

LMETB Work Placement Contingency Guidelines

March 2021

Work Placement Contingency Guidelines

Version 1 (March 2021)

Contents

Introduction	4
Section 1 – Recognition of Prior Learning (RPL)	5
1.1 Process	5
1.2 Learner has not commenced work placement	5
1.3 Learner has partially completed work placement	5
1.4 RPL for awards at Level 6	6
Applications	6
Section 2 – Use of Modified Awards	6
2.1 Context	7
2.2 Level 4 Modified Awards	7
2.3 Level 5 Modified Awards	8
2.4 Level 6 Modified Awards	8
2.5 Resources	9
Section 3 – Modifications to programmes with vocationally specific work placement requirements	10
3.1 Modifications to Level 5 ‘Care’ programmes – Personal & Professional Development or Work based Simulation or Reduced Work Experience hours	10
3.2 Modifications to Level 5 Nursing/Healthcare Support Programmes – Work-based simulation and reduced Work Experience hours or work based simulation	12
3.3 Modifications to Level 5 Horticulture/Culinary programmes – Reduced Work Experience hours in combination with work simulation or work based simulation	12
3.4 Modifications to Childcare programmes – Work based simulation and reduced Work Experience hours or work based simulation	13
3.5 Resources	13
Appendix 1 – Sample Work Experience Alternative Assessment Brief Level 5	14
Appendix 2 – Sample Work Experience Alternative Assessment Brief Level 6	16
Appendix 3 – RPL Application Form	18
Appendix 4 – Sample Assessment Brief and Marking Scheme – Personal & Professional Development 5N2985	19
Appendix 5 – Application Process – Programme Specific Requirements	22

Introduction

A number of learners may not have the opportunity to undertake or complete their work placement and thus their Work Experience 5N1356/6N1946 module due to the ongoing restrictions caused by COVID 19. The following processes will apply to best accommodate learners to complete their programmes and meet the requirements of their Major Award.

1. Where learners have partially completed work placement or have not commenced work placement and wish to avail of Recognition of Prior Learning (RPL), please go to Section 1 of this document where a procedure is set out.
2. Where a centre wishes to avail of an alternative component (as approved by QQI) to be used where Work Experience or Work Practice are not achievable, please go to Section 2 of this document where information is set out by award level.
3. Modifications to programmes with vocationally specific work placement requirements deals with 13 awards that have been modified to allow flexibility during the upcoming certification periods. It is important if your centre delivers any of these programmes to read this section and the accompanying documents in Appendix 5 carefully. Please direct any queries to QA Officer, Angela Cahill (acahill@lmetb.ie). A briefing session was held online, in February 2021, with the relevant teachers, Deputy Principals and FET Coordinators to look at these particular modifications.

Section 1 – Recognition of Prior Learning (RPL)

Procedure	Recognition of Prior Learning (RPL) and Work Experience
Version	1.0
Policy Area	Assessment of Learners
Purpose	The Work Experience module (Levels 4-6) is a generic module and was designed to suit all forms of vocational work experience. If a learner has suitable vocational experience that has occurred within the last five years, then they may be suitable for Recognition of Prior Learning (RPL) for part of their module. This procedure applies until the August 2021 submission period* in response to the ongoing disruption to work placements.
Please Note	Learners must submit a 'Statement of Academic Integrity' with each assessment submitted. The template for this is available at this link https://forms.office.com/r/HJjdsea4M2 and assessors can distribute to and collect from learners in lieu of an authorship statement.
LMETB Staff Responsible	Teachers/tutors/instructors, Principals/Deputy Principals/Centre Managers, LMETB FET Quality Council (QAGMC)
Approved by	Quality Assurance Governance Management Council (QAGMC) Proposed by Sadie Ward McDermott (Director of FET) and seconded by Kelvin Harvey (AEO)
Date	19/03/2021

*This date may be extended subject to approval and advisement from QQI

1.1 Process

Application of an RPL process to work placement will only apply to learners who have completed or are in the process of completing, the Portfolio/Collection of Work (60%) of their Work Experience module in the classroom or remotely from home.

The Skills Demonstration (40%) requires the learner to complete their work placement in a vocationally relevant area and to record their experiences in their workplace diary. If this cannot now be completed, then the Skills Demonstration (40%) can be achieved through RPL in one of two ways as outlined below.

1.2 Learner has partially completed 50% or more of their work placement

If a learner has completed at least 50% of their work placement then they must supply an up-to-date CV accompanied by a reference or letter from an employer. This employer does not have to be the employer where they did their partial work placement but must be current, i.e. be from within the last five years.

1.3 Learner has less than 50% of their work placement completed OR has not commenced their work placement.

If a learner has less than 50% complete or has not commenced their work placement then they must, as for partial completers above, supply an up-to-date CV accompanied by a reference or letter from an employer. This employer must be current, i.e. be from within the last five years. These learners must also complete an assignment that is an essay comprised of an organisational/business profile and an overview of their role in the organisation/business. Please see [Appendix 1](#) for the Level 5 Work Experience Alternative Brief. The employer reference will be graded as part of the assignment (Part 1 – 10%). The CV will have already been completed and marked as part of the Collection of Work for the module but must be supplied as part of the RPL process.

Clarification notes:

1. For the Work Experience module, students, in normal circumstances, have to find work placement in a vocationally relevant area. For the RPL process outlined here, the replacement project/employer reference can be in ANY area of work – the idea is that the student has experienced a work environment before and can draw on their experiences and learning from this environment for this alternative assessment.
2. Note to assessors: please refer to the Work Experience Supervisor’s Report Criteria in the validated module descriptor for guidance on marking the RPL assignment. Assessors are permitted to make adjustments to the assignment briefs in Appendices 1 & 2, to accommodate local circumstances.

1.4 RPL for Awards at Level 6

If a learner is undertaking a course of study at level 6, they can base their RPL submission on their work placement undertaken for Work Experience at Level 5, provided it is within the last 5 years. They must submit an up-to-date CV, a reference letter from the employer where the placement was undertaken and complete the reflective assessment ([Appendix 2](#)) that will demonstrate the prior achievement of level 6 Work Experience (6N1946) learning outcomes. The Supervisor’s Report from the Level 5 work placement can be used in place of the reference letter from the employer, as the placement should be in the same vocational area.

Application Procedure for RPL

Applications for RPL of work placement in the Work Experience module must be approved by the Deputy Principal/Centre Manager/Assistant Managers. A sample of these will be submitted, as part of the Alternative Assessment process, to the QAGMC for consideration. Applications should be completed using the RPL Application Form in Appendix 3 and emailed to acahill@lmetb.ie

Section 2 – Use of Modified Awards

Procedure	Use of Modified Awards
Version	1.0
Policy Area	Assessment of Learners
Purpose	Centres can avail of the use of an approved module as an alternative to the work experience/placement module in situations where learners cannot secure a work placement or work placements could not be substantially completed (less than 50% of placement). QQI have agreed to a number of temporary modifications to awards and these are detailed in this procedure. This procedure applies until August 2021 * *This date may be extended subject to approval and advisement from QQI
Please Note	These temporary modifications to CAS awards are currently valid until the <u>end of 2021</u> in the case of Level 4 awards and until August 2021 for the Level 5 and 6 awards. They will be reviewed before they expire and updated or extended as required. <i>*While there is no requirement for centres to make an application to the QAGMC for use of these modified awards, it is important that a notification is made in order to make any necessary adjustments to PLSS and QBS. You have been asked to fill in an MS Form, sent to each PLC College and FET Centre, listing the awards at Levels 4, 5 and 6 that are using these modifications.</i>
LMETB Staff Responsible	Teachers/tutors/instructors, Principals/Deputy Principals/Centre Managers, LMETB FET Quality Council, QAGMC
Approved by	QAGMC Proposed by Sadie Ward McDermott (Director of FET) and seconded by Kelvin Harvey (AEO)
Date	19/03/2021

2.1 Context

In recognition of the current difficulties in obtaining work placement for learners, QQI has agreed that the certification rules (mandatory components) of some CAS major awards be changed to allow an alternative component to be used where Work Experience or Work Practice are not achievable.

- The list of modified awards and the relevant alternative components are detailed by level below.
- Component Specifications (available on the QQI website) have been updated to reflect these changes. For example, [5M2102 Business Studies](#) - you will see that Personal and Professional Development is included as an option in the pool with Work Experience and Work Practice. Please ensure a copy of the relevant specification is included in Assessor Folders for External Authentication visits.

IMPORTANT: In order to facilitate any necessary changes to the local programme structure, centres should inform the FET Quality Council, QAGMC, of the use of any modified programmes through the completion of an MS Form, sent to your centre/college for this purpose.

2.2 Level 4 Modified Awards

The vocational award pool has been expanded from the current two module choices of 4N1168 Work Experience and 4N1170 Work Practice to a three-module pool that includes a new, temporary module, [4N21060 Career Preparation and Planning](#) in a number of awards.

The LMETB Level 4 Programmes leading to the QQI awards listed below have been amended to provide for a new 15 credit module Career Preparation & Planning (CPP) as an alternative to 4N1168 Work Experience/4N1170 Work Practice. All centres delivering these programmes now have this option.

There is a new module descriptor which provides for additional learning outcomes and assessment so that the module meets a higher credit value for certification purposes. This document is available in the QA Teams and Sharepoint sites. If your centre intends to use this temporary module, please ensure that you have completed the MS Form that was sent to you asking for this detail.

NOTE: The Career Preparation and Planning (4N21060) module may not be delivered as a standalone module leading to certification in a QQI Minor Award. It may only be delivered as part of an overall validated programme leading to a Level 4 Major Certificate on the specified awards given below as part of COVID-19 mitigation measures.

4M0855 Information and Communications Technology Skills	4M1998 Retail Skills	4M2010 General Learning
4M2015 Hotel Front Office	4M2063 Culinary Skills	4M2070 Office Skills
4M2895 Engineering skills	4M4966 Sport and Recreation	

Exceptions:

- The Level 4 programme – [4M0857 Employment Skills](#) has not been included in these mitigation measures as Career Planning 4N1109 is already a compulsory module and therefore Work Experience / Work Practice cannot be replaced. Centres are advised to change the target award to General Learning 4M2010. Please advise of any such changes by emailing acahill@lmetb.ie
- The following L4 Programmes are not included in these mitigation measures due to the vocational nature of the award area: [4M2014 Early Childhood Education](#) and [4M2805 Catering Support](#). Please see Section 3 for more information on these two awards.

2.3 Level 5 Modified Awards

All validated LMETB Level 5 Programmes were submitted as part of a request to QQI to include Personal and Professional Development 5N2985 in the Work Experience/Work Practice pool.

The following level 5 awards have been expanded by QQI from the current two module choices of 5N1356 Work Experience and 5N1433 Work Practice to a three-module pool that includes 5N2985 Personal and Professional Development. Information on which awards you are adding Personal and Professional Development to, should have been indicated on the 'Record of Changes to QQI Awards' MS Form sent to you previously.

If a programme you are looking for is not on this list, please email acahill@lmetb.ie

5M1995 Graphic Design	5M2011 Music	5M2012 Furniture Design & Making
5M0529 Software Development	5M0536 Computer Systems and Networks	5M1985 Art
5M1997 Office Administration	5M2061 Engineering Technology	5M2067 Information Processing
5M2069 Marketing	5M1940 Computer Aided Design	5M2073 Language & European Studies
5M2083 Hospitality Operations	5M18518 Media Production	5M2102 Business Studies
5M1984 Art, Craft and Design	5M5048 Creative Media	5M2110 Security Studies
5M2094 Photography	5M2145 Motor Technology	5M2146 Multimedia Production
5M2149 Sound Production	5M2154 Cultural & Heritage Studies	5M3635 Education and Training
5M2181 Applied Social Studies	5M2208 Design	5M2464 Journalism
5M2468 Business Administration	5M0828 eBusiness	5M18519 Film & Television Production
5M3050 Community Development	5M3114 General Studies	5M3351 Hairdressing
5M3371 Horsemanship	5M3471 Beauty Therapy	5M3789 Legal Studies
5M3807 Laboratory Techniques	5M3865 Fashion Design	5M5267 Food Science
5M5148 Outdoor Sports & Recreation	5M5010 Construction Technology	5M5011 Tourism with Business
5M5146 Sports, Recreation & Exercise		

2.4 Level 6 Modified Awards

Most validated LMETB Level 6 Programmes have Personal and Professional Development 6N1949 already included in pool of modules or as a compulsory module.

The vocational award pool for the listed level 6 awards expanded from the current two module choices of 6N1946 Work Experience and 6N1947 Work Practice to a three-module pool that includes 6N1949 Personal and Professional Development. Information on which awards you are adding Personal and Professional Development to, should have been indicated on the 'Record of Changes to QQI Awards' MS Form sent to you previously.

If a programme you are looking for is not on this list, please email acahill@lmetb.ie

6M0691 Software Development	6M2099 Professional Cookery
6M3505 Horsemanship	6M3507 Equine Breeding
6M3706 Fashion Design	6M2218 Social and Vocational Integration
6M3479 Beauty Therapy	6M4029 Art
6M 5147 Sports, Recreation and Exercise	6M5012 Tourism with Business
6M5153 Animal Science	6M4587 Management
6M4985 Business	6M4978I Health Service Supervisory Management
6M5013 Administration	

Exception: The following is also not included for reasons stated:

- 6M4334 Horticulture (no compulsory requirement for Work Experience / Work Practice)

2.5 Resources

- FESS Module Resource list for Personal and Professional Development 5N2985 is available [here](#)
- FESS Module Resource list for Personal and Professional Development 6N1949 is available [here](#)
- **Sample** assessment brief and marking scheme (40% Collection of Documents) for Personal and Professional Development 5N2985 is available in [Appendix 4](#) of this document.

Section 3 – Modifications to programmes with vocationally specific work placement requirements

Procedure	Modifications to programmes with vocationally specific work placement requirements
Version	1.0
Policy Area	Assessment of Learners
Purpose	Centres can avail of the use of the scenarios detailed in this section in situations where learners cannot secure a work placement or work placements could not be substantially completed (less than 50% of placement). QQI has approved modifications to a range of vocational awards and these modifications must be approved by the QAGMC. These procedures apply until August 2021* *This date may be extended subject to approval and advisement from QQI
Please Note	Centres must complete the relevant governance form and submit a Practice Skills Development Plan in support of the alternative to work experience. This Plan must set out how the relevant practice skills will be developed across the programme without meeting the usual work placement requirements in the Work Experience/Work Practice module.
LMETB Staff Responsible	Teachers/tutors/instructors, Principals/Deputy Principals/Centre Managers, LMETB FET Quality Council, QAGMC
Approved by	QAGMC Proposed by Sadie Ward McDermott (Director of FET) and seconded by Kelvin Harvey (AEO)
Date	19/03/2021

QQI has approved modifications in relation to a range of awards at NFQ Level 4-6 that would ordinarily require a practice placement in order to achieve the intended learning outcomes. In practice based awards with vocationally specific work placement requirements, such as the awards detailed in this section, these modifications for each affected programme will be formally approved by the QAGMC.

3.1 Modifications to [Level 5 'Care' Programmes](#) – Personal & Professional Development or Work based Simulation or reduced Work Experience Hours

For the following listed LMETB programmes from which courses have been devised, centres must apply through the ***Application Process for Programme Specific Requirements (Appendix 5)*** on a course-by-course basis for one of the following alternatives to Work Experience/Work Placement:

1. Personal and Professional Development 5N2985 inserted in place of Work Experience 5N1356 – please see Appendix 5 to determine suitable use of PPD module.
2. Combination of External Work Placement and Work Simulation -Reduction in the expected hours of external work placement (60 hours) and develop the practice skills across the course
3. Work Simulation in place of External Work Placement - Carry out work placement in a simulated environment

A Practice Skills Development Plan must be devised in support of the alternative to work experience request. This Plan must set out how the relevant practice skills will be developed across the programme without meeting the usual work placement requirements in the Work Experience/Work Practice module. ***Please see form Covid WP 1 in Appendix 5.***

Award Code	Award Title
5M2768	Animal Care
5M4468	Community Health Services
5M2786	Community Care
5M3782	Health Service Skills
5M4732	Youth Work

3.2 Modifications to Level 5 Nursing/Healthcare Support Programmes – Work-based Simulation and Reduced Work Experience Hours or Work based Simulation

For the following listed LMETB programmes from which courses have been devised, centres must apply through the **application process (Appendix 5)** on a course-by-course basis for one of the following alternatives to Work Experience/Work Placement:

1. Combination of External Work Placement and Work Simulation -Reduction in the expected hours of external work placement (60 hours) and develop the practice skills across the course
2. Work Simulation in place of External Work Placement - Carry out work placement in a simulated environment

A Practice Skills Development Plan must be devised in support of the alternative to work experience request. This Plan must set out how the relevant practice skills will be developed across the programme without meeting the usual work placement requirements in the Work Experience/Work Practice module. **Please see form Covid WP 2 in Appendix 5.**

Award Code	Award Title
5M4339	Healthcare Support
5M4349	Nursing Studies

3.3 Modifications to Level 5 Horticulture/Culinary Programmes – Reduced Work Experience Hours in combination with Work Simulation or Work Simulation

For the following listed LMETB programmes from which courses have been devised, centres must apply through the **application process (Appendix 5)** on a course-by-course basis for one of the following alternatives to Work Experience/Work Placement:

1. Combination of External Work Placement and Work Simulation -Reduction in the expected hours of external work placement and develop the practice skills across the course
2. Work Simulation in place of External Work Placement - Carry out work placement in a simulated environment

A Practice Skills Development Plan must be devised in support of the alternative to work experience request. This Plan must set out how the relevant practice skills will be developed across the programme without meeting the usual work placement requirements in the Work Experience/Work Practice module. **Please see form Covid WP 3 in Appendix 5.**

Award Code	Award Title
4M2805	Catering Support
5M2088	Professional Cookery
5M2586	Horticulture

3.4 Modifications to Childcare Programmes - Work-based Simulation and Reduced Work Experience Hours or Work based Simulation

For the following listed LMETB programmes from which courses have been devised, centres must apply through the **application process (Appendix 5)** on a course-by-course basis for one of the following alternatives to Work Experience/Work Placement:

1. Combination of External Work Placement and Work Simulation -Reduction in the expected hours of external work placement (60 hours) and develop the practice skills across the course
2. Work Simulation in place of External Work Placement - Carry out work placement in a simulated environment

A Practice Skills Development Plan must be devised in support of the alternative to work experience request. This Plan must set out how the relevant practice skills will be developed across the programme without meeting the usual work placement requirements in the Work Experience/Work Practice module. **Please see form Covid WP 4 in Appendix 5.**

Award Code	Award Title
4M2014	Early Childhood Education and Care Support
5M2009	Early Childhood Care and Education (ECCE)
6M2007	Early Childhood Care and Education (ECCE)

3.5 Resources

- Resources including Case Studies, module specific resources, RPL resources etc can be found both in the QA Teams site and in the QA Sharepoint site.
- MS Forms versions of all governance WP forms in Appendix 5 can be obtained from QA Officer, Angela Cahill, please email acahill@lmetb.ie if you require this version. Word versions may be found in the QA Teams site and in the QA Sharepoint site in the Governance Forms folder.

ASSESSMENT BRIEF – [Assignment]



Assessment Title	Work Experience Alternate Brief (in lieu of Skills Demonstration)		
Programme/Centre	xxxx	Maximum Mark	40 marks (40%)
Module/Component Name	Work Experience	Date of Issue	xxxx
Module/Component Code	5N1356	Submission Date	xxxx
Assessor Name	xxxx		
LOs to be assessed	Skills Demonstration – LOs 6, 7, 8		

Instructions

For this assessment task, the skills demonstration will be evidenced by:

- A reference/verification of employment from a previous employer
- An essay in which you will discuss the day-to-day tasks performed, challenges you encountered and a reflective summary on a previous work experience

Part 1 - A reference/verification of employment from a previous employer (compulsory requirement)

You must include a reference/verification of employment from a previous employer, using the template accompanying this brief. The experience of work must be substantial, verifiable and relevant to the vocational area. It must have been undertaken within the last 5 years.

In the case where a learner was self-employed and is unable to get a reference from a past employer, they will need to complete the self-declaration document using the template accompanying this brief.

Part 2 - Essay reflecting on a past work experience

You will write an essay reflecting on the selected past work experience. Areas for discussion in your essay include:

Organisation/business profile

- A profile of the organisation/business of your previous work experience e.g. name, type of organisation/business, the main type of product/service provided, approximate number of employees, your role in the organisation.

Your role in the organisation/business

- An overview of the types of day-to-day tasks you performed as part of your role in the organisation/business.
- What skills were important to have in order to complete day-to-day activities e.g. knowledge of the organisation procedures, digital skills, accuracy, speed, hygiene, safety, communication, talking to customers/clients etc.
- Discuss the types of challenges you encountered e.g. conflict, criticism, new experiences, meeting new people and how did you solve them. What did you learn from them?
- Discuss the positive aspects of the job. What did you learn from them?
- Outline the types of skills you learnt while in this employment e.g. communication skills, interpersonal skills, the ability to work in a team and/or on your own, working to a deadline, new technology skills etc.
- Outline the health and safety regulations you had to adhere to while working in this organisation/business. What were the reporting requirements? Include any other regulations you feel is necessary to include in your essay.

Reflection

- Evaluate what you learnt while working for this organisation/business.
- Evaluate your performance in terms of the decisions you made and how you might do it differently the next time. (Give examples where necessary).

- How did working for this business/organisation influence your future choices?
- What are your plans for future work or professional development?

Word count guideline 1500-1750 words, excluding appendices (Bibliography, Reference list, Charts etc.)

Presentation of Evidence

The essay must be word processed, font style Calibri, font 11 and 1.5 line spacing. All work must be clearly referenced. Proofread your assignment to make sure it is error free.

Note: parts of his work may also be presented through any audio or other digital methods e.g. blog, podcast, audio recording. This should be agreed with your assessor in advance.

Assessment/Performance Criteria and Marks

This assignment is worth 40% of the overall marks for this module. Part 1 is worth 10% and Part 2 is worth 30%.

Submission Details

The assignment must be submitted by <<insert time if applicable>> on the submission date outlined at the top of this brief. <<Assessor to insert how the work will be submitted e.g. via email, Moodle etc.>> pdf version (link)

Learners must submit a 'Statement of Academic Integrity' with each assessment submitted. The template for this is available below and assessors can distribute to and collect from learners in lieu of an authorship statement. <https://forms.office.com/r/HJjdsea4M2>

ASSESSMENT BRIEF – [Assignment]



Assessment Title	Work Experience Alternative Brief (in lieu of Skills Demonstration)		
Programme/Centre	xxxx	Maximum Mark	40 marks (40%)
Module/Component Name	Work Experience	Date of Issue	xxxx
Module/Component Code	6N1946	Submission Date	xxxx
Assessor Name	xxxx		
LOs to be assessed	7		

Instructions

For this assignment task, the skills demonstration will be evidenced by:

- A reference/verification of employment from a previous employer
- An essay in which you will discuss the day to day tasks performed, challenges you encountered linked to your vocational area and a critically reflective analysis on a previous work experience.

Part 1 - A reference/verification of employment from a previous employer (compulsory requirement)

You must include a reference/verification of employment from a previous employer, using the template accompanying this brief. The experience of work must be substantial, verifiable and relevant to the vocational area. It must have been undertaken within the last 5 years.

In the case where a learner was self-employed and is unable to get a reference from a past employer, they will need to complete the self-declaration document using the template accompanying this brief.

Part 2 – Essay reflecting on a past work experience

You will prepare an essay reflecting on a past work experience. Areas for discussion include:

Introduction - Organisation / Business Profile

A brief profile of the organisation/business of your previous work experience e.g. name, type of organisation/business, sector in which this business operates, main competition, the main type of product/service provided, employee profile, analysis of the current climate for this type of industry

Body of Essay – Critical Evaluation of your Role in the Organisation

An overview of your day to day tasks to include clear demonstration of your supervisory skills and capacities in a number of situations

Analysis of the skills and qualities required for this particular role and how you contributed / what you still need to acquire and how you plan to do this

Exploration of the challenges encountered with employees and other management, how you dealt with these and how you utilised feedback/feed forward

Analysis of the positive aspects of your supervisory role, how did you or your learning contribute to these

Conclusions – Reflection

Critical reflection on how you coped in this supervisory role e.g. were you prepared, what have you learned, what would you do differently, has this work changed your outlook on this role/industry, how can you carry your learning into another role/industry

Appraisal of how this work experience has shaped your thoughts on future work in this role, to include identification of suitable professional development

Reference should be made to best practice guidelines for this particular sector/industry

Word count guideline 1500-1750 words, excluding appendices (Bibliography, References, Charts etc)

Presentation of Evidence

The essay must be work processed, font style Calibri, font size 11 and 1.5 line spacing. All work must be clearly referenced. Proofread your assignment to make sure it is error free.

Note: parts of this work may also be presented through any audio or other digital methods e.g. blog, podcast, audio recording. This should be agreed with the assessor in advance.

Assessment/Performance Criteria and Marks

The assignment is worth 40% of the overall marks for this module. Part 1 is worth 10% and Part 2 is worth 30%

Submission Details

The assignment must be submitted by <<insert time if applicable>> on the submission date outlined at the top of this brief. <<Assessor to insert how the work is to be submitted e.g. via Moodle, Teams etc.>>

Learners must submit a 'Statement of Academic Integrity' with each assessment submitted. The template for this is available below and assessors can distribute to and collect from learners in lieu of an authorship statement. <https://forms.office.com/r/HJjdsea4M2>

Appendix 3 – RPL Application Form



Learner Application for permission to submit assessment of prior learning in respect of work experience.

Centre name:	
Learner name:	
Certificate (major or special purpose award) Code and Title:	
Module Code and Title:	
Assessor Name:	

Evidence required	Confirmation of receipt (✓)
Up-to-date CV	
Letter/reference from employer	
Work placement has taken place in the last 5 years	
Use of Level 5 work placement documentation for RPL at Level 6 (if applicable)	

I confirm that I have seen the original documentation referred to above.

Assessor

Date

Principal/Centre Manager

Date

Appendix 4 – Sample Assessment Brief and Marking Scheme – Personal and Professional Development 5N2985

Sample Assessment Brief									
Module Title:	Personal and Professional Development								
Module Code:	5N2985								
Weighting:	40%								
Learning Outcomes assessed:	1 & 6								
Title:	Collection of Documents								
Guidelines:									
<p>For this assessment tasks, you are required to complete the following documents.</p> <ul style="list-style-type: none"> • A completed self-assessment inventory, addressing personal and vocational knowledge, skills, competence, interests, experience and strengths • Based on the self-assessment inventory, develop a personal statement, to include, a list of personal, educational and career goals. • Curriculum vitae (CV), presented appropriately using the Europass template • A completed job application form, to include appropriate elements of your personal statement • A letter of enquiry to and a completed application form for access to an educational institution (Ireland or abroad, higher education or further education and training), to include appropriate elements of your personal statement • Letter of application, e.g. for work, for access to educational institutions, for internships, etc. • A completed funding application, for example, a grant application to SUSI or student loan application 									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Assessment Criteria</th> <th style="text-align: left;">Maximum Mark</th> </tr> </thead> <tbody> <tr> <td>CV, Skills Audit, Personal Statement</td> <td>20</td> </tr> <tr> <td>Letters of application and enquiry, including completed application forms</td> <td>15</td> </tr> <tr> <td>Completed funding application</td> <td>5</td> </tr> </tbody> </table>		Assessment Criteria	Maximum Mark	CV, Skills Audit, Personal Statement	20	Letters of application and enquiry, including completed application forms	15	Completed funding application	5
Assessment Criteria	Maximum Mark								
CV, Skills Audit, Personal Statement	20								
Letters of application and enquiry, including completed application forms	15								
Completed funding application	5								
Date brief issued:									
Submission date:									
Feedback date:									
<p>Learners must submit a 'Statement of Academic Integrity' with each assessment submitted. The template for this is available here and assessors can distribute to and collect from learners in lieu of an authorship statement.</p>									

Sample Marking Scheme

Module Title:	Personal and Professional Development
Module Code:	5N2985
Weighting:	40%
Learning Outcomes assessed:	1 & 6
Title:	Collection of Documents

Assessment Criteria	Max Mark	Learner Mark
CV, Skills Audit, Personal Statement		
<i>Self-assessment inventory</i>		
Completed self-assessment inventory by addressing:	1	
• Personal knowledge	1	
• Vocational knowledge	1	
• Skills & competence	1	
• Interests & strengths	1	
• Experience	1	
<i>Based on the self-assessment inventory, developed a personal statement including:</i>		
• Personal goals	2	
• Educational goals	2	
• Career goals	2	
<i>Curriculum Vitae (CV) presented appropriately using the Europass template</i>		
• Personal information	0.5	
• Job applied for	0.5	
• Personal statement	0.5	
• Work experience	0.5	
• Education & training	0.5	
• Personal skills	0.5	
• Language skills	0.5	
• Communication skills	0.5	
• Organisational/managerial skills	0.5	
• Job related skills	0.5	
• Digital competence	0.5	
• Other skills	0.5	
• Driving licence	0.5	
• Additional information	0.5	
• Referees	0.5	
• Error free	0.5	
<i>Subtotal</i>	20	
Letters of application and enquiry, including completed application forms		
<i>Job application</i>		
Completed job application form:	1	
• Included appropriate elements of the personal statement	2	
• Word processed, appropriate format	0.5	
• Error free	0.5	

Letter of enquiry and application form		
Completed letter of enquiry:	1	
• Includes appropriate information	1	
• Word processed and follows accepted format and conventions for formal letter	1	
• Error free	0.5	
Completed application form for access to an educational institution:	1	
• Included appropriate elements of the personal statement	2	
• Word processed, appropriate format	0.5	
• Error free	0.5	
Completed letter of application:	1	
• Includes appropriate information	1	
• Word processed, and follows accepted format and conventions for formal letter	1	
• Error free	0.5	
Subtotal	15	
Funding Application		
Completed funding application:	1	
Includes appropriate information	1	
Completed funding application either word processed or online	1	
Included appropriate financial information	1	
Presented error free	1	
Subtotal	5	

Total Maximum Mark Available	40	Total Learner Mark Awarded	
-------------------------------------	-----------	-----------------------------------	--

Assessor comment

Assessor signature:

Date:

Appendix 5 – Application Process – Programmes Specific Requirements

Temporary Modifications to CAS Awards:

ETB Governance Oversight of the Use of Alternative Components / Method of Delivery

Introduction

As part of QQI's [Measures to Mitigate Impact of COVID-19 Pandemic on Programmes Leading to QQI Awards](#), QQI's Policies and Standards Committee (PSC) permitted the temporary modification of the rules for major awards in the Common Awards System (CAS) in circumstances where a learner is unable to meet specific mandatory components (e.g. a work experience module) but can meet the overall outcomes by alternative means. These measures are currently in operation until August certification 2021.

QQI has approved modifications in relation to a range of awards at NFQ Levels 4-6. In some cases¹, modifications to award structures that would ordinarily require a practice placement in order to achieve the intended learning outcomes have been approved in recognition of the diversity of programmes and learner cohorts utilising the specified awards. In discussion with the ETB sector programme level modifications have also been agreed for a number of practice based awards.

In these cases, ETBs are required to ensure (through the appropriate internal governance structures for quality) that the alternative component / method of delivery is only utilised where they are satisfied that:

- its use is appropriate to the programme and learner cohort concerned
- the resources are available to develop practice across the award and/or simulated work experience
- the relevant programme and award learning outcomes can still be achieved

ETB Governance of the Use of Alternative Components / Method of Delivery

Given the diverse and distributed nature of ETB provision, changes to award structures may have different implications in different programmes and centres depending on how programmes are delivered. It is expected that before an alternative component / method of delivery is utilised for any of the specified awards in an ETB centre, the ETB will review the major award and programme learning outcomes and determine:

- where work practice is integral to the achievement of the award and programme learning outcomes, how the learner will be enabled to achieve those outcomes;
- consideration of the learner cohort, their intended destinations and whether the change to the programme will continue to meet the expectations of relevant stakeholders (e.g. employers, learners, regulatory bodies and other providers of education and training) with regard to skills, learning outcomes and practice placements.

Indicative templates are outlined in the appendix.

These will be considered and approved by the appropriate ETB governance structures before the use of the modified structure is adopted in each programme and centre.

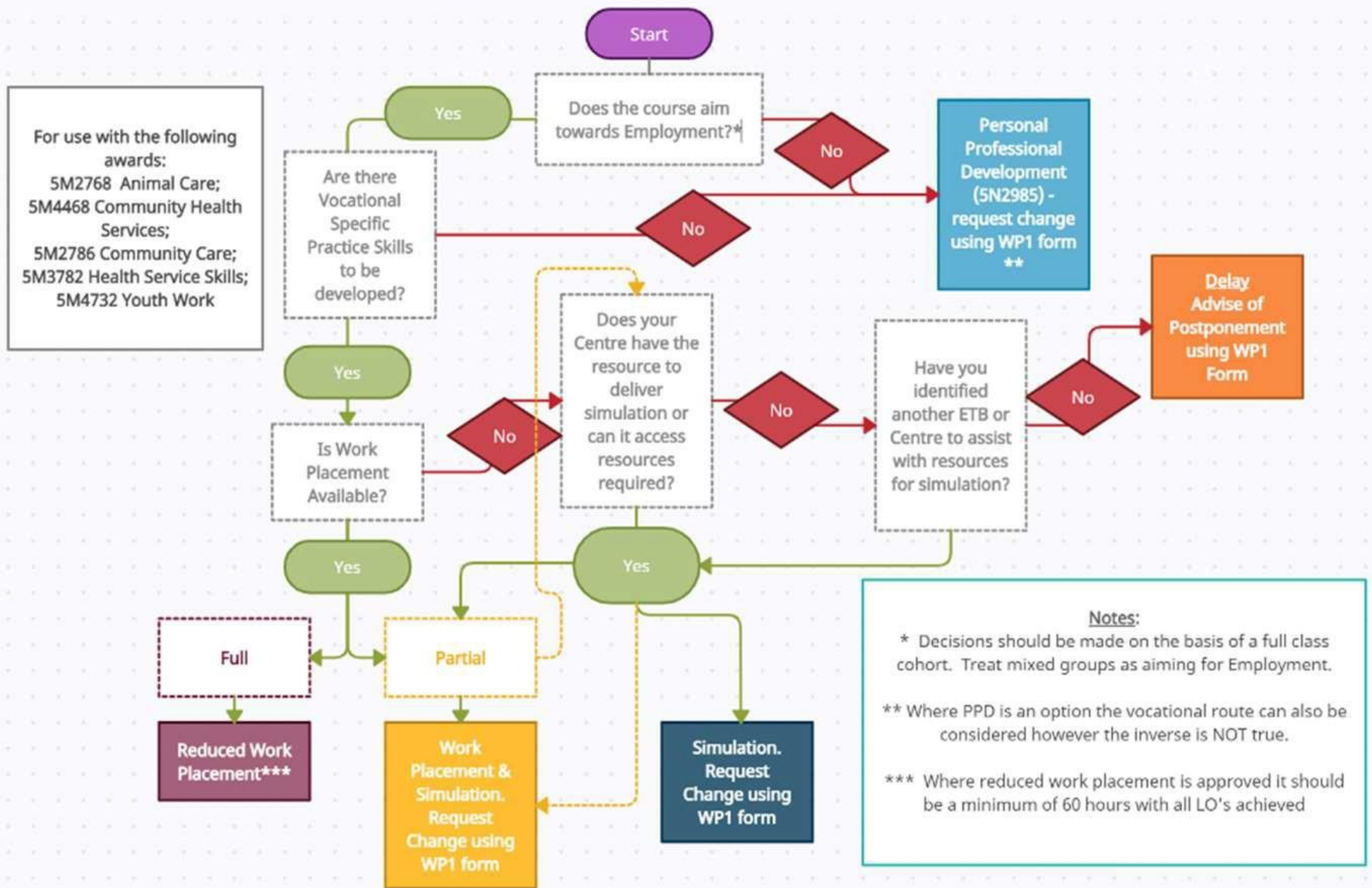
¹ 5M2768 Animal Care; 5M4468 Community Health Services; 5M2786 Community Care; 5M3782 Health Service Skills; 5M4732 Youth Work

Proposal for Use of Alternative Component/Method of Delivery for Specified Award

Course Details	
Name of centre	
Award	Choose Award Title
Course subject matter expert to be contacted for clarifications if needed	
Course title (as advertised)	
Insert link to website/course prospectus/FETCH courses	
Type of course/funding stream (PLC, VTOS etc.)	
Progression route emphasised as part of public information	Choose an item.
List the modules on the course including codes	
Numbers of learners	
Developing Practice Skills	
Vocationally Specific Practice skills Do employers or the learners themselves expect course graduates to have specific practice based skills for a vocational area when they complete this course?	YES <input type="checkbox"/> NO <input type="checkbox"/> Comments:
Developing Practice <i>In the absence of work placement, how will practice be developed across the award to ensure the graduate will be a suitably qualified new entrant into the relevant industry? (List modules and describe how practice will be developed. A short document or link to a video recording outlining how this will be done should be appended.)</i>	
ETB Resources What resources (equipment, expertise, time etc.) will be	

<p>required by your college/centre to make the changes requested and do you have access to these?</p>	
<p>If you don't have access to the resources needed, are you aware of another centre/ ETB/location where you can access the resources needed? – if so, please name</p>	
<p>Temporary Change Requested</p>	
<p>Change requested</p>	<p>Choose an item.</p>
<p>Centre Level Quality Assurance Declaration</p>	
<p>Have you peer reviewed your request?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>We declare that the proposed temporary modifications to the programme will continue to meet the expectations of employers, learners and other stakeholders with regard to skills, learning outcomes, practice development and future options.</p> <p>Principal/ Head of Centre: _____</p> <p>Date: Click or tap to enter a date.</p>	

<p>For administration purposes only</p>	
<p>Decision made: -</p>	
<p>Date: Click or tap to enter a date.</p>	
<p>Signed:</p>	<p>Role:</p>

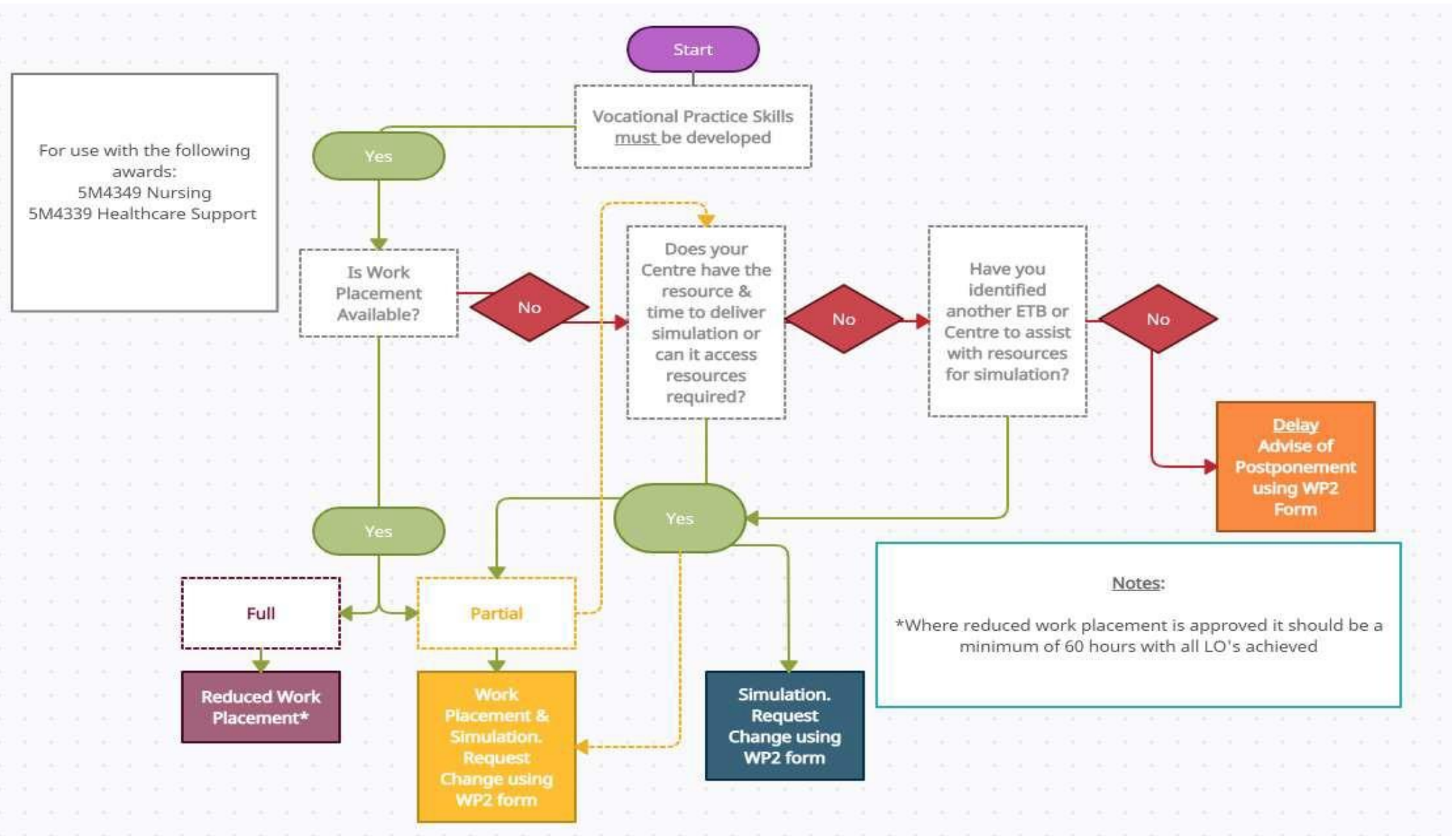


Proposal for Use of Alternative Component/method of delivery for Specified Award

Course Details	
Name of centre	
Award	Choose Award Title
Course subject matter expert to be contacted for clarifications if needed	
Course title (as advertised)	
Insert link to website/course prospectus/FETCH courses	
Type of course/funding stream (PLC, VTOS etc.)	
Progression route emphasised as part of public information	Choose an item.
List the modules on the course including codes	
Numbers of learners	
Developing Practice Skills	
Vocational Specific Vocational Skills Do employers, regulatory bodies or the learners themselves expect course graduates to have specific practice based skills for a vocational area when they complete this course?	YES <input type="checkbox"/> NO <input type="checkbox"/> Comments:
Developing Practice <i>If yes, in the absence of work placement, how will practice be developed across the award to ensure the graduate will be a safe novice / suitably qualified new entrant into the relevant industry? (List modules and describe how practice will be developed. A short document or link to a video recording outlining how this will be done should be appended.)</i>	
ETB Resources	

<p>What resources (equipment, expertise, time etc.) will be required by your college/centre to make the changes requested and do you have access to these?</p>	
<p>If you don't have access to the resources needed, are you aware of another centre/ ETB/location where you can access the resources needed? – if so, please name</p>	
<p>Temporary Change Requested</p>	
<p>Change requested</p>	<p>Choose an item.</p>
<p>Proposed hours of external placement</p>	
<p>Centre Level Quality Assurance Declaration</p>	
<p>Have you peer reviewed your request?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>We declare that the proposed temporary modifications to the programme will continue to meet the expectations of employers, learners and other stakeholders with regard to skills, learning outcomes, practice development and future options.</p> <p>Principal/ head of centre: _____</p> <p>Date: Click or tap to enter a date.</p>	

<p>For administration purposes only</p>	
<p>Decision made: -</p>	
<p>Date: Click or tap to enter a date.</p>	
<p>Signed:</p>	<p>Role:</p>

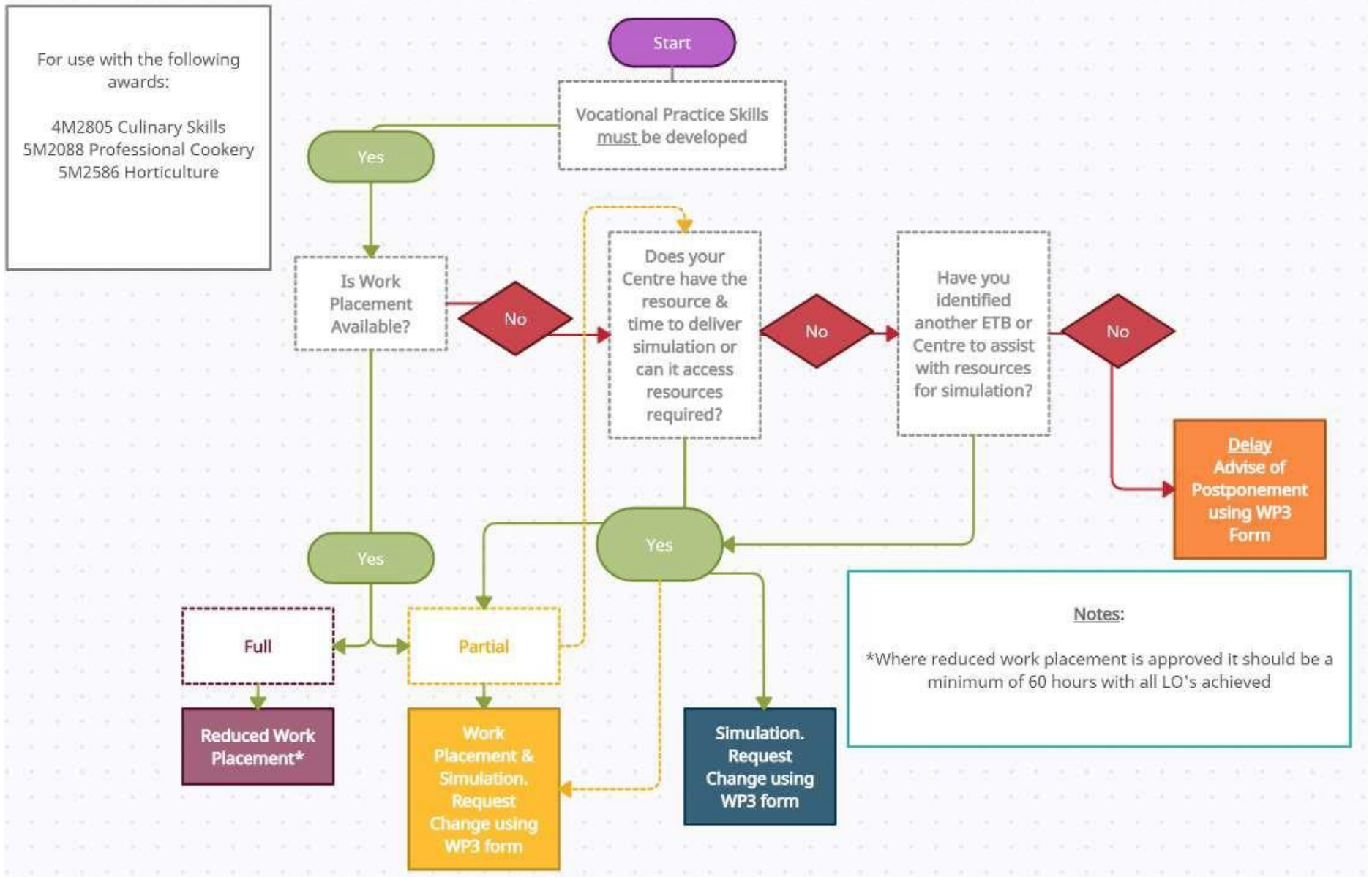


Proposal for Use of Alternative Component/method of delivery for Specified Award

Course Details	
Name of centre	
Award	Choose Award Title
Course subject matter expert to be contacted for clarifications if needed	
Course title (as advertised)	
Insert link to website/course prospectus/FETCH courses	
Type of course/funding stream (PLC, VTOS etc.)	
Progression route emphasised as part of public information	Choose an item.
List the modules on the course including codes	
Numbers of learners	
Developing Practice Skills	
Vocational Specific Vocational Skills Do employers, regulatory bodies or the learners themselves expect course graduates to have specific practice based skills for a vocational area when they complete this course?	YES <input type="checkbox"/> NO <input type="checkbox"/> Comments:
Developing Practice <i>If yes, in the absence of work placement, how will practice be developed across the award to ensure the graduate will be a safe novice / suitably qualified new entrant into the relevant industry? (List modules and describe how practice will be developed. A short document or link to a video recording outlining how this will be done should be appended.)</i>	
ETB Resources What resources (equipment, expertise, time etc.) will be	

<p>required by your college/centre to make the changes requested and do you have access to these?</p>	
<p>If you don't have access to the resources needed, are you aware of another centre/ ETB/location where you can access the resources needed? – if so, please name</p>	
<p>Temporary Change Requested</p>	
<p>Change requested</p>	<p>Choose an item.</p>
<p>Proposed hours of external placement</p>	
<p>Centre Level Quality Assurance Declaration</p>	
<p>Have you peer reviewed your request?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>We declare that the proposed temporary modifications to the programme will continue to meet the expectations of employers, learners and other stakeholders with regard to skills, learning outcomes, practice development and future options.</p> <p>Principal/ head of centre: _____</p> <p>Date: <small>Click or tap to enter a date.</small></p>	

<p>For administration purposes only</p>	
<p>Decision made: -</p>	
<p>Date: <small>Click or tap to enter a date.</small></p>	
<p>Signed:</p>	<p>Role:</p>



Proposal for Use of Alternative Component/method of delivery for Specified Award

Course Details	
Name of centre	
Award	Choose Award Title
Course subject matter expert to be contacted for clarifications if needed	
Course title (as advertised)	
Insert link to website/course prospectus/FETCH courses	
Type of course/funding stream (PLC, VTOS etc.)	
Progression route emphasised as part of public information	Choose an item.
List the modules on the course including codes	
Numbers of learners	
Developing Practice Skills	
Vocational Specific Vocational Skills Do employers, regulatory bodies or the learners themselves expect course graduates to have specific practice based skills for a vocational area when they complete this course?	YES <input type="checkbox"/> NO <input type="checkbox"/> Comments:
Developing Practice <i>If yes, in the absence of work placement, how will practice be developed across the award to ensure the graduate will be a safe novice / suitably qualified new entrant into the relevant industry? (List modules and describe how practice will be developed. A short document or link to a video recording outlining how this will be done should be appended.)</i>	
ETB Resources	

<p>What resources (equipment, expertise, time etc.) will be required by your college/centre to make the changes requested and do you have access to these?</p>	
<p>If you don't have access to the resources needed, are you aware of another centre/ ETB/location where you can access the resources needed? – if so, please name</p>	
<p>Temporary Change Requested</p>	
<p>Change requested</p>	<p>Choose an item.</p>
<p>Proposed hours of external placement</p>	
<p>Centre Level Quality Assurance Declaration</p>	
<p>Have you peer reviewed your request?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>We declare that the proposed temporary modifications to the programme will continue to meet the expectations of employers, learners and other stakeholders with regard to skills, learning outcomes, practice development and future options.</p> <p>Principal/ head of centre: _____</p> <p>Date: Click or tap to enter a date.</p>	

<p>For administration purposes only</p>	
<p>Decision made: -</p>	
<p>Date: Click or tap to enter a date.</p>	
<p>Signed:</p>	<p>Role:</p>

