Quality Assurance Handbook PART A1

POLICY No.11: Apprentice analytics and experience policy

11. Purpose of policy

This policy details FIT's commitment to providing a positive learning experience for apprentices. FIT is committed to continuously enhancing such learning experiences and outcomes, both in on- and off-the-job modules and the overall quality of learning and teaching, as well as promoting a culture of learning and teaching excellence through the effective use of analytics and appropriate feedback mechanisms.

11.1 Policy scope

This policy relates to all apprentices participating in Tech Apprenticeships and to delivery managed through in-person and blended delivery modalities.

11.2 Overarching considerations

FIT places a strong emphasis on apprentice feedback and uses the functions of the Workplace Learning Officer and People, Analytics and Wellbeing Lead to elicit evidence of quality, to inform learning and teaching enhancement, for the recognition of staff and sub-contractors, and for staff performance, review and management.

11.3 Policy statement

FIT will ensure that apprentices can expect a QQI-validated apprenticeship programme of education and training in line with the industry's needs and will assist the apprentice in securing and retaining appropriate post-apprenticeship employment. In addition, apprentices can expect comprehensive, timely and accurate information about all aspects of the programme, including timetables, the curriculum, assessment information, etc. The learning journey will include:

1. Placements with host employers for the duration of the Tech Apprenticeship;
2. Placement assistance (if required) at the end of the programme;
3. Off-the-job (classroom-based or synchronous learning) tutors to provide instruction regarding theoretical knowledge;
4. On-the-job (workplace) mentors to provide practical work-based learning;
5. All required resources, including facilities, equipment and learning materials via FIT's LMS;
6. Full details of all procedures, including complaints and appeals procedures;
7. A safe physical and online environment for learning, respecting physical and mental welfare consistent with Equality and Health and Safety legislation;
8. A comprehensive feedback and feed-forward system that enables apprentices to receive and provide feedback on any/all aspects of the programme; and
9. Assessors who will assess submitted coursework/assessment and provide timely and constructive feedback on programme progress.

11.3.1 Apprentice feedback

FIT conducts ongoing surveys to measure apprentices' satisfaction with the programmes. FIT's People, Analytics and Wellbeing Lead or representative collects survey data and analyses trends, noting findings and disseminating them to appropriate Tech Apprenticeship stakeholders. The surveys focus primarily on exploring which aspects of the off-the-job training apprentices are enjoying/benefiting from the most, and their satisfaction with how

practical the material they have learnt during the off-the-job training is to the on-the-job training. Additionally, it captures what aspects of the programmes are working well in the eyes of the apprentices. These surveys are gathered every three months (in March, June, September and December) and follow-up takes place typically one month after each one (April, July, October, January). Following up on the surveys completed, including analysing the data and finalising the feedback loop by offering those who state that they are not satisfied with one or more aspects of the apprenticeship programme an opportunity to discuss it further with FIT's People, Analytics and Wellbeing Lead.

11.3.2 Class representative system

Each intake of Tech Apprenticeships appoints a Class Representative who communicates regularly and at agreed times with the Registrar. This process ensures that apprentices are encouraged to recognise the importance of their feedback and to learn how to communicate effectively and in a constructive fashion. The meetings between Class Representative and Registrar take place every three months. They allow not only for feedback to be shared, but also for Class Representatives to learn from each other. Following the meetings, the Registrar meets with other members of the FIT Tech Apprenticeship Team to highlight any feedback that requires corrective action based on diffidence communicated. This feedback is also discussed in the relevant Programme Board Meetings, which take place with the Approved Delivering Training Partners.

11.3.3 Institutional use of apprentice feedback

FIT will utilise apprentices' feedback, where relevant, to continually improve apprentices' experience in training. Specifically, FIT will use such feedback to gain insight into general learning experiences, syllabus/curriculum design efficacy, and apprentices' experiences of participating in onsite and blended modes of delivery, where applicable. Such feedback will inform the enhancement of the quality of learning and teaching practice, will be used for

institutional improvement, and to broadly monitor whether tutors are continually meeting FIT's expectations to provide a rich Tech Apprenticeship delivery experience.

11.3.4 Apprentice rights (while giving feedback)

Participation by apprentices' in any Tech Apprenticeship survey or interactions with FIT or ETB representatives while carrying out the responsibilities of Class Representatives is entirely voluntary. Failure to engage or participate in a survey or interaction of this nature will not result in any discrimination, or penalty being imposed, against the apprentice. FIT expects apprentices to provide honest, constructive and thoughtful feedback. Such feedback must be provided using FIT's feedback templates and be free of inappropriate, offensive, vindictive or abusive comments or those containing either racism or sexism.

11.3.5 Confidentiality and anonymity (while giving feedback)

FIT will ensure the confidentiality of feedback received from an apprentice unless where it is necessary to meet legal compliance or where such feedback indicates a potentially serious risk to the apprentices' safety or that of others, including, but not limited, to FIT staff, tutors, sub-contractors, delivering partners or members of the public. Regarding survey responses relating to sensitive matters where the number of responses is low, FIT will not provide any information that identifies any person unless consent to do so has been provided by the person in question.

11.3.6 Workplace progress review (while giving feedback)

During semesters two, three and four, each tech apprentice is given the opportunity to attend a Workplace Progress Review. This review is led by FIT's Workplace Learning Officer and is attended by the apprentice and their Workplace Mentor; in some specific cases, other members of the FIT Tech Apprenticeship Team or the apprentice's sponsoring company also attend the meeting. The meeting allows all these stakeholders to share information as to

how the apprentice is progressing, and will also include the apprentice giving feedback regarding their on- and off-the-job training experience. In addition to the workplace progress review, the Workplace Learning Officer is available for one-to-one meetings with apprentices to discuss any on-the-job feedback.

11.4 Effective analytics

FIT is conscious that beyond headline metrics, a gamut of insightful data can be gathered on broad aspects of the provision of Tech Apprenticeships. FIT's Registrar is responsible for gathering information on the progression of all apprentices through the programme and keeping, where appropriate, a formal record of all module assessment grades.

Further to the provision of apprentice feedback, FIT has instigated several ongoing data capture mechanisms with employers and delivery partners regarding their views about the workings of the programmes. These activities include, but are not limited to, conducting surveys, focus groups and one-to-one interviews with the various stakeholders and groups. Central to this activity is the necessity to garner information that can assist with providing solutions that continually improve the provision of FIT's apprenticeships. Rather than conducting this activity solely as part of cyclical statutory review activity, FIT has endeavoured to provide standalone, targeted resources to facilitate this activity on an ongoing basis. Output data from FIT's review activity is disseminated to FIT's Tech Apprenticeship governance committees, including the Programme Board, Academic Council and Senior Leadership Team. This data is also disseminated to ETB partners and various regulatory and quality agencies.

Document History		
Document Name	**Apprentice analytics and experience policy**	
Policy document number	**FIT-POL-011**	
Version reference	**V3.0**	
Document owner	**FIT Registrar**	
Roles with related responsibility	**Registrar and Director of Academic Affairs**	
Approved by	**Academic Council**	**20/09/2022 (active)**
Revision cycle	V1.0: document created 05/22	
	V2.0: logo updated, change of policy title, changes to wording of Sec 11 and 11.2; Sec 11.3: changes to bullet point detail; Sec 11.3.1 and 11.3.2: text and Section 11.3.6 added; Sec 11.4 added (07/24)	
	V2.1: text additions to Sec 11.3.1-11.3.4 and 11.3.6 (07/26)	
	V3.0: full policy and language use review (10/26)	