong focus is placed on (a) the direct involvement of apprentices and (b) apprentice feedback to improve the quality of the apprentice experience.

3. Greater consideration should be given to the repercussions for learners in the event that a collaborating provider is suspended – formal arrangements should be put in place to guarantee that any learners affected would be facilitated in continuing the programme.

Kerry ETB is conscious of the repercussions for apprentices should withdrawal or suspension of collaborating provider approval arise. Procedures set out in section 2 of the Quality Assurance Procedures will be amended to state the arrangements for the transfer of apprentices and the procedures to be followed to address any break in continuity of apprentice training.

4. Kerry ETB should be cognisant of the need to promote the programme to as diverse a range of candidates as possible. In particular, Kerry ETB should endeavour to achieve a balance in relation to the participants' gender.

Kerry ETB recognises the importance of ensuring a level of balance between males and females on the programme and are also aware of the low proportion of females generally in apprenticeship, and will consult with its industry and education partners regarding actions to be taken to increase diversity.

5. Kerry ETB should consider producing a simpler version of their organisational diagram in order make clear the lines of accountability and to ensure that all parties involved are aware of their responsibilities.

Kerry ETB undertakes to produce a revised version of this diagram which will represent lines of responsibility more clearly.

6. The panel recommends that an overall strategy and plan for assessment is developed and implemented. As well as a clear and detailed assessment plan for each module.

Kerry ETB undertakes to produce an overall strategy and plan for programme assessment-providing details for apprentices, instructors and mentors, external examiners, employers, industry and education partners on assessment processes, analysis of assessment inputs and outcomes, assessment tracking and monitoring and how assessment processes will be reviewed and revised. The timeframe for these activities will be detailed and schedules drawn up in line with same.

7. Kerry ETB should consider creating a Community of Practice for mentors involved in the programme.

Kerry ETB recognises the contribution which the mentor community will make to the improvement of quality of the programme and is fully committed to facilitating the sharing of practice and the further development of the COP itself. Kerry ETB will consult with its industry and education partners regarding the development of this COP. The mentor training programme currently being developed by Failte Ireland together with the SOLAS mentor training programme will inform the scope of actions to support and sustain a COP.

8. Kerry ETB should consider developing a marketing plan for the programme, particularly for future recruitment. Social media should be included as a platform.

Kerry ETB concurs with this recommendation.

8. Kerry ETB should review the use of terms such as 'specialist', 'advanced', 'introductory', 'basic' across the programme and ensure that these are clear and appropriate. It is vital that any such terms used are a clear fit for the module content in question.

The titles of modules which include the terms basic and advanced will be amended to reflect a staged approach- for example 'Stage 1 Pastry Techniques' and 'Stage 2 Pastry Techniques'.

9. The panel recommends considering including an integrated assessment to the culinary capstone event to facilitate the assessment of several modules simultaneously.

Kerry ETB notes the recommendation and is currently revisiting assessment documentation. Assessment associated with the culinary capstone event will incorporate (through integration) the assessment of other award stage modules.

10. The award title should be discussed and clarified with QQI. In particular, the profession itself ('commis chef') should not be explicitly named in the title, but rather, the area of professional expertise itself.

Kerry ETB concurs with this recommendation.

11. Kerry ETB should ensure that its documentation of programme content has one clear editorial voice and rectify the drafting issues present, e.g. clarify any requirements and remove repetition in respect of English language and entry. Furthermore, it should be ensured that all booklists enumerate the most current editions of reading material available.

Kerry ETB notes the recommendation and is currently rewriting the relevant sections of the documentation- clarifying that holding a major award at NFQ Level 4 is an entry requirement, addressing unnecessary repetition and ensuring the most current editions of reading material are listed

12. The occupational profile should be streamlined with the document. An external examiner should sample skills assessment across the country – initially at least in the workplace – to ensure consistency.

The Occupational Profile which underpins this programme that was created by a consortium of key stakeholders in the Hospitality and Tourism Industry. Each element of the occupational profile is addressed in the programme content including business (see section 2.4 Validation Manual). Kerry ETB accepts the particular element 'waste management' is not stated and undertakes to address this omission. Kerry ETB recognises the contribution which external examiners will make to the quality of programme assessment and will provide for the sampling of skills assessment by external examiners; including the sampling of skills assessment in the workplace.

### 3.5 Declarations of Evaluators' Interests

No interests were declared.

### 3.6 Chairperson's signature

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson:

Date:

Signed:

### 3.7 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

### Part 3: Proposed programme schedules

<b>Name of Provider:</b>		Kerry Education and Training Board														
<b>Programme Title</b>		Commis Chef Apprenticeship														
<b>Award Title</b>		QQJ Advanced Certificate at Level 6														
<b>Stage Exit Award Title<sup>1</sup></b>		N/A														
<b>Modes of Delivery (FT/PT):</b>		Full time														
<b>Teaching and learning modalities</b>		<ul style="list-style-type: none"> <li>Centre Based [theoretical and practical delivery, simulated working environments, mentoring and small group tutoring]</li> <li>Self-directed [work producing material for portfolios]</li> <li>Work-based learning [including mentoring]</li> </ul>														
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage (1, 2, 3, 4, ..., or Award Stage):</b>	<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>								
Professional Award	6	5	Stage 1 (Modules 1-11 ) Award Stage (Modules 12-22)	N/A	N/A	Award Stage- 240 FET credits	May 2017	1013								
<b>Module Title</b> (Up to 70 characters including spaces)		<b>Semester no</b> where applicable. (Semester 1 or Semester2)	<b>Module</b>	<b>Credit Number<sup>5</sup></b>	<b>Total Student Effort Module (hours)</b>					<b>Allocation Of Marks (from the module assessment strategy)</b>						
			<b>Status</b> <sup>21</sup>	<b>NFQ Level<sup>1</sup></b> where specified	<b>Credit Units</b>	<b>Total Hours</b>	<b>Off the Job</b>	<b>On the Job</b>	<b>Self directed Learning</b>		<b>Assignment</b>	<b>Project</b>	<b>Portfolio</b>	<b>Skills Demonstration</b>	<b>Exam Theory</b>	<b>Learner Record</b>
				FET Credits												
1. Health and Safety		1	M	5	15	150	75	44	31		40%				60%	
2. Culinary Skills and Standards		1	M	5	10	100	50	37	13					80%	20%	
3. Larder		1	M	5	10	100	50	37	13					80%	20%	
4. Classical Cuisine		1	M	5	10	100	50	37	13					80%	20%	
5. Basic Pastry Techniques		1	M	5	10	100	64	24	12					80%	20%	

<sup>21</sup> Mandatory (m) or elective (E)



6. Applied Nutrition for Menu Planning	1	M	5	10	100	24	42	34		40%			60%	
7. Computer Essentials	2	M	5	15	150	75	21	54			100%			
8. Scientific Principles and Culinary Technologies	2	M	5	5	50	34	2	14		40%			60%	
9. Food and Beverage Service	2	M	5	5	50	16	34	0				80%		20%
10. International Cookery	2	M	5	15	150	32	76	42				80%		20%
11. Culinary Product Development and Innovation	2	M	5	15	150	75	21	54		70%			30%	
12. Food Safety	3	M	6	5	50	24	18	8		40%		20%	40%	
13. Volume Food Production	3	M	6	10	100	44	38	18				80%		20%
14. Global Cuisine	3	M	6	10	100	38	46	16				80%		20%
15. Interpersonal Skills	3	M	6	15	150	75	50	25			50%	50%		
16. History and Development of Gastronomy	3	M	6	5	50	26	4	20		40%			60%	
17. Buffet Skills	3	M	6	10	100	42	42	16				80%		20%
18. Applied Nutrition for Menu Design	4	M	6	10	100	24	42	34		50%			50%	
19. Advanced Pastry Techniques	4	M	6	10	100	57	31	12						
20. Business Practices for Hospitality	4	M	6	15	150	90	39	21			60%		40%	
21. Culinary Entrepreneurship	4	M	6	15	150	81	19	50		70%			30%	
22. Culinary Event	4	M	6	15	150	90	39	21		100%				
	Special Regulations (Up to 280 characters)													
	N/A													

## Part 4: Detailed evaluation of the programme's modules and stages that do not directly lead to QQI awards: focussing on opportunities for improvement

The following commentary identify possible opportunities for improvement in the context of a basically sound programme. Some indicative positives will also be identified but the emphasis is on improvement.

Incidentally, the repetition identified may not be problematic. Kerry ETB should review the modules to determine whether the identified repetition is warranted.

### Module 1: Health and safety

Weak sequence of learning outcomes and repetition in respect of the first-aid kit and fire safety, both of which had already been covered in the induction.

Some learning outcomes are included in this module in lieu of content. This is a frequent occurrence in the modules, has been addressed in the body of the report, and will not be repeated in the remainder.

More detail is required in the assessment section.

**Commented [s1]:** Were previously covered during induction

### Module 2: Culinary Skills and Standards

P. 17 - Repetition in respect of learning outcome 3 (cf. p. 17)

Pp. 17, 21 - Repetition in respect of knives

P. 27 - Repetition in respect of health and safety on page 27 (this was covered in the induction module)

P. 30 - The "sensory analysis" referred to on page 30 is not technically sensory analysis, but rather is an introduction to it.

### Module 5: Basic Pastry Techniques

Pp. 44-45 - the terminology used is not standard scientific terminology – gelatinisation should be referred to instead of thickening, while gelation should be referred to instead of gelling; physical raising agents should be included under aeration; foam formation should also be mentioned.

Learning outcome 11 does not appear to be assessed.

### Module 6: Applied Nutrition for menu planning

The assessments are clear.

P. 49 - Project 2 should include 'interpret and determine how the dietary information and ingredients...'

P. 50 - repetition in respect of menu construction – both menu structure and composition, ethics in menu writing are also covered in stage 2 (p.120)

P. 51 - effect of processing on nutritional value etc. also being covered in Stage 2 (p. 120)

P. 51 - it would be useful to introduce 'recipe modification' under dietary needs

P. 52 - additives, functional foods etc. also covered in stage 2 (pp.120, 122)

P. 52 - GM foods, organics etc. are also covered on p. 67

#### Module 8: Scientific principles and culinary technologies

P. 63 – learning outcome 5 (cookery processes) – corresponding support in the indicative content is not apparent.

P. 64 - Assignment no. 2 is not clear and should be rephrased. Examples of task sheets would be useful.

P. 64 – in-class theory exam is very heavily weighted (60%). Perhaps this should be a formal exam.

P. 66 - repetition in respect of catering systems (cf. p. 90)

P. 67 – repetition in respect of emerging food production trends (cf. p. 52)

#### Module 10 International Cookery

P. 77 - Cooking techniques – examples of the specialised equipment would be useful.

#### Module 11: Culinary Product Development and Innovation

This module is not linked for assessment/ delivery in industry in any way. Its inclusion is welcome – it is to be commended that learners are encouraged to take an innovative approach to menu design.

To ensure that the module is correctly pitched, it may be advisable to concentrate more on the culinary rather than the industrial context.

#### Module 12: Food Safety

As this module focuses primarily on HACCP, the module title could be changed to food safety management and might be better placed in the Award stage, i.e. year 2

P. 88 - Assessment

- There is no on-the-job assessment.
- The food safety management system could be applied to a set menu.

P. 90 - food safety aspects of systems could be covered with the systems (cf. p. 67).

P. 91 - Resources: FSAI Level 3 should be the reference for HACCP.

#### Module 13: Volume Food Production

P. 93 - repetition of food production systems (cf. p. 77).

P. 94 - development of quality food products could – in part – be inserted into a redesigned Culinary Innovation for Menu Design module (see Module 11 above)

#### Module 15: Interpersonal Skills

There is a lot involved in this module. The instructor must engage students and develop their confidence and resilience. Perhaps more could be done in respect of problem-solving.

Learning outcome 11 – Group work could be used effectively here – and the topic could also be addressed one-to-one in meetings with the learner’s mentor.

#### Module 18: Applied Nutrition for Menu Design

There should be more emphasis here on the design of new creative menus taking pricing into account.

There is repetition in respect of:

- learning outcome 2 (cf. p. 50)
- learning outcome 4 (cf. p. 50).
- learning outcome 6 (cf. p.52)
- learning outcome 8 (cf. p. 49)
- p.122: additives etc. (p. 52)

It should be clarified how Learning Outcome 4 will be assessed.

#### Module 19 Advanced pastry techniques

As above, caution is advised in the use of terms such as ‘advanced’—advanced is a relative term that takes different meanings depending on one’s frame of reference (notwithstanding its use in the award title). It is suggested that the module title be amended to ‘*Creative Pastry Techniques*’

The documentation should more precisely specify the skills profile of instructors delivering this module.

P. 128 - classic desserts – there is an overlap with buffet.

#### Module 20 Business practices for hospitality

The module might be pitched a little high.

The sequence of learning outcomes is difficult to follow – learning outcomes 2 and 11 should be bundled.

The format of the assessment must be clarified.

P. 137 - The list of statutes should be updated to ensure that the most current versions of the legislation are included.

#### Module 21 Culinary Entrepreneurship

This module might be pitched too high.

#### Module 22 Culinary Event

Very tangible way of bringing the whole programme together.

P.150 - Food Quality and Cost Control: revise the formulation of the learning outcome statements (“to gain an understanding”, “contribution”) – use stronger verbs, nouns.

As mentioned above, Kerry ETB should explore incorporating integrated assessment (applied nutrition menu design, food safety award stage) in this capstone module for the award stage. It is unclear in the documentation whether all of the assessment for this module is taking place off-the-job.

Additional content

Kerry ETB should consider including content on career guidance and development.

## Appendix 1: Attendees supporting the application

<b>Session 1: 14.00 to 16.10, June 1<sup>st</sup> 2017</b> <b>Presentations by Consortium (context for proposal) and Kerry ETB (governance, management and QA of programme)</b>	
<ol style="list-style-type: none"> <li>1. Colm McEvoy, CEO Kerry ETB – Co-ordinating Provider</li> <li>2. Owen O’Donnell, FET Director Kerry ETB</li> <li>3. Nora O’Callaghan, Area Training Manager, Kerry ETB – Programme Director</li> <li>4. Bernadette Corridan, Assistant Manager, Kerry ETB – Programme Co-ordinator</li> <li>5. Aoife Comiskey, QQI Process Co-ordinator, Kerry ETB</li> </ol>	<ol style="list-style-type: none"> <li>6. Tim Fenn, CEO Irish Hotel Federation – Chairperson CSG</li> <li>7. Michael Vaughan, Irish Hotel Federation</li> <li>8. Adrian Cummins, CEO, Restaurant Association Ireland</li> <li>9. Oliver Sullivan, Manager, Education Policy, Fáilte Ireland</li> <li>10. Caroline Byrne, Business Development Advisor, Fáilte Ireland</li> <li>11. Marie Gould, ETBI</li> <li>12. Eithne NicDhonnchadha, FET Director, Galway &amp; Roscommon ETB</li> <li>13. John Fitzgibbons</li> </ol>
<b>Session 2: 16.10 to 18.30, June 1<sup>st</sup> 2017</b> <b>Dedicated Session on QA, Meeting with Programme Leadership</b>	
<ol style="list-style-type: none"> <li>1. Colm McEvoy, CEO Kerry ETB – Co-ordinating Provider</li> <li>2. Owen O’Donnell, FET Director Kerry ETB</li> <li>3. Nora O’Callaghan, Area Training Manager, Kerry ETB – Programme Director</li> <li>4. Bernadette Corridan, Assistant Manager, Kerry ETB – Programme Co-ordinator</li> <li>5. Aoife Comiskey, QQI Process Co-ordinator, Kerry ETB</li> </ol>	<ol style="list-style-type: none"> <li>6. John Fitzgibbons, FET Director, Cork ETB</li> <li>7. Tim Fenn, CEO Irish Hotel Federation – Chairperson CSG</li> <li>8. Michael Vaughan, Irish Hotel Federation</li> <li>9. Oliver Sullivan, Manager, Education Policy, Fáilte Ireland</li> <li>10. Caroline Byrne, Business Development Advisor, Fáilte Ireland</li> <li>11. Gerry Talbot, Galway, Mayo, Institute of Technology</li> </ol>
<b>Session 3: 8.30 to 10.00, June 2<sup>nd</sup> 2017</b> <b>On-the-Job Training Provision</b>	
<ol style="list-style-type: none"> <li>1. Bernadette Corridan, Assistant Manager, Kerry ETB – Programme Co-ordinator</li> <li>2. Aoife Comiskey, QQI Process Co-ordinator, Kerry ETB</li> </ol>	<ol style="list-style-type: none"> <li>3. Kevin Tobin, Mentor, Chameleon Restaurant, Templebar</li> <li>4. Aine Doyle, Dalata Hotels.</li> <li>5. Mike Foley, Commis Chef Instructor, Kerry ETB</li> <li>6. Kieran Shaughnessy, Instructor, Galway &amp; Roscommon ETB</li> <li>7. Michael Vaughan, Irish Hotel Federation</li> <li>8. Tim Fenn, CEO Irish Hotel Federation – Chairperson CSG</li> <li>9. Gerry Talbot, Galway Mayo Institute of Technology</li> </ol>

<b>Session 4: 10.15 to 13.30, June 2<sup>nd</sup> 2017</b>	
<b>Awards Standards (MIPOs, MIMLOs, Mapping), Curriculum</b>	
<ol style="list-style-type: none"> <li>1. Nora O'Callaghan, Area Training Manager, Kerry ETB – Programme Director</li> <li>2. Bernadette Corridan, Assistant Manager, Kerry ETB – Programme Co-ordinator</li> <li>3. Aoife Comiskey, QI Process Co-ordinator, Kerry ETB</li> </ol>	<ol style="list-style-type: none"> <li>4. Caroline Byrne, Business Development Advisor, Fáilte Ireland</li> <li>5. Gerry Talbot, Galway, Mayo, Institute of Technology</li> <li>6. Mike Foley, Commis Chef Instructor, Kerry ETB</li> <li>7. Kieran Shaughnessy, Instructor, Galway &amp; Roscommon ETB</li> <li>8. Bernadette Enright, Manager, Hospitality Education &amp; Training Centre, Limerick ETB</li> <li>9. Irene Whelan, Instructor, Cavan, Monaghan ETB</li> <li>10. Lillian McDermot, Acting Principal, Crumlin College of Further Education</li> <li>11. Ann Dunne, Curriculum Development Unit, City of Dublin ETB</li> </ol>
<b>Session 5: 14.00 to 17.00, June 2<sup>nd</sup> 2017</b>	
<b>Off-the-Job Training Provision, The Apprentice as Learner, Assessment of Learning and Assessment as Learning</b>	
<ol style="list-style-type: none"> <li>1. Colm McEvoy, CEO Kerry ETB – Co-ordinating Provider</li> <li>2. Owen O'Donnell, FET Director Kerry ETB</li> <li>3. Nora O'Callaghan, Area Training Manager, Kerry ETB – Programme Director</li> <li>4. Bernadette Corridan, Assistant Manager, Kerry ETB – Programme Co-ordinator</li> <li>5. Aoife Comiskey, QQI Process Co-ordinator, Kerry ETB</li> </ol>	<ol style="list-style-type: none"> <li>6. Mike Foley, Commis Chef Instructor, Kerry ETB</li> <li>7. Kieran Shaughnessy, Instructor, Galway &amp; Roscommon ETB</li> <li>8. Irene Whelan, Instructor, Cavan, Monaghan ETB</li> <li>9. Lillian McDermot, Acting Principal, Crumlin College of Further Education</li> <li>10. Bernadette Enright, Manager, Hospitality Education &amp; Training Centre, Limerick ETB</li> <li>11. Sinead Morgan, Adult Education Officer, Galway &amp; Roscommon ETB</li> <li>12. Gerry Talbot, Galway, Mayo, Institute of Technology</li> <li>13.</li> </ol>
<b>Session 6: 17.30, June 2<sup>nd</sup> 2017</b>	
<b>Preliminary Oral Feedback to Consortium</b>	
<ol style="list-style-type: none"> <li>1. Colm McEvoy, CEO Kerry ETB – Co-ordinating Provider</li> <li>2. Owen O'Donnell, FET Director Kerry ETB</li> <li>3. Nora O'Callaghan, Area Training Manager, Kerry ETB – Programme Director</li> </ol>	<ol style="list-style-type: none"> <li>6. Tim Fenn, CEO Irish Hotel Federation – Chairperson CSG</li> <li>7. Michael Vaughan, Irish Hotel Federation</li> <li>8. Adrian Cummins, CEO, Restaurant Association Ireland</li> </ol>

<p>4. Bernadette Corridan, Assistant Manager, Kerry ETB – Programme Co-ordinator</p> <p>5. Aoife Comiskey, QQI Process Co-ordinator, Kerry ETB</p>	<p>9. Oliver Sullivan, Manager, Education Policy, Fáilte Ireland (by phone)</p> <p>10. Caroline Byrne, Business Development Advisor, Fáilte Ireland</p> <p>11. Marie Gould, ETBI (by phone)</p>
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## Appendix 2: Quality Assurances Procedures for National Commis Chef Apprenticeship Programme

### Introduction

The quality assurance procedures submitted with this programme are based on a template developed collaboratively by the Education and Training Boards with the executive of their representative association namely ETBI (Education and Training Boards Ireland).

It is intended that the template will be used by all ETBs for the quality assurance of new apprenticeship programmes.

**The Panel is happy to recommend that QQI approve the “Quality Assurances Procedures for National Commis Chef Apprenticeship Programme”.**

As the procedures, structures and programmes are completely new and the ETBs are relatively new it will be important for the ETBs using the template to monitor its efficacy and efficiency.

### Commentary

Overall, the panel was impressed with the document entitled “Quality Assurance Procedures for National Commis Chef Apprenticeship” (hereafter the QA document). Set out below are a number of comments and recommendations in relation to the document. Some of the points are clarified when the QA procedures are read in conjunction with the Programme Validation Manual and other documents supplied with the application. However, it would be beneficial to amend the QA document to provide clarity and cross-references.

The Quality Assurances (QA) procedures for the National Commis Chef Apprenticeship Programme were developed, to comply with QQI Statutory Topic Specific Quality Assurance Guidelines for Apprenticeships (June 2016). These new procedures were developed collaboratively between ETBs and ETBI within a view to establishing a sectoral model and common core QA procedures across the ETB sector. The positive feedback from the panel on the QA procedures is noted and welcomed. The QA procedures for the National Commis Chef Apprenticeship programme will be reviewed and amended taking account of the panel feedback and recommendations, with a view to establishing common core sectoral QA procedures in the coming weeks.

### Section 1.7

Under point (b) it states “it is essential that there is a clear and unambiguous understanding between Kerry ETB and employers” and under point (c) it covers the areas to be addressed however it is not explicitly stated or clear that assessment is covered.

### Section 2.1 Memoranda of Agreement

Is there a signed copy of the Memorandum of Agreement between Kerry ETB and the Consortium Steering Group Commis Chef please provide. Note: there is a copy of an unsigned agreement in Appendix C.

**Recommendation: Reference to be made to assessment.**

**Condition –The agreement between Kerry ETB and the Consortium Steering Group Commis Chef to be signed by the parties prior to validation.**

**Similarly, for the other memoranda of agreement.**

## **Section 2.2 New Apprenticeship Quality Council**

The introduction of the “New Apprenticeship Quality Council” is a very positive step in the governance structure. While its purpose, terms of reference, operating procedures and composition is clear the number of members is not. There may be valid reasons at this stage of implementation as to why it is vague in relation to specific numbers and these should be taken into account.

- The number of Ordinary Members is not specified.
- The number of External members is not specified.
- The decision as to membership is at the discretion of the CE (FET Director). It may be appropriate to change the wording in relation to this. The CE should approve the membership.
- There are no student representatives. This needs to be addressed.
- There is no reference to gender balance. This needs to be addressed.
- It does not state how often it will meet. However, in section 3.14 of the Programme Validation Manual it states it will meet at least on four occasions.

As a point of clarification for accuracy within the report, the panel notes under Section 2.2. Apprenticeship Quality Council *'it does not state how often it will meet.'* This is not accurate, Section 2.2.3 (c) of the QA Procedures Manual it states that *'the ACQ shall meet at least four times annually' (p18).*

Section 2.2.3 (d) Reports Table: A very good idea.

**Recommendation: Include a report on progression from Stage 1 to 2.**

## **Section 2.3 National Programme Board:**

- Section 2.3.1 provides details of the membership. Greater clarity on the composition of the Board is provided compared to the Academic Council
- Only one apprentice as a member. This is not sufficient given the number of members. Very difficult for one apprentice to have a voice in such a situation.
- There is no reference to gender balance.

**Recommendation: The number of apprentices on the Board should be increased. Specify gender balance for both the Board and for the apprentice members.**

The recommendations of the panel on specifying gender balance within the Apprenticeship Quality Council and Boards and in relation to the Programme will be reviewed and considered. ETBs, as with all other public-sector bodies are subject to, and required to comply with, the Irish Human Rights Equality Commission Act 2014. This Act states that 'A public body shall, in the performance of its functions, have regard to the need to — (a) eliminate discrimination, (b) promote equality of opportunity and treatment of its staff and the persons to whom it provides services.' ETBs through all of their services endeavour to comply at all times with their legislative requirements in this regard and any future QQI policy directives or guidelines on this matter.

### **Section 2.3.6 and 2.4.2 Data and Data Collection**

Section 2.3.6 specifies data that will be considered at the National Programme Board and section 2.4.2 outlines the procedure. The information and data needs to be available for informed decision making. Management needs to know what is working well and what needs attention. Controls need to be in place to generate named data and reports which are communicated to management and all those in the apprenticeship programme. In the list provided in 2.3.6 award classification should be included. The data can be used for benchmarking purposes.

**Recommendation:** A template to be developed capturing all the data that is required for the Board with clear definitions for the data.

### **Section 3.4 Authorised Officers exclusive role**

- It does not state explicitly that they inform employers of assessment

**Recommendation:** Greater clarity on the role of the Authorised Officer in relation to assessment is required.

### **Section 3.5 Employers, Mentors and Assessors**

- The section heading is confusing. It commences by stating who the Mentors are, and then it mentions Mentors and Assessors. There is a heading later in the section on the Workplace Mentors. A reference section with the names of committees, and titles would be helpful.
- No details are provided on the Workplace Assessment Instrument Specification. It would be useful to provide this in an appendix.
- Point (h) does not indicate who sets the assessment.
- It is not clear what is the External Examiners' role in these assessments.
- Point (j) ETB Internal Verifier/Coordinating Programme Manager. Is the Coordinating Programme Manager the Internal Verifier?
- Is the assessment set and marked by a combination of people?
- Section 5.7 of the Programme Validation Manual states that instructors are involved in the verification of on-the-job assessment. However, this is not stated in the QA document.
- There are obviously logistical problems with the External Examiner visiting all places where apprentices are employed. However, some method needs to be found to ensure all elements of assessment are externally examined.

**Recommendations:**

- (i) Minor wording change to clearly show the distinction between Employer, Mentor and Assessor is required in this section.**
- (ii) Clarify who assesses the apprentice during on-the job training, who determines the assessment and who marks it.**
- (iii) Clarify the role of the External Examiner for on-the-job assessment.**
- (iv) Show clearly how consistency, fairness and fitness-for-purpose in assessment is achieved for the on-the-job assessment of apprentices.**

### Section 4.3 Types of Reports

- In the table it refers to on-the- job observation and in the 2<sup>nd</sup> column it refers to individual apprentice achievement on- the- job. Is this the assessment element?

### Section 5.5.2 Summary Table: Employer and Provider Responsibilities

- Excellent presentation.
- Under (4) it only makes reference to ensuring that the apprentice keeps continuous records of experience and assessment and makes them available to Kerry ETB. Who sets the assessments?

**Recommendation: Include in the table a section on assessment.**

### Section 7.2.5 Internal Verification

- The verification process appears to cover only adding up marks.
- A minimum of 1 is stated for this verification process which may not be sufficient.

**Recommendation: A sample size should be determined based on student numbers for the verification process.**

### Section 10 Information Provision

- The entry requirements stated are not consistent throughout the various documents.
- Apprentices over the age of 18 should be informed that they can bring their complaint to the Ombudsman at any stage. The process for those under 18 is different but should also be included in information material.

**Recommendation: Include in documentation to apprentices that a complaint can be brought to the Ombudsman at any stage.**

### Appendix D

External Examiners Report: There is a section for to be completed by the External Examiner on marking schemes and worded solutions but no section to comment on practical assessments or on-the job assessment.

**Recommendation: The External Examining of on-the job–assessments needs to be clear and documented.**

**Consistency of Language:** Ensure consistency throughout the document in describing individual roles. The titles and roles are probably well known within the ETB but not outside.

**Recommendation: Ensure consistency throughout the document in describing individual roles.**

While the QA manual followed the guidelines for Providers of Statutory Apprenticeship Programmes it would appear less attention was paid to the QQI Statutory Guidelines for all Providers (2016).

For example in Section 1.1 (d) of the QQI Guidelines for all Providers covers a system of governance that considers risk. It may well be the case there are documented procedures in place within the ETB for the identification, assessment and management of risk however it would appear they have not been referred to in the QA document.

**Recommendation: Examine the QQI Statutory Quality Assurance Guidelines for all Providers and address any gaps within the Quality Manual going forward.**

The panel notes that *'While the QA manual followed the guidelines for Providers of Statutory Apprenticeship Programmes it would appear less attention was paid to the QQI Statutory Guidelines for all Providers (2016)' with a recommendation to 'Examine the QQI Statutory Quality Assurance Guidelines for all Providers and address any gaps within the Quality Manual going forward'.*

The context and requirements for these quality assurance procedures is specifically to address gaps and meet the requirements of QQI Topic Specific Guidelines for new Apprenticeships. It is very important to note, that the ETB sector is fully aware and cognisant of the requirements of both QQI Statutory Guidelines for all Providers (2016) and QQI Sector Specific Quality Assurance Guidelines for the Education and Training Boards (May 2017).

The ETBs, in collaboration with ETBI, have been working on the execution of a Joint implementation Plan agreed with QQI, to evaluate current QA procedures and address gaps arising taking cognisant of both the Core and Sector Specific QA Guidelines, through an Executive Self-Evaluation process. The report and improvement plan arising from this process will be submitted by each ETB to QQI. In the development of an overarching sectoral QA Framework the ETB sector has a number of sectoral QA projects, including on QA Governance. New QA procedures, including, those for QA Governance will emerge and be addressed through this evaluation and developmental process.

#### 4 Appendix 3 List of Documents Supporting the Application

Principal Documents				
Programme Related Documents	Title	Title	Title	
	Programme Validation Manual 2016 V2.13 Kerry ETB Commis Chef Apprenticeship 05.05	Commis Chef Apprenticeship Programme Curriculum V1.4	Book of Modules Stage 1	Book of Modules Award Stage
	Title	Title	Title	Title
	Quality Assurance Assessment Procedure Commis Chef Apprenticeship Programme	Industrial Training [Culinary industry] Order 2016	Occupational Profile Commis Chef May 2016 [v5]	SOLAS Procedures 102V Assessing and Employers Suitability to Train
	SOLAS Procedures 105v3 Registration and Scheduling Apprentices	SOLAS Service Agreement Commis Chef Course MIS Moodle	Commis Chef Apprenticeship Programme Assessment Regulations	Commis Chef Apprenticeship Employer Information
MOA with Coordinating Provider and Consortium Steering Group	Apprentice Registration Form TES 8i F2v7	Apprenticeship Code of Practice TSS 81d13 v5		

Supplemental Documents				
Samples of materials to be provided to Apprentices	Title	Title	Title	Title
	Commis Chef Apprenticeship Programme Induction Booklet Ver 2.1	ETB Learning Handbook for Commis Chef Apprenticeship Programme	Brochure Commis Chef Apprenticeship Programme	Apprenticeship Code of Practice TSS 81d13 v5

Appendices Programme Validation Manual 2016 V2.13 Kerry ETB Commis Chef Apprenticeship 05.05				
Appendix 1	Appendix 2	Appendix 3	Appendix 4	Appendix 5
Occupational Profile	Industrial Training [Culinary industry] Order 2016	Apprenticeship Programme Induction Booklet	SOLAS Standard Operating Procedures No 105	IELT Cambridge Language Tests
Appendix 6	Appendix 7	Appendix 8	Appendix 9	
SOLAS Standard Operating Procedures No 102	RPL Procedures	MOA with Coordinating Provider and Consortium Steering Group	Apprenticeship Code of Practice	

<b>Appendix 11</b>				
<b>Hospitality Skills Executive Summary Report</b>				