

**NATIONAL TOURISM
DEVELOPMENT AUTHORITY
QUALITY ASSURANCE PROCEDURES
FOR
HETAC AWARDS**

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1 NATIONAL TOURISM DEVELOPMENT AUTHORITY

- FÁILTE IRELAND

1.1 INTRODUCTION

The Qualifications (Education and Training) Act 1999 states that:
Providers of education and training whose programmes are validated under Section 25 of the Act shall establish procedures for quality assurance for the purpose of further improving and maintaining the quality of education which is provided, organised or procured by that provider as part of the programme concerned and shall agree those procedures with the Council.

The National Tourism Development Authority (Fáilte Ireland) Quality Assurance procedures which follow are submitted to HETAC in compliance with this requirement as set down in Part (IV) Section 28 of the Qualifications (*Education and Training*) Act 1999.

1.2 FÁILTE IRELAND

Fáilte Ireland, the National Tourism Development Authority, (NTDA) was created in 2003 through the merger of functions carried out previously by Bord Fáilte and CERT. This amalgamation followed the establishment of a new “all-island” tourism marketing body, Tourism Ireland Ltd, which was set up to market the whole island of Ireland as a tourist destination. Fáilte Ireland has taken responsibility for the full range of activities which had been the remit of its legacy organizations. Its mission is “*To include the contribution of tourism to the economy by facilitating the development of a competitive and profitable tourism industry*”. Fáilte Ireland works in strategic partnership with tourism interests to support the industry in its efforts to be more competitive and more profitable and to help individual enterprises to enhance their performance. This includes a role as provider of programmes of education and training, and procurer of services for the delivery of these programmes, in accordance with the *Qualifications (Education and Training) Act, 1999*.

The Education and Training Directorate within Fáilte Ireland (formerly CERT) has a long and proactive history of initiating programme development and implementation of formal education and training programmes for the Tourism Industry. Pioneering work in this sphere commenced in 1963 culminating in the establishment of the National Tourism Certification Board (NTCB) in 1982 under the auspices of the Council of CERT and the Minister for Education. This board was established for the purposes of making awards in respect of programmes of education and training relating to Tourism. *Please see Appendix 1 for details and for the background to Fáilte Ireland's collaboration with Institutes of Technology through which many of its programmes are delivered.*

In 1999, with the passing of the Qualifications Act, the functions of the NTCB were subsumed by the National Qualifications Authority and its two awarding bodies HETAC and FETAC. Programmes are now submitted to the respective award bodies for validation according to the level of award being pursued and it is in this regard that the NTDA Quality Assurance procedures are submitted to HETAC for approval.

1.3 FUNCTIONS OF FÁILTE IRELAND

The relevant training and educational functions of Fáilte Ireland are set down in the *National Tourism Development Authority Act, 2003*. They include the remit to:

- encourage, promote and support the recruitment, training, and education and development of persons for the purposes of employment in connection with the tourism industry in the State;
- promote and engage in research and planning, either alone or in cooperation with other persons;
- provide financial aid, including the granting of money in respect of such recruitment, training, or education and development, to persons engaged therein; and
- provide training to persons in connection with the tourism industry in the State.

1.4 FÁILTE IRELAND'S VISION

Fáilte Ireland's vision is of a dynamic, innovative, sustainable and highly regarded tourism sector that offers international visitors a positive and memorable experience beyond their expectations.

Fáilte Ireland plays a key role in making this vision of tourism a reality working in partnership with the industry and helping to sustain and increase the level of activity in the sector.

The key activities within the organisation are focused around 5 strands of development:

1. Fostering competitive enterprise
2. Stimulating innovation and investment
3. Developing and supporting regional tourism
4. Promoting sustainable development
5. Championing "tourism sensitive" public policies

Fáilte Ireland's range of supports and services provides those involved, or considering becoming involved in Irish tourism with a one-stop-shop to meet their business or professional needs. Working in partnership with the industry, Fáilte Ireland will meet the industry's needs, leading and supporting Irish tourism in its next phase of development.

Fáilte Ireland is committed to a strong quality ethos, with an emphasis on continuous change and improvement in all its activities.

1.5 FÁILTE IRELAND'S MISSION STATEMENT

Fáilte Ireland's mission is to:

- guide and support the development of a sustainable tourism sector in Ireland; and
- foster the attainment of world class service in tourism through building capability.

1.6 BUILDING CAPABILITY

Tourism in Ireland employs a core workforce of 145,000 people across 16,500 separate businesses. When part time and casual workers are taken into account, it is estimated that the tourism workforce exceeds 200,000.

In 2004, 6.5 million overseas visitors came to Ireland generating export earnings of €4.2 billion. In the same year domestic tourism grew by 10% giving rise to total tourism earnings of €5.2 billion, and representing some 4.2% of GNP.

It is expected that overseas visitor numbers will reach 10 million by 2012 with an associated rise in export earnings to €6 billion.

An additional 6,000 personnel will be required each year in the tourism workforce if these targets are to be met.

1.7 ORGANISATIONAL STRUCTURE

Mindful of its twin responsibilities of building capability and providing a professional workforce for the industry, Fáilte Ireland is structured to include a specialist Education and Training Division consisting of over 80 personnel who provide a range of training, educational and research services.

The Education and Training section provides a range of training and advisory services to support the industry to become more competitive.

- **Skills Training**

Basic level entry training for unemployed people, career changes, people returning to work, operated through 80 training centres throughout the country.

- **Enterprise**

Business and advisory support for companies including Quality Management, EFQM, Best Practice and support to SME's.

- **Professional Development**

Procurement of training provision for a range of specific Hospitality and Tourism programmes.

1.8 FÁILTE IRELAND'S HUMAN RESOURCE DEVELOPMENT STRATEGY

In meeting the needs of a growing and developing industry, Fáilte Ireland constantly reviews trends in employment and education through the annual Business and Employment survey.

A Human Resource Development (HRD) Strategy has been prepared by Fáilte Ireland in accordance with Action 7.1 of the Report of the Tourism Policy Review Group (2003, p104).

This required Fáilte Ireland – in consultation with Tourism Industry Representative Bodies and training and education providers – to prepare and implement a strategy that would “strengthen the human resource base, standards of performance, and professionalism of Irish tourism”. In this regard the Review Group noted that “tourism is an industry in which the attitudes, competence, enterprise, innovation, hospitality and friendliness of the people in it are an intrinsic part of the product itself”.

The specific action recommended by the Review Group in relation to the preparation of a HRD Strategy emphasised the contribution of education and training programmes in tourism, the significance of internationally recognised qualifications, and the importance of building links between skills development and career progression.

Findings and recommendations have been published in the Human Resource Development Strategy 2005 - 2010 which now guides the work of educators in the Tourism Industry.

Please see Appendix 2 for Terms of Reference and Steering Group Membership.

1.9 FÁILTE IRELAND'S EDUCATION AND TRAINING STRATEGIC OBJECTIVES

Fáilte Ireland's main strategic objective in education and training is to act as a provider, leader, facilitator and supporter of service delivery and standards.

Other key strategic objectives are:

- To promote and support the building of managerial, supervisory and craft capability within tourism enterprises;
- To ensure that Irish tourism is supported by a workforce with the knowledge and skills necessary to deliver a competitive service;
- To work with Institutes of education and other education bodies to ensure that those working in the tourism industry have access to appropriate formation.
- To create a world-class capability in research and information services to guide the development of the industry.

This document outlines the quality assurance procedures adopted by Fáilte Ireland in relation to the provision of higher education programmes designed to meet the above objectives both on its own premises and in centres where it procures delivery of its programmes.

2. FÁILTE IRELAND'S POLICY FOR THE ASSURANCE OF QUALITY IN EDUCATION PROVISION FOR TOURISM

Within the structure of procuring training provision from the Institutes of Technology it is Fáilte Ireland's policy to develop, implement, monitor and continuously review its quality assurance policies and procedures to ensure that the highest standards are maintained in the following areas:

- programme design and approval;
- programme delivery;
- programme monitoring and evaluation;
- programme human and physical resources;
- programme review and improvement;
- learner communication and feedback; and
- assessment

2.1 FÁILTE IRELAND'S STRATEGY FOR THE ASSURANCE OF QUALITY IN EDUCATIONAL PROVISION FOR TOURISM

The purpose of this document is to present Fáilte Ireland's quality assurance processes and procedures with respect to its **higher education** provision. The role that Fáilte Ireland now plays with respect to tourism education is such that its commitment to quality cannot be addressed in isolation from its partner Institutes of Technology (ITs) from whom Fáilte Ireland procures services, and this document is designed to articulate how quality operates in practice within tourism education provision. This is a partnership in which both partners seek to adhere closely to the quality guidelines and criteria applicable to all HETAC awards (HETAC 2002).

In particular, this document demonstrates that Fáilte Ireland:

- has a quality ethos and procedures that embed that ethos throughout all participating institutions and in the programmes they provide

- systematically monitors progress towards achieving a range of agreed quality goals and seeks to continuously improve the quality of educational provision;
- uses outcomes from quality assurance procedures to improve the quality of the education and training provision in tourism and to meet the needs of learners;
- monitors the effectiveness of the services that are provided to learners in tourism education;
- initiates corrective action to remedy any deficiencies identified by the quality assurance procedures; and
- provides information on programme quality to key stakeholders, in particular those in the tourism sector.

This document addresses the above requirements in terms of both the ethos and mechanics of quality assurance within higher education for tourism.

2.2 QUALITY ASSURANCE AND COURSE DELIVERY STRATEGY

In accordance with the *Qualifications (Education and Training) Act 1999*, Fáilte Ireland is both a provider of programmes of education and training and procures services for delivery of third level programmes through ITs. Quality assurance procedures in all these ITs have been formally approved by HETAC and operate in full with respect to all Fáilte Ireland programmes. Quality assurance processes specific to Fáilte Ireland are integrated into those of the Institute.

3 FÁILTE IRELAND'S COLLABORATION WITH INSTITUTES OF TECHNOLOGY IN THE ASSURANCE OF QUALITY IN EDUCATIONAL PROVISION IN TOURISM

Where programmes are organised by Fáilte Ireland as the first mentioned provider (under the Act) and these programmes are in turn delivered by the Institutes of Technology, the second mentioned providers, Fáilte Ireland consults widely with the Institutes Executive at all levels through formal meetings at Director and Head of School level. A formal Memorandum of Understanding between the two parties is signed in order to assure quality of provision.

3.1 MEMORANDUM OF UNDERSTANDING BETWEEN INSTITUTES OF TECHNOLOGY AND FÁILTE IRELAND

The Memorandum of Understanding between Fáilte Ireland and an Institute delivering a Fáilte Ireland programme (HETAC award) formalizes the partnership in relation to individual roles and responsibilities in providing that programme. It is signed by the Institute of Technology Director and the Chief Executive Officer of Fáilte Ireland prior to the issue of Orders of Council / Certificates of Approval by HETAC for proceeding with the delivery of the particular programme.

Please see Appendix 3 for Memorandum of Understanding.

At the same time, in compliance with the Qualifications Act, the Institute provides Fáilte Ireland with its Quality Assurance procedures as required. As stated in 2.2, Fáilte Ireland ensures that its own Quality Assurance processes are integrated into those of the Institute.

3.1.1 CONSULTATION

The Memorandum of Understanding is based on an agreement originally drawn up between Fáilte Ireland and the Council of Directors of the Institutes of Technology. This was a result of wide

ranging consultation and discussion with representatives of the Institutes of Technology.

This consultation is part of Fáilte Ireland policy when working in partnership with associate providers throughout the research, design, delivery and monitoring stages of programme development and operations.

This has been a long standing policy of Fáilte Ireland (previously CERT) and complies with requirements of the Qualifications (Education and Training) Act 1999, Part IV Section 25(3).

Structures for routine formal contact / consultation between Fáilte Ireland, as first provider, and Institutes delivering Fáilte Ireland programmes is set out in Section 6, Information Flow between Fáilte Ireland and the Institutes of Technology.

3.1.2 FÁILTE IRELAND'S ROLE IN PARTNERSHIP PROGRAMMES

Where Fáilte Ireland and the Institutes of Technology collaborate in development of HETAC-validated programmes of study in tourism, and the Institutes deliver these programmes on behalf of Fáilte Ireland, Fáilte Ireland takes responsibility for:

- Conducting Research and identifying industry needs
- Identify National and International Best Practice
- Organising Programme Design and Development
- Establishment of Panel of Externs
- Monitoring and evaluation of programmes and Quality Assurance procedures
- Payment of fees on behalf of students to the colleges;
- Payment of grants to students;
- Funding of placement / monitoring of work-based learning / professional internships;
- Provision of industry related in-service programmes for academic staff; and
- Funding of familiarisation trips to sites of best practice (industry and education) to support the implementation of programmes.

3.1.3 ROLE OF INSTITUTES OF TECHNOLOGY

The participating Institutes of Technology take responsibility for:

- Recruitment, selection, registration and induction of students
- Teaching and learning
- Assessment and examinations
- The learning environment

4 FÁILTE IRELAND'S PROGRAMME DESIGN AND DEVELOPMENT STRATEGY

The strategy adopted by Fáilte Ireland with respect to the design, development and implementation of tourism and hospitality programmes of higher education and training delivered in the ITs is to operate within the spirit of wider partnership arrangements. This model is one that has evolved from that put in place for the development of National Curricula under NCCCB (NTCB), where programmes were developed on a national basis under the auspices of CERT and in close collaboration with the providing Institutes.

The model for the development of higher education programmes starts with the industry. The work to develop new programmes or update existing ones is driven by the identification of specific labour market or skills needs within the tourism sector. In this regard, Fáilte Ireland conducts industry skills and standards research, including a comparative international dimension that benchmarks best practice in industry and education provision within sectoral disciplines. This research is verified by a **National Industry Standards Committee** and provides the basis for identifying the key professional and pedagogic focus of a proposed programme.

Programme Development Steering Groups and National Programme Development Boards are appointed by Fáilte Ireland to address the findings of research and to develop a detailed curriculum as set out in Section 5 of this document. Membership of these comprise specialist teachers and lecturers from the IT sector, industry representatives and other technical experts as appropriate. Teachers and lecturers are seconded because of their professional expertise and not on a representative basis.

Steering Groups and National Programme Development Boards are co-chaired by:

- Fáilte Ireland curriculum and assessment specialists.
- Professionals with outstanding experience and expertise in both Education and Industry
Please see Appendix 4 for National Programme Development Boards

Proposals emerging from the work of these groups is presented to a National Industry Standards Committee for verification.

Formal consultation regarding this development process is maintained with senior management of the participating Institutes at all stages, and the proposed curriculum is assessed in terms of its resource and delivery implications prior to submission to HETAC. Detailed response is invited and is taken into consideration in finalising documentation.

Programme design is within the NQAI standards and standards of the awarding body (HETAC) for the specific level of award and field of learning.

The final stage of development is formal submission to HETAC.

Fáilte Ireland submits proposed higher education programmes to HETAC for approval under the *Qualifications (Education and Training) Act, 1999, Section 25 (2)a.*

5 FÁILTE IRELAND'S QUALITY ASSURANCE PROCEDURES

5.1 DETAILS OF FÁILTE IRELAND PROCEDURES FOR THE DESIGN AND APPROVAL OF NEW PROGRAMMES

New course development in Fáilte Ireland is a three stage planning process:

- Planning Stage 1 – Research and New Course Proposal
- Planning Stage 2 – Internal validation
- Planning Stage 3 – External validation

PLANNING STAGE 1: RESEARCH AND NEW COURSE PROPOSAL

The Key features of the standards and quality assurance process of Stage 1 are:

- I.** Establishment of a Specialist Steering Committee representative of Fáilte Ireland, participating Institutes and the Tourism Industry to guide research and programme design.
- II.** Research to identify and benchmark industry and education best practice nationally and internationally and the educational and training needs of the industry through widespread consultation with key stakeholders.
- III.** Establishment of a National Industry Standards Committee representing the industry to act as independent verifiers of industry requirements and relevance of programmes and their content.
- IV.** Having analysed the research the Steering group prepare a programme outline showing:
 - Course Profile
 - Aims and objectives
 - Rationale and need for the course
 - Market for the course, including market survey undertaken

- Resources required: facilities, laboratories, equipment, new staff, computers
 - Relationship with existing or other proposed courses
 - Proposed course schedules
 - European perspective
 - Access, progression and transfer routes
 - Proposed start date
- V.** Submission of the programme outline to an independent evaluation group comprising two academics and two industry specialists. The group meets the Steering group to discuss the programme and issue its findings.
- VI.** Formal consultation with senior management of the Institutes from which Fáilte Ireland intends to procure services for delivery regarding:
- Resource implications and Fáilte Ireland funding
 - Inclusion in the Institutes Academic Plan and Budget
 - Expected starting date in relation to submission requirements, evaluation, department of Education and Science approval, CAO deadline etc

PLANNING STAGE 2: NEW COURSE INTERNAL VALIDATION

- I.** Following consideration of the Stage 1 group report Fáilte Ireland establishes a National Programme Development Board to prepare a detailed course document in line with HETAC guidelines
- II.** An Internal Review Panel will consider this. The Review Panel consists of academics and industrialists other than those on the Stage 1 group. Members include at least one international academic with appropriate knowledge/expertise in the professional area relevant to the course and two prominent industrialists.
- III.** This panel will examine in detail the programme including the learning outcomes and how these are to be achieved by the teaching, learning and assessment process.

Terms of Reference of the Internal Review Panel

The Panel shall review the course document in relation to structure, layout and professional presentation. In addition, it shall examine the following:

- Rationale for the proposed course
- Market demand for graduates of the course, especially relevant surveys where available
- Aims and objectives and their appropriateness to the level of the award sought
- Targeted Learners
- Entry Requirements
- Duration
- Course Structure
- Course Assessment Criteria
- Resources Required
- Course Schedule(s)

IV. Modification of Course Proposal in light of Internal Review Panel report and recommendations.

PLANNING STAGE 3: EXTERNAL VALIDATION

Submission to HETAC for validation in line with formal HETAC policies and procedures for validation of new programmes

5.2 PROCEDURES FOR THE ASSESSMENT OF LEARNERS

I. All approved course documentation includes an Indicative Assessment Matrix and Guidelines to Assessment, which provide a clear indication of expectations with respect to national assessment standards.

Please see Appendix 5 for the Indicative Assessment Matrix.

II. Provision in relation to Examinations Marks and Standards is in accordance with HETAC requirements as adopted by Fáilte Ireland

and in accordance with marks and standards as approved by the Academic Councils of Institutes which hold delegated authority.

III. A Panel of External Examiners is established by Fáilte Ireland from which Institutes select Externs who visit Institutes each year to ensure quality and consistency, providing an external examination of learners on each programme. In all cases, external examiners are appointed on the basis of the appropriate academic and industry profile required to carry out the role effectively.

External examiners report annually to the Institute's Academic Council and Programme Board, and these reports are tabled at the National Programme Development Board.

5.3 FÁILTE IRELAND PROCEDURES FOR THE ONGOING MONITORING OF PROGRAMMES

The ongoing monitoring of programmes includes the continuing review of processes and procedures to ensure that quality and standards are maintained.

The key stages involved in the ongoing monitoring of programmes are:

5.3.1 ROUTINE MONITORING

Consultation with all parties responsible for delivering programmes takes place at regular intervals through discussions and at the scheduled meetings with institute/organisation management and staff, up to and including Director level. Meetings also take place with learners, in particular in the early stages of the implementation of new programmes.

When services are procured for the delivery of programmes in the ITs, the Institutes' Programme Boards play a central role in maintaining the standard of programmes. These Boards meet four times per year with the final meeting constituting the Examination Board Meeting. The Board comprises the Head of Department and the teaching staff associated with the programme. Learner representatives will also participate in the Programme Board except where it considers examination or assessment results.

Specific tasks of the Programme Board include:

- implementing and reviewing the aims and objectives of the programme;
- establishing and maintaining academic standards;
- monitoring learner progress and learner feedback and publishing assessment results;

- encouraging staff to reflect on their teaching practices and the integration of subject material;
- continually reviewing programme content and preparing annual reports for presentation to the National Programme Development Board; and
- annually reporting to the Academic Council and the National Programme Development Board.

5.3.2 THE ANNUAL REVIEW

I. In December of each year a National Programme Development Board is convened by Fáilte Ireland to monitor programmes.

The Board represents all Institutions/parties delivering the programme in a specific discipline. Industry experts are invited to join this Board, when appropriate.

The primary role of this Board is to review and evaluate the programme.

Reports from the Institutes/Organisation where the programme is delivered, including reports from Institute Programme Development Boards are tabled at the review.

Issues then addressed by the Board include:

- Enrolment
- Retention
- Attendance results
- Examination results
- Reports from external examiners
- Learner feedback
- Syllabus content
- Recommended texts and resources materials
- Delivery methodologies
- Assessment strategies
- In service requirements
- Consistency of delivery across Institutes

II. Learner feedback is obtained directly by Fáilte Ireland through focus group meetings, an independent post programme leaver survey conducted by Fáilte Ireland and through Heads of Department surveys in the Institutes of Technology.

5.3.3 PROGRAMME MODIFICATIONS

As a result of the annual review, any necessary adjustments or modifications to the programme (or its delivery) are made and any in-service requirements identified to address specific problems are actioned by Fáilte Ireland.

5.3.4 IN SERVICES FOR LECTURERS

A programme of ongoing In-services for lecturers is organised by Fáilte Ireland making provision for presentation and development of innovative and contemporary case study material and the consistent use of integrated assessment and project briefs.

5.3.5 PROFESSIONAL INTERNSHIPS

Professional Internships are an integral part of all Fáilte Ireland programmes. In this context, all course participants are offered placement in Fáilte Ireland registered establishments.

All Fáilte Ireland course documentation (HETAC awards) includes a work placement syllabus and detailed work placement guidelines including proforma student logbooks / portfolio requirements.

5.3.6 FÁILTE IRELAND PLACEMENT POLICY FOR PROFESSIONAL INTERNSHIPS

The placement of students to any establishment is conditional on Fáilte Ireland being satisfied that the establishment meets and complies with the conditions set out within the registration and approval process. No student may be placed in any establishment until the registration process has been completed.

The following stages set out below address the quality assurance of this process;

- All establishments seeking students for a work placement must complete a registration form.

Please see Appendix 6 – Application for Inclusion on Fáilte Ireland Placement Register.

- Approval for registration by Fáilte Ireland is made on the basis of compliance with the minimum standards as set out within the Code of Practice for Employers.

Please see Appendix 7 – Code of Practice for Employers

- All registered establishments are monitored by Fáilte Ireland to ensure continued compliance. Where an establishment is deemed to have failed to meet the agreed criteria as set out within the Code

of Practice, this establishment will be unregistered for placement of students. Such establishments will not be reregistered until they demonstrate a capacity and willingness to offer students satisfactory placements.

- As stated in section 3.1.2 Fáilte Ireland funds Institutes to monitor placements and each student has at least one visit from a college teacher during placement. The open relationship between student and teacher ensures proper feedback and this is included in the annual report to Fáilte Ireland. This allows Fáilte Ireland to identify those establishments who provide an exemplary experience for students to be continually used for placement but also to identify those establishments which do not meet the standard required and therefore become un-registered for placement purposes within the Fáilte Ireland database.

Please see Appendix 8 – Establishment Monitoring Visit

Fáilte Ireland approved establishments are subject to regular inspection and annual placement reports prepared by Fáilte Ireland Staff enable the identification of exemplars where students can gain optimum experience.

Less suitable establishments are also identified and may be dropped for the approved list if improvements are not forthcoming.

5.4 FÁILTE IRELAND PROCEDURES FOR THE PERIODIC EVALUATION AND REVIEW OF PROGRAMMES

The following practices have been adopted by Fáilte Ireland to monitor and evaluate the quality of Fáilte Ireland programmes and ensure the highest quality and consistency of practice.

Each programme is reviewed every 5 years. Central to the periodic review process is research into Industry trends and the current best practice within the Tourism industry and education in a national and international context. The five year programmatic review cycle does not preclude an interim review of particular programme should circumstances warrant this.

The Fáilte Ireland programme review strategy is to evaluate programmes vertically, by discipline, taking cognisance of the different levels of outcomes and linking to the requirements identified in the research findings.

The key stages involved in the programmatic evaluation and review of programmes are:

- I** Presentation of Fáilte Ireland Education and Training programmatic review strategy, for discussion and agreement, to Senior Management in Institutes of Technology and at Council of Directors meetings.

- II** Major research undertaken by Fáilte Ireland, in the context of national and international education and industry best practice to identify labour market and learner needs. Research includes graduate surveys and focus group meetings with current students and employees.

Please see Appendix 9 – Examples of Specifications for Research and Benchmarking.

III Establishment of Working Committees i.e.:

- **A Steering Committee** comprising Fáilte Ireland specialists, discipline specific curriculum development experts, Institutes of Technology and industry representatives to guide the work of researchers and to draw up the terms of reference for the National Industry Standards Committee and the National Programme Development Board.
- **National Industry Standards Committee** comprising key industry players.

The **Terms of Reference** for the National Industry Standards Committee

- advise on an approach to the establishment of management and operational best practices nationally and internationally;
- identify and agree criteria to be applied for benchmarking of standards;
- advise on job categories and profiles linked to productivity required at different levels of employment;
- verify research findings;
- represent industry when submissions are presented to the National Qualifications Authority Awards Body - HETAC
- guide and/or comment on the relevance of course curriculum and standards of performance to be assessed;
 - measure the performance standards relevant to the productivity required by industry.

IV Convening of the National Programme Development Board to review and evaluate existing programmes in light of research findings, the work of the Steering group and the Industry Standards Committee.

Additional specialists may be co-opted onto this Board as appropriate.

The Terms of Reference for the Programmatic Review Development Board include:

- examining all relevant independent desk and field research considering its implication;
- reviewing relevant programmes in the discipline (full suite or individual programmes, as appropriate) in light of research findings;
- designing new modules that involve:
 - specific learning outcomes that are identifiable and measurable for each programme;
 - innovative delivery methodologies;
 - assessment methodologies;
 - timetables of assessment to ensure a reasonable balance and spread of work imposed on the student taking the course; and
 - requisite and supplementary resource materials.
- determining work-based learning requirements and designing manuals for industry supervisors; and
- designing and assisting with organizing the implementation of in-service programmes for dissemination of new developments to lecturers who will be delivering the programmes.

It is the responsibility of the National Programme Development Board to recommend in-service provision for teachers when new content/methodologies are being proposed.

A chart illustrating the structure of the design, evaluation and review of programmes follows:

STRUCTURE FOR THE DESIGN, EVALUATION AND PERIODIC REVIEW OF PROGRAMMES

THE PROCESS	CONSULTATION
NATIONAL LABOUR SUPPLY DEMANDS AND SKILL NEEDS RESEARCH	Specialist Steering Committee – Fáilte Ireland, Institutes and Industry
BENCHMARKING OF BEST PRACTICE & JOB PROFILES ↓	Major Research Project: National and International Benchmarking (Industry and Education)
VERIFICATION OF RESEARCH ↓	National Industry Standards Committee (NISC)
PROFILING OF COURSES STRUCTURE, MODULES AND DURATION (INCLUDING WORK EXPERIENCE) ↓	National Programme Development Boards (Fáilte Ireland technical and curriculum specialists, lecturers from Institutes of Technology, industry representatives, if needed)
VERIFICATION OF COURSE CONTENT & RECOMMENDATIONS FOR ASSESSMENT ↓	Course co-ordinators/Industry Specialists (e.g. panel of chefs) Institute Senior Management National Industry Standards Committee
VALIDATION OF COURSES	Awarding Body – HETAC
FINAL NEGOTIATIONS FOR IMPLEMENTATION	Institute of Directors/Industry

5.5 PROCEDURES FOR THE SELECTION, APPOINTMENT AND DEVELOPMENT OF TEACHING STAFF

In implementing its programmes, Fáilte Ireland ensures that teaching staff with the appropriate qualifications are available and capable of delivering these programmes.

In providing programmes at its own location this is done through formal human resource management selection processes.

In procuring the services of the Institutes of Technology or other institutes, Fáilte Ireland works with the Institute management to satisfy itself that the appropriate staff will be available and allocated to the programme which Fáilte Ireland programmes.

5.5.1 FÁILTE IRELAND ROLE IN THE ESTABLISHMENT OF TOURISM DEPARTMENTS IN THE INSTITUTE OF TECHNOLOGY SECTOR

Since 1963 Fáilte Ireland (formerly CERT) has played a lead role with the Department of Education and Science in the establishment of Tourism Departments in the Institute of Technology sector.

Since that time the organisation has worked with the Directors and senior management teams of the Institutes in determining course provision, staffing requirements, and facility specifications for the Institute.

In this context Fáilte Ireland plays a key role with the Institutes of Technology and the Department of Education and Science in the selection, appointment and development of teaching staff. Fáilte Ireland advises on the selection of staff, specifying the qualifications and experience requirements to be publicised when advertising approved posts. Fáilte Ireland curriculum specialists participate in an ongoing basis on selection panels playing a key role in the appointment process.

5.5.2 DEVELOPMENT OF TEACHING STAFF

Central to Fáilte Ireland's programme development strategy is the development of teaching staff. This takes place through a wide range of Fáilte Ireland activities and initiatives including:

- I** On-going in-services focusing on pedagogic and technological innovations. (Ref 5.3.4)

- II** Development of specific continuing professional development programmes including:
 - BA in Hospitality Education for teaching staff delivering Fáilte Ireland programmes who have not in the past had the opportunity to gain qualifications at this level. (Level 8)
 - A one year Modular Hospitality and Tourism Educators Continuing Professional Development programme for key leadership players in the education sector currently underway.

- III** Research fellowships; a number of Fáilte Ireland fellowships at masters level are offered each year to academic staff who have been in post for over 5 years to spend 1 year researching issues within the Tourism and Hospitality field. Fáilte Ireland fund the replacement costs to the Institutes of Technology.

- IV** The Fáilte Ireland library is available to students studying at its own location and to teaching staff delivering in other centres.

Please see Appendix 10 for details.

5.6 PROCEDURES FOR EVALUATING PREMISES, EQUIPMENT AND FACILITIES

When procuring services for the delivery of its programmes Fáilte Ireland carries out an appraisal of the resources and facilities available for the delivery of the proposed programme.

Fáilte Ireland co-opts the services of a member of the external examination panel and together this team visits the delivering Institute to examine whether the facilities are appropriate and available. Where the need for additional facilities, equipment or premises is identified these are then stipulated as a condition of approval for course implementation.

As part of its collaboration with Institutes of Technology, Fáilte Ireland supports the upgrading and development of facilities and negotiates with the Department of Education and Science on behalf of the Institutes in order to influence the strategic development of such facilities at national level (*See Section 6 Information Flow between Fáilte Ireland and the Institutes of Technology*)

5.7 PROCEDURES FOR EVALUATING SERVICES RELATED TO PROGRAMMES OF HIGHER EDUCATION

5.7.1 Evaluation of the student learning environment is a primary responsibility of the ITs and is addressed within the normal Quality Assurance procedures. Learner participation in this process is ensured through student membership of Subject-Specific College Programme Boards, the outcomes of which are reported to Fáilte Ireland's National Programme Development Board on an annual basis.

5.7.2 Concern with any aspects of the learning environment at a collective or individual level may be addressed through the formal Complaints and Grievance procedures that operate within all ITs. Learners have the right to appeal to Fáilte Ireland if they feel that their grievances have not been adequately resolved.

5.7.3 Post-study evaluation of their learning experience undertaken by Fáilte Ireland in survey of students within nine months of student graduation.

5.8 FÁILTE IRELAND PROCEDURES FOR EVALUATING THE EFFECTIVENESS OF FÁILTE IRELAND QUALITY ASSURANCE PROCEDURES

It is Fáilte Ireland policy to evaluate annually compliance with and effectiveness of its own quality assurance procedures through an annual review of its processes by an independent Quality Assurance Officer reporting directly to the Director of Education and Training in Fáilte Ireland. The outcomes of this review are reported to meetings of the Heads of Schools, held on a bi-annual basis.

Please see Appendix 11 – Evaluating the Effectiveness of Fáilte Ireland’s Quality Assurance Procedures.

5.9 FÁILTE IRELAND PROCEDURES FOR THE IMPLEMENTATION OF THE QUALITY IMPROVEMENT PLAN

Implementing improvement as a result of the quality assurance evaluation is carried out as follows:

- Systems issues for monitoring of the effectiveness of Fáilte Ireland’s quality assurance procedures are addressed by Directors and Senior Managers in Fáilte Ireland through a monitoring plan.
Please see Appendix 12 – Monitoring Plan.
- Delivery, resource and service issues are addressed by the Fáilte Ireland, Manager Education Policy, working with providers i.e. Heads of Schools, Heads of Department in the Institutes of Technology and Department of Education and Science.
- Design, assessment and review issues are addressed through the National Programme Development Board.

6 INFORMATION FLOW BETWEEN FÁILTE IRELAND AND THE INSTITUTES OF TECHNOLOGY

Information flow between ITs and Fáilte Ireland begins with formal communication at Director level. Fáilte Ireland's strategy for programme development is discussed and agreed periodically at Council of Directors' meetings. Subsequently the organisation collaborates through the Council of Directors Secretariat.

In addition, each Fáilte Ireland programme to be delivered in an IT is subject to a formal agreement, which sets out for both parties the necessary requirements for the effective operation of the programme, detailing such matters as student intake numbers, resource requirements, assessment arrangements, and liaison and monitoring procedures. (Please see Appendix 3 for the Memorandum of Understanding)

Regular formal contact between the provider (Fáilte Ireland) and those charged with programme delivery includes:

- twice-yearly meetings between Fáilte Ireland and the Department of Education's Third Level and Building Units to address planning and resource issues within ITs relating to current and projected delivery of tourism programmes;
- twice-yearly meetings between Fáilte Ireland and Heads of School in provider ITs, designed both to review existing provision and possible future developments at a strategic level;
- twice-yearly meetings between Fáilte Ireland and the IT Heads of Department responsible for the delivery of existing or planned programmes, which review existing operational arrangements, including any identified issues of quality and the requirements for any future developments; and
- twice-yearly visits by Fáilte Ireland to each IT, during which formal discussions are held to agree arrangements for the coming year and to monitor implementation arrangements currently in place.

This close level of formal contact ensures that issues of quality are addressed in a timely manner at an appropriate strategic and/or operational level within the partnership arrangements. It also means that there is close participation in all aspects of the quality process by both partners.

7 ADDITIONAL IMPLEMENTATION SUPPORT

To support the implementation of Fáilte Ireland programmes in ITs, Fáilte Ireland appoints a dedicated Education Manager and Specialist Advisor to oversee the effective implementation and quality of programmes.

8 ACADEMIC STRUCTURES FOR PROGRAMMES PROVIDED AT FÁILTE IRELAND PREMISES

Where programmes are provided at its own premises, Fáilte Ireland establishes programme development and delivery teams comprising suitably qualified personnel from within its own staff, from universities and Institutes of Technology in Ireland and from similar educational establishments in Europe and the United States.

A representative group from the above of not less than eight persons under the chairmanship of the Director of Education comprises the Academic Management Board responsible to the Board of Fáilte Ireland for all academic matters in relation to these programmes including the following:

- programme design and approval;
- programme delivery;
- programme monitoring and evaluation;
- programme human and physical resources;
- programme review and improvement;
- learner communication and feedback; and
- assessment

8.1 While the policies and procedures set out in this document govern all Fáilte Ireland higher education programmes, the membership of Steering Committees, Programme Development Boards and Programme Boards are taken from the delivery team described in paragraph one above.

APPENDICES

APPENDIX 1

BACKGROUND TO FÁILTE IRELAND AND THE ORGANISATION'S RELATIONSHIP WITH THE INSTITUTES OF TECHNOLOGY

CERT, Fáilte Ireland's legacy organization in the area of education and training, was established in 1963 under the Ministry of Labour. CERT had specific responsibility for education, recruitment and training for the hospitality and tourism sector in Ireland. From the onset, CERT programmes were publicly funded, initially through the Exchequer and from 1970 by a combination of national and European Social Fund support. Post-1999, European funding has been reduced significantly for programmes offered by the Authority.

The key role of CERT and subsequently Fáilte Ireland is to co-ordinate, on behalf of government, inputs into human resource development within the tourism sector at all levels. At a policy level, Fáilte Ireland advises government on investment decisions with respect to human resource development in tourism. Fáilte Ireland also provides a key link between wider tourism policy objectives and the contribution that human resource development makes in their achievement. In operational terms, Fáilte Ireland's role involves:

- conducting extensive research into the tourism labour market in Ireland;
- carrying out national research to identify skills and training needs in the tourism industry;
- co-ordinating the development of national education programmes at all levels, from craft to management and executive development;
- funding student education and training for tourism in a network of Institutes of Technology (ITs) across the country;
- co-ordinating student work placements during their college programmes;
- delivering training programmes in support of social inclusion objectives for the long-term unemployed; and
- delivering training needs assessments and training programmes within tourism enterprises.

Historically, CERT worked on a close partnership basis with the various stake-holding partners in Irish tourism and training, notably Government (through the Ministries responsible for Tourism, Labour and Education); businesses and representative organisations in the tourism sector; trade unions; ITs seeking to deliver programmes of education and training; and the qualifications and awarding authorities (NCEA, and London City and Guilds).

In the earlier years of its existence, CERT took a proactive role in initiating programme development and implementation and used its funding authority in order to ensure that provision was designed to closely match identified tourism industry training needs and was delivered geographically in those regions of the country where tourism was of particular importance. At the same time, CERT's approach to partnership was one of inclusiveness; new initiatives in programme provision, curriculum development and assessment involved close liaison with the network of providing colleges, both specialist colleges (Tourism College Killybegs and Rockwell) and those within the emerging Regional Technical College (RTC) sector. College authorities and college lecturers were consulted and, indeed, closely engaged with all activities in these areas.

The development of the relationship between CERT (and subsequently Fáilte Ireland) and its partner colleges has been one of maturation that has closely mirrored the growing autonomy of the Institutes of Technology themselves.

This developing relationship between CERT and the college sector is well exemplified in the innovative programmes established in collaboration with the then-Galway RTC and funded through CERT. The Block Release and Sandwich Hotel Management courses, validated by the National Council for Educational Awards (NCEA), were creative responses to identified industry needs. These courses demonstrated effectively how CERT, through its partnerships, was able to creatively respond to labour market needs.

Perhaps the most significant step in the changing role of CERT in its first 25 years came with the establishment of the National Craft Curriculum and Certification Board (NCCCB) in 1982 under the joint auspices of the Council of CERT and the Department of Education. The Board changed its name in 1992 to the National Tourism Certification Board (NTCB) but remained broadly representative of all interests of tourism education training, including industry representative bodies: the Institutes of Technology, Bord Fáilte, SIPTU, the Irish Vocational Education Association, the National Council for Educational Awards (NCEA), the National Council for Vocational Awards and FAS.

From the onset, the NCCCB (NTCB) operated with considerable autonomy from CERT, establishing operating and quality policies and systems that drew on the expertise and experience of its wide stakeholder membership. NCEA representation on the Board was of particular significance in this respect and enabled the Board to learn from the experience of this Authority in developing its assessment processes and procedures.

From its establishment, the operational model for the NCCCB (NTCB) was to engage the expertise of industry and college specialists in all levels and aspects of its work. This commenced with curriculum-related research underpinning all new programmes as well as the curriculum review process. Engagement was a feature of all curriculum development work and within the processes of assessment, both practical and theory, whereby the two sources of expertise (industry and college) contributed to the design and verification of assessment at all stages.

The process of engagement and partnership was enhanced through significant and on-going investment by the NCCCB (NTCB) and CERT in supporting the continuing professional development of college staff in areas impacting on the development, delivery and assessment of its programmes. This took the form of a regular series of development workshops, addressing both subject and process themes in tourism and hospitality education. This process led naturally to the development and implementation of a formal *BA in Hospitality Education* in 1997. The qualification was initiated by CERT and was specially designed for staff

working in institutions offering new degree programmes in vocational areas of hospitality and tourism.

Formally, the NCCCB (NTCB) through CERT and in liaison with the Department of Education negotiated the provision of programmes with the management of each college and the appropriate VEC. All engagement in development and assessment processes by college teachers was also agreed through the same channels.

The evolving relationship between the NTCB, CERT and their college partners was closely linked to the wider autonomy and self-confidence enjoyed by the then-Regional Technical Colleges (RTCs). In 1992 the Oireachtas established the RTCs as autonomous institutions with the following principal statutory functions:

To provide vocational and technical education and training for the economic, technological, scientific, commercial, industrial, social and cultural development of the State with particular reference to the region served by the Colleges.

Other important additional functions of the RTCs included:

- engaging in research, consultancy and development work;
- exploiting any research, consultancy and development work; and
- entering into arrangements with other institutions inside or outside the State for the purpose of joint programmes in both teaching and research.

Amendments to the 1992 *Regional Technical Colleges Act* in 1997, 1998 and 1999 resulted in a change of name for the colleges to Institutes of Technology (ITs).

Since their inception, the working relationship between Fáilte Ireland and the ITs has remained strong across a wide range of further and higher education provision; a testimony to the strength and durability of the partnership.

APPENDIX 2

Extract from:

Competing Through People: A Human Resource Development Strategy for Irish Tourism

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MEMBERSHIP OF STEERING GROUP

Professor Frank Roche	University College Dublin
Dr Tom Collins	Dundalk Institute of Technology
Mr Dermot Douglas	Council of Directors of Institutes of Technology
Dr Sheila Flanagan	Dublin Institute of Technology
Dr Mary Keating	Trinity College
Mr Billy Kelly	Kelly's Resort Hotel
Mr Brendan Leahy	Irish Tourist Industry Confederation
Mr Henry O'Neill	Restaurants Association of Ireland
Mr John Power	Irish Hotels Federation
Mr Kevin Towey	The Towey Group

Extract from:

Competing Through People: A Human Resource Development Strategy for Irish Tourism

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The following direction in relation to the preparation of a Human Resource Development Strategy was set out in the report of the Tourism Policy Review Group (p.104).

Human Resource Development Strategy:

In order to further strengthen the human resource base, standards of performance and professionalism of Irish tourism and in the context of the extended organizational remit and development responsibilities which have recently been allocated to Fáilte Ireland, a new Human Resource Strategy should be put in place which

- supports the development of professional career paths for key occupations in the tourism sector and provides clear, flexible and relevant courses and programmes leading to National Qualifications which hold international recognition for excellence.
- positions the industry as a highly attractive career choice through the excellence of its induction and in-career training, the provision and support of internationally recognized qualifications, clear career progression paths and opportunities within and across the different functional areas and the promotion of good work practices including employee participation in decisions that affect their work.
- provides a focus for leading, instigating and influencing the education and training policy and practices of the State and private sectors to enhance capability at all levels in the industry through quality assurance, facilitation and support for training and development interventions.
- stimulates actions aimed at achieving more and better training within the tourism industry.

- emphasises the particular importance of communication and inter-personal skills in tourism in recruiting new employees and in training existing employees.
- ensures the delivery of training programmes for existing employees at times and places convenient to the needs of enterprises and employees.
- takes full advantage of the significant potential of distance based e-learning in training and educational programmes.
- supports the development of partnership arrangements between management and other employees as a means of employee incentivisation and of enhanced business performance by tourism enterprises.
- promotes training networks of tourism enterprises in conjunction with the Tourism Industry Representative Bodies.
- evaluates the impact of the full range of education and training supports and services provided at national, regional and local levels with a view to streamlining their availability and operation.

APPENDIX 3

Memorandum of Understanding between the () Institute of Technology and Fáilte Ireland in relation to the ()

Purpose

This Memorandum of Understanding is intended to formalise the consortium agreement between the Institutes of Technology and Fáilte Ireland in relation to their individual roles and responsibilities in providing higher education and training programmes to meet the needs of the hospitality industry in Ireland.

Clarity of Identity – Legal background

Functions of an Institutes of Technology

The relevant functions of the Institutes of Technology are set down in section 5 of the Regional Technical Colleges Act, 1992 as amended by section 32 (c) of the Qualifications (Education and Training) Act, 1999 as follows:

5.—(1) The principal function of a college shall, subject to the provisions of this Act, be to provide vocational and technical education and training for the economic, technological, scientific, commercial, industrial, social and cultural development of the State with particular reference to the region served by the college, and, without prejudice to the generality of the foregoing, a college shall have the following functions—

(a) to provide such courses of study as the governing body of the college considers appropriate;

b) as amended by section 32 (c) of the Qualifications (Education and Training) Act, 1999

" (i) to enter into arrangements with the Higher Education and Training Awards Council, or with any other authority approved by the National Qualifications Authority of Ireland, from time to time, for the purpose of having higher education and training awards made, and

(ii) to make such other arrangements as may be approved by the Higher Education and Training Awards Council and the National Qualifications Authority of Ireland, from time to time, for that purpose and, subject to sections 29 and 30 of the Qualifications (Education and Training) Act, 1999, to make higher education and training awards, as appropriate;

(bb) (i) to enter into arrangements with the Further Education and Training Awards Council or with any other authority approved by the National Qualifications Authority of Ireland, from time to time, for the purpose of having further education and training awards made, and

(ii) to make such other arrangements as may be approved by the Further Education and Training Awards Council and the National Qualifications Authority of Ireland, from time to time, for that purpose;"

(d) to enter into arrangements with other institutions in or outside the State for the purpose of offering joint courses of study and of engaging jointly in programmes of research, consultancy and development work in relation to such matters as the governing body of the college considers appropriate;

Governing Body

The Second Schedule, section 14, details the functions of the Governing Body thus:

14. The governing body of a college shall control and conduct the affairs of the college subject to the provisions of this Act and shall carry out all functions assigned to it by this Act, and, in particular, a governing body—

(a) shall determine subject to such directions as the Minister may give from time to time the conditions under which persons shall be admitted to the college and to any particular course of study therein,

(b) shall determine the conditions under which students, having been admitted to the college, may be excluded from it,

(c) may enter into relationships or co-operate with any other institution, authority or body for any purpose of the college,

(d) subject to subparagraph (a) of this paragraph may accept, in fulfillment or partial fulfillment of the requirement for entry to any course of study in the college, attendance by a student at a course or portion of a course in another college or such other institution as the governing body may decide,

Academic council

The establishment of an Academic council and a list of its functions is given in section 10

(1) Each college shall have an academic council appointed by the governing body to assist it in the planning, co-ordination, development and overseeing of the educational work of the college and to protect, maintain and develop the academic standards of the courses and the activities of the college.

3) Without prejudice to the generality of subsection (1) the academic council shall have the following particular functions—

(a) to design, develop and assist in implementing courses of study in accordance with the programmes and budget approved annually under section 13 of this Act and consistent with the functions of the college;

(b) to make recommendations to the governing body for the establishment of appropriate structures to implement the courses of study referred to at paragraph (a) of this subsection;

(c) to make recommendations to the governing body on programmes for research and development work;

(d) to make recommendations to the governing body for the selection, admission, retention and exclusion of students;

(e) be responsible, subject to the approval of the governing body, for making the academic regulations of the college;

(f) to propose to the governing body, subject to the requirements of the National Council for Educational Awards or any university or other authority to which section 5 (1) (b) applies, the form of regulations to be made by the governing body for the conduct of examinations and for the evaluation of academic progress;

(g) to make recommendations to the governing body for the award of scholarships, prizes or other awards;

(h) to make general arrangements for tutorial or other academic counselling;

(i) to exercise any other functions, consistent with this Act, which may be delegated to it by the governing body;

(j) to assist in implementing any regulations which may be made by the governing body concerning any of the matters aforesaid.

Functions of Fáilte Ireland in relation to education and training

The relevant functions of Fáilte Ireland are set down in the National Tourism Development Authority Act 2003, as follows:

Section 8 –

(1) (b) encourage, promote and support the recruitment, training, and education and development, of persons for the purposes of employment in connection with the tourism industry in the State,

(d) promote and engage in research and planning in relation to any matter specified in paragraph (a), (b) or (c), either alone or in cooperation with other persons, and

(2) Without prejudice to the generality of subsection (1), the Authority may—

(b) in relation to the recruitment, training, and education and development, of persons to whom subsection (1)(b) applies, provide financial aid (including the granting of money in respect of such recruitment, training, or education and development, to persons engaged therein),

(d) provide training to persons in connection with the tourism industry in the State.

Validation of programmes

The requirements for validation of programmes of higher education and training is set out in section 25 of the Qualifications (Education and Training) Act 1999 and is a function for the Higher Education and Training Awards Council (HETAC) or of a Recognised Institute (*sensu* section 24 (1)(a)) to which delegation of authority to make awards has been granted, as follows:

(1) Subject to subsections (2) and (3), a provider of a programme of education and training may apply to the Council for validation of that programme.

(2) (a) Subject to paragraphs (b) and (c) and subsection (3), recognised institutions, An Foras, CERT, Teagasc and An Bord Iascaigh Mhara shall apply under subsection (1) to the Council to have all programmes of higher education and training which they provide, organise or procure validated by the Council.

(b) Paragraph (a) shall not apply to a programme of higher education and training in respect of which a recognised institution has authority delegated to it under section 29 to make an award.

(c) Where a recognised institution has entered into arrangements or made arrangements under section 5(1)(b) of the Act of 1992, subject to the agreement of the Council and the Authority, paragraph (a) shall not apply to a programme of higher education and training provided by such recognised institution for such period, not exceeding five years from the commencement of this Part, as may be determined by the Council with the agreement of the Authority.

(3) Where a programme of higher education and training is organised or procured, in whole or in part, by a provider ("the first mentioned provider") and is provided, in whole or in part, by another provider ("the second mentioned provider"), the first mentioned provider shall consult with the second mentioned provider before making an application for validation under subsection (1) or (2).

(4) The Council may, on receipt of an application under subsection (1) or (2)-

(a) subject to such conditions as it thinks fit, validate a programme of education and training where it is satisfied that the programme concerned meets the criteria determined by the Council under paragraph (a)(ii) of section 23(1), or

(b) refuse validation.

(5) The conditions referred to in subsection (4)(a) shall include, but not necessarily be limited to, conditions requiring the provider concerned to-

(a) co-operate with and assist the Council, and the Authority where appropriate, in the performance of their functions,

(b) establish the procedures referred to in section 23(1)(e),

(c) implement the procedures referred to in section 23(2)(d), and.

(d) provide such information as the Council may from time to time require for the purposes of the performance of the functions of the Council, including information in respect of completion rates.

Section 1.01 Quality Assurance

The responsibilities of providers in relation to Quality Assurance of programmes of higher education and training is set out in section 28 as follows:

1) Subject to subsection (6), as soon as practicable after the commencement of this Part and at such other times as the Council after consultation with the provider concerned thinks fit-

(a) a provider of a programme of education and training whose programme has been validated by the Council under section 25, or

(b) a recognised institution to which authority has been delegated under section 29 to make awards in respect of a programme of higher education and training,

- shall, having regard to existing procedures, if any, establish procedures for quality assurance for the purpose of further improving and maintaining the quality of education and training which is provided, organised or procured by that provider as part of the programme concerned and shall agree those procedures with the Council.*

(2) Without prejudice to the generality of subsection (1), the procedures established under that subsection shall include-

(a) evaluation at regular intervals and as directed from time to time by the Council of the programme of education and training concerned, including evaluation by persons who are competent to make national and international comparisons in that respect,

(b) evaluation by learners of that programme, and

(c) evaluation of services related to that programme,

- and shall provide for the publication in such form and manner as the Council thinks fit of findings arising out of the application of those procedures.*

(3) The Council shall consider the findings arising out of the application of procedures established under subsection (1) and may make recommendations to the provider of the programme concerned which that provider shall implement.

(4) The Council shall, from time to time and as directed from time to time by the Authority, in consultation with the provider of a programme of education and training, review the effectiveness of the procedures established under subsection

(1) and the implementation by the provider concerned of the findings arising out of the application of those procedures.

(5) The Council shall-

(a) report to the Authority on, and

(b) publish in such form and manner as the Authority thinks fit,

- the results of a review under subsection (4) and shall include in a report or publication the views, if any, of the provider of the programme concerned.*

(6) Where a programme of higher education and training is organised or procured, in whole or in part, by a provider ("the first mentioned provider") and is provided, in whole or in part, by another provider ("the second mentioned provider"), the first mentioned provider shall, in addition to the requirements specified in subsection (1), in so far as the procedures to be established under that subsection relate to that part of the programme provided by the second mentioned provider, agree those procedures with the second mentioned provider.

Protocol 1: Validation

With respect to programmes of higher education and training in hospitality/tourism involving consortium arrangements for programme design and programme delivery, Fáilte Ireland and the Institutes of Technology will be equal partners in the development and application of appropriate validation procedures. All parties in the consortium will seek separate certificates of course approval from the relevant awarding body. In order to prevent duplication of effort in respect of consortiums involving both Recognised Institutes with delegated awarding powers and Recognised Institutes seeking validation from HETAC, courses shall be validated once, by HETAC, and will be added to the Order in Council for each participating Recognised Institute with delegated awarding powers, the validation process having been, in the first instance, formally agreed by the Academic Council of the Recognised Institute.

Protocol 2: Quality assurance

Each Institute participating in the consortium will provide Fáilte Ireland with a copy of their quality assurance procedures as agreed with HETAC under section 28. Information documents (student/staff handbooks, syllabuses, performance criteria etc.) in relation to specific programmes of higher education and training which will be incorporated in overall quality assurance procedures shall be agreed by each member of the consortium, prior to submission of a programme for validation.

To ensure the highest quality and consistency of practice across Institutes, the following practice will be adopted as part of an agreed strategy:

- 1.** Ongoing reviews and evaluation of programme curriculum and assessment by a National Programme Development Board representing all partners and initiated and convened by Fáilte Ireland

2. Programme of ongoing research identifying best practice (national and international) and profiling job categories, commissioned and organised by Fáilte Ireland and validated by the National Industry Standards Board to underpin the work of the National Programme Development Board.
3. Programme of ongoing in-service for lecturers organised by Fáilte Ireland in conjunction with the Institutes of Technology; this will make provision for presentation and development of innovative and contemporary case study material and the consistent use of integrated assessment and project briefs.
4. Independent evaluation by external examiners appointed by the Institutes, who will visit Institutes each year to ensure quality and consistency. External examiners will typically be high profile academics with significant industry experience and will be advisors to the National Programme Development Board.

Protocol 3: Determination of the Curriculum

Curricula will be developed jointly between the members of the consortium, and will in each case draw upon research carried out by Fáilte Ireland into the skills and people development needs of the industry. Members of the consortium will agree the final draft of the curriculum before a submission is made for validation.

Section 1.02 Protocol 4: Assessment of Learners

It is a function of the Institutes of Technology to establish procedures for the assessment of learners under section 10 (f) of the RTCs Act 1992. It is a function of the Higher Education and Training Awards Council under the Qualifications (Education and Training) Act 1999 section 23 (e) to ensure that-

- (i) providers of programmes of education and training whose programmes are validated under section 25, and*
- (ii) recognised institutions to which authority to make awards has been delegated under section 29,*
 - *establish procedures for the assessment of learners which are fair and consistent and for the purpose of compliance with standards determined by the Council under paragraph (b);*

Assessment procedures in relation to consortium programmes in tourism/hospitality shall be those of the relevant Recognised Institute as agreed in the Certificate of Course Approval. The Marks and Standards document which will be used will be that of the relevant Recognised Institute, as agreed by its Academic Council and Governing Body.

Protocol 5: Recruitment, Admission and Registration of Learners

It is important in the context of programmes involving collaboration between two or more agencies to distinguish between recruitment, admission and registration. The term recruitment, as used in this Memorandum of Understanding means to advertise, obtain and evaluate applicants for admission on to consortium programmes. This will be a joint activity between Fáilte Ireland and the participating Recognised Institutes. Recommendations for admission will be provided to the Institutes by an application assessment team of persons from Fáilte Ireland and the relevant Institute(s).

Admission is a reserved functions of each Institute of Technology under section 14 (a) of the Second Schedule of the RTCs Act 1992 whereby the Governing Body *"shall determine subject to such directions as the Minister may give from time to time the conditions under which persons shall be admitted to the college and to any particular course of study therein"*.

Registration is the formal Institutional process of recording admission of a learner on to a programme of study and thereby conferring entitlements and duties on both the learner and on the Institute.

Protocol 6: Teaching

The delivery of each Programme will be the responsibility of the providing Institute. Teaching and learning strategies will be agreed at programme design stage and will be endorsed by means of the validation process. The contracts, recruitment, deployment and conditions of service of teaching staff will be the responsibility of the Recognised Institutes.

Protocol 7: Resourcing

Resourcing is a tripartite relationship involving the Department of Education and Science (through approval of Institutional Programmes and Budgets), the Recognised Institutes (as a result of how they manage and deploy existing resources) and Fáilte Ireland, in relation to financial supports for students, and the up-front investment in preliminary programme research, development, and design activity.

A specific commentary on physical resources and budget management is set out below:

- i. Physical and human resources and class materials: The participating Recognised Institutes will provide the necessary physical and human resources and class materials for the programme. Additional resources, where necessary, will be sought through the normal Programmes and Budgets process.

- ii. Fáilte Ireland will contribute towards such incremental¹ costs as may arise in monitoring students in work placement in industry. Fáilte Ireland will also contribute to the cost of familiarisation trips required for the successful implementation of the programmes.
- iii. Budgeting and funding management is the responsibility of the participating Recognised Institutes

Protocol 8: Tuition and Capitation Fees

Section 8 (2) (b) of the National Tourism Development Authority Act 2003 empowers Fáilte Ireland to " *provide financial aid (including the granting of money in respect of such recruitment, training, or education and development, to persons engaged therein*"

Fáilte Ireland undertakes to pay the appropriate tuition and student services fees of all learners registered on consortium courses covered by this Memorandum of Understanding at the rates established by the Department of Education and Science from time to time.

Protocol 9: Student Grants

Fáilte Ireland will pay training grants to students at the same rate as maintenance grants provided to other students in accordance with Fáilte Ireland prevailing standard practice for student support. These grants will not be means tested, but payment will be based on attendance criteria².

Protocol 10: Student Numbers

Institutes will agree numbers to be recruited on to these programmes with Fáilte Ireland each year and these will be incorporated into the relevant Institute's Programmes and Budgets.

Protocol 11: Selection of Candidates for Admission

All candidates for admission will apply through the Central Applications Office. Leaving Certificate applicants will be assessed solely on the basis of the points achieved through the Leaving Certificate examination. Mature students, who may compete for up to 25% of the available places, will be selected through a process that will involve an interview. This will be conducted jointly by representatives of participating Institutes and Fáilte Ireland. The assessment team will rank

¹ Incremental costs refer to particular cost items peculiar to Fáilte Ireland programmes and additional to what Institutes might otherwise expect to incur.

² Reference: current revision of: Fees and Grants - Policy and Procedures Document of Fáilte Ireland

candidates on the basis of agreed criteria, which will include, but not be limited to, previous academic attainment, experiential learning, special aptitudes etc. In determining suitability, an applicant's capacity to successfully participate in the programme will be assessed.

Protocol 12: Student Discipline

Following registration, learners are subject, in all matters, to the regulations of the Recognised Institute.

Protocol 13: Exit Arrangements

In the event of programmes ceasing to be relevant to the needs of industry or becoming unattractive to students, termination of programme delivery will take place only when all registered students have been afforded an opportunity to complete the full programme of study and to submit themselves for assessment. Fáilte Ireland will continue to support these students by way of tuition and maintenance support until their programme is completed.

Protocol 14: Partnership approach

Fáilte Ireland has a remit under section 8 (1) of the National Tourism Development Authority Act 2003 to:

" promote and engage in research and planning in relation tothe recruitment, training, and education and development, of persons for the purposes of employment in connection with the tourism industry in the State,either alone or in cooperation with other persons "

The Institutes of Technology recognise that Fáilte Ireland is the competent national authority in this regard. The Institutes of Technology, therefore, wish to work in partnership³ with Fáilte Ireland and to avail of its expertise in identifying and researching skills deficits in the industry, conducting education and training needs analysis, participating on a collaborative basis in new course design and in the ongoing development of existing programmes, and in recruiting learners for programmes as well as supporting existing programmes and students. It is the intention of the Institutes and Fáilte Ireland to work as equal partners in these efforts, and to continue to build a constructive and purposeful collaboration leading to the further delivery of industry relevant education programmes.

Protocol 15: Consultation Arrangements

In keeping with this partnership approach, the Institutes of Technology and Fáilte Ireland will maintain open and productive consultation arrangements. In order for these arrangements to be effective, however, it will be necessary for all new proposals to be measured against the yardstick of the respective strategic development plans of each partner. This is particularly important where partners are required to deploy human resources, or to commit financial or other resources in support of agreed programmes.

³ See protocol 17

To support these arrangements, therefore, new proposals must, in the first instance, have the written agreement of the executive authority of each partner before they can be initiated. In the case of the Institutes of Technology, this will involve the written approval of the Director, and in the case of Fáilte Ireland the written approval of the CEO.

Once the requisite approvals have been secured, a project plan can be drawn up indicating phase milestones and deliverables, and may then be submitted to each partner for approval and subsequent action.

Protocol 16:

In respect of all other matters, the respective roles and responsibilities of the IOT's and Fáilte Ireland will be as set out in the legally validated course document.

Protocol 17:

For the avoidance of doubt, this Memorandum of Understanding does not create a partnership⁴ between the parties hereto.

Protocol 18:

Any dispute between the parties as to the interpretation of any provision of this Memorandum of Understanding, or the method of its implementation, shall in the first instance be discussed and agreed in good faith between the relevant personnel of each of the parties. In the event of failure to reach agreement, the issue in dispute shall be referred to the Chief Executive Officer of each of the parties for discussion and resolution.

Signed:_____

Signed:_____

Director : () Institute of Technology

**Chief Executive Officer,
Fáilte Ireland**

Date:_____

Date:_____

⁴ The relationship between Fáilte Ireland and the Institutes of Technology does not constitute a partnership in the normal legal sense of the word. The use of the word, in the Memorandum of Understanding, is intended to convey the spirit of co-operation and respect that will underpin the operation and development of consortium programmes.

APPENDIX 4

National Programme Development Board

BBS Culinary Arts

Chairman:
Curriculum Development Specialist
GMIT

Co-chair:
Fáilte Ireland Curriculum
Development Specialist

Syllabi	Syllabi Authors
	Culinary / Food Science Specialists
<i>Culinary Operations and Culinary Studies</i>	<i>Subject Specialist, IT Tallaght</i>
<i>Work Based Learning</i>	<i>Subject Specialist,, Dundalk IT</i>
<i>Gastronomy</i>	<i>Subject Specialist, Athlone IT</i>
<i>Culinary Specialisms</i>	<i>Subject Specialist, IT Tralee</i>
	<i>Subject Specialist, Cork IT</i>
	<i>Subject Specialist, Limerick IT</i>
<i>Business Management and Enterprise Development in the Culinary Industry</i>	<i>Subject Specialist – Letterkenny IT</i>
<i>IT/Business Mathematics/MIS</i>	<i>Subject Specialist – Athlone IT</i>
<i>Communications and Personal Development</i>	<i>Subject Specialist – Athlone IT</i>
<i>Human Resources Management</i>	<i>Subject Specialist – GMIT</i>
<i>Introduction to Management</i>	<i>Subject Specialist – Dundalk IT</i>
<i>Management Accounting / Financial Accounting</i>	<i>Subject Specialist – Dundalk IT</i>
<i>Marketing/ Services Marketing</i>	<i>Subject Specialist – IT Tralee</i>
<i>Business and Company Law / Economics</i>	<i>Subject Specialist – Athlone IT</i>
<i>Science Modules</i>	<i>Subject Specialist - GMIT</i> <i>Subject Specialist - IT Tallaght</i>
<i>Independent Consultant</i>	
<i>Independent Consultant</i>	

National Programme Development Board BBS Bar Management

Chairman:
Curriculum Development Specialist
Principal
Letterkenny Institute of Technology
(Tourism College Killybegs)

Co-chair:
Fáilte Ireland Curriculum
Development Specialist

Syllabi	Syllabi Authors
	Hospitality Specialists
<i>Licensed Trade Operations</i> <i>Work-Based Learning</i> <i>Gastronomy</i> <i>Wine Study Electives</i>	<i>Subject Specialist, Dundalk IT</i> <i>Subject Specialist, Industry</i> <i>Subject Specialist, Athlone IT</i> <i>Subject Specialist, Fáilte Ireland</i> <i>Industry Technical Experts</i> <i>Subject Specialist, Letterkenny IT(TCK)</i> <i>Subject Specialist, IT Tallaght</i> <i>Subject Specialist, Cork IT</i>
<i>Tourism Electives</i>	<i>Subject Specialist, IT Tralee</i>
<i>Facilities Management for the Licensed Trade</i>	<i>Independent Consultants</i>
	Business Specialists
<i>Business Management and Enterprise Development in the Licensed Trade</i> <i>IT/Business Mathematics/MIS</i> <i>Communications and Personal Development</i> <i>Human Resources Management</i> <i>Introduction to Business</i> <i>Management Accounting / Financial Accounting</i> <i>Marketing/ Services Marketing</i> <i>Business and Company Law / Economics</i>	<i>Subject Specialist, Letterkenny IT</i> <i>Subject Specialist, Athlone IT</i> <i>Subject Specialist, Athlone IT</i> <i>Subject Specialist, GMIT</i> <i>Subject Specialist, Dundalk IT</i> <i>Subject Specialist, Dundalk IT</i> <i>Subject Specialist, IT Tralee</i> <i>Subject Specialist, Athlone IT</i>

**National Programme Development Board
Higher Certificate Front Office Management**

Chairman:
Curriculum Development Specialist
The Scottish Hotel School
University of Strathclyde
Scotland

Co-chair:
Fáilte Ireland Curriculum
Development Specialist

Syllabi	Syllabi Authors
	Front Office Specialists
<i>Tourism Studies</i> <i>Front Office Operations</i>	<i>Subject Specialist, Limerick IT</i> <i>Subject Specialist, Galway Mayo IT</i> <i>Subject Specialist, Dundalk IT</i> <i>Independent Consultants</i> <i>Subject Specialist, Letterkenny IT</i> <i>Tourism College Killybegs</i> <i>Subject Specialist, IT Tralee</i>
<i>Computer Applications for Hospitality Front Office</i> <i>Front Office IT Systems</i>	<i>Independent Consultant</i> <i>Subject Specialist, Athlone IT</i>
<i>Communications and Personal Development</i> <i>Human Resources Management</i> <i>Management and Economics</i> <i>Financial Accounting / Management Accounting</i> <i>Marketing</i>	<i>Subject Specialist, Athlone IT</i> <i>Subject Specialist, Galway Mayo IT</i> <i>Subject Specialist, Dundalk IT</i> <i>Subject Specialist, Dundalk IT</i> <i>Subject Specialist, IT Tralee</i>
<i>Language – Irish</i> <i>Language – Spanish</i> <i>Language – German</i> <i>Language – French</i>	<i>Subject Specialist, Galway Mayo IT</i> <i>Subject Specialist, Athlone IT</i> <i>Subject Specialist, Athlone IT</i> <i>Subject Specialist, Athlone IT</i>
<i>Public Administration and Policy</i>	<i>Subject Specialist, Athlone IT</i>

APPENDIX 5

APPENDIX 6

APPLICATION FOR INCLUSION ON FÁILTE IRELAND PLACEMENT REGISTER

Name of Establishment _____

Address _____

General Manager: _____

Fáilte Ireland Liaison Manager: _____

Tel No: _____ Fax No _____

Email Address: _____@_____

Type of Establishment:

Hotel Restaurant Guesthouse Pub
Institutional Catering Health Services Industrial Catering

Other (Please describe):

Classification:

What industry accreditation do you have?

ISO 9002 Q-Mark IHF Quality Employer

Member of Restaurants Association of Ireland None of these Other

If other, please specify: _____

For establishment offering food production placements

Do you have a HACCP system in place?

Yes No

Is there a safety statement available and is this communicated to employees?

Yes No

2. PLACEMENT

2.1 Please tick the areas in which you offer placement opportunities.

Kitchen
Restaurant Service
Bar Service

Reception
Accommodation
Tourism Services

2.2 PERSONNEL DETAILS

Please provide the required details for each area in which you offer placement opportunities.

2.2.1 Kitchen		
Title	Name	Qualifications/Experience
Head of Department Supervisor		
Trainer (<i>if different from above</i>)		

2.2.2 Restaurant		
Title	Name	Qualifications/Experience
Head of Department Supervisor		
Trainer (<i>if different from above</i>)		

2.2.3 Bar		
Title	Name	Qualifications/ Experience
Head of Department Supervisor		
Trainer (<i>if different from above</i>)		

2.2.4 Reception		
Title	Name	Qualifications/ Experience
Head of Department Supervisor		
Trainer (<i>if different from</i>		

above)		
--------	--	--

2.2.5 Accommodation		
Title	Name	Qualifications/ Experience
Head of Department Supervisor		
Trainer (if different from above)		

Title	Name	Qualifications/ Experience
Head of Department Supervisor		
Trainer (if different from above)		

3. TRAINING ARRANGEMENTS

3.1 Do you have someone responsible for training and development within your establishment?

Yes No

If yes, please name: _____

3.2 Do you have a written training plan in place for the organisation?

Yes No

3.3 Do you have an training budget?

Yes No

3.4 Will you devise a written training plan for students placed in your establishment as outlined in the FETAC Information Work Pack for Supervisors?

Yes No

3.5 Will you communicate customer service standards to students?

Yes No

3.6 Will you communicate work performance standards?

Yes No

3.7 Do you have an Induction Programme for new employees?

Yes No

How long does it last? _____

Will you provide the following Induction Training for students?
(Reference FETAC Industry Experience Workbook for Trainees)

Conditions of employment	Yes
Payment procedures	Yes
Deductions on payslip	Yes
Holiday arrangements	Yes
Absence/sickness procedures	Yes
Grievance/disciplinary procedures	Yes
Uniforms/laundry arrangements	Yes
Changing facilities	Yes
Meals and breaks	Yes
Layout of establishment	Yes
Layout of work area	Yes
Who's who	Yes
Introduction to fellow employees	Yes
Outline of job	Yes
Health and safety procedures	Yes
Standard of grooming and hygiene required	Yes
Lifting procedures	Yes
Training arrangements	Yes
Performance review system	Yes
Policy on use of establishment facilities	Yes
Public transport and services	Yes

Fire Precautions:

Location of extinguishers	Yes
Exits	Yes
Evacuation procedure	Yes

Accidents:

Reporting of accidents	Yes
Location of First Aid Kit	Yes

Accommodation: (if applicable)

Policy regarding visitors	Yes
Policy on cleaning/servicing	Yes
Policy on linen changes	Yes

3.8 Do you have a staff handbook to give out at Induction?
 Yes No

3.9 Will you sign a checklist to verify completion of Induction?
(Reference FETAC 'Industry Experience Workbook' for trainees)
 Yes No

4. STUDENT ASSESSMENT

4.1 Will you give a commitment that the nominated Department trainer will?

- Become familiar with Industry Experience Assessment procedures as contained in the Supervisors Guidelines
 Yes No
- Give student feedback.
 Yes No

- Complete the Progress Reports and Assessment Forms in accordance with the procedures.

Yes No

5. CONDITIONS OF EMPLOYMENT AND CONTRACT

5.1 Does your establishment provide employees with the following? (Please tick)

Meals
Accommodation
Uniforms
Transport
Staff Toilets/changing facilities

5.2 Will you supply a letter of appointment to Fáilte Ireland (National Development Tourism Authority) students? Yes No

If yes, will it cover? (Please tick)

Title of Position being offered
Job description
Gross rate of pay/deductions
Method of Payment

Terms/conditions relating to:

Hours of work/overtime
Holidays/public holidays
Holiday pay
Sickness pay
Period of notice for employer
Period of notice for employee
Health and safety requirements

5.3 Will you abide by the rate of pay agreed by your industry body?

Yes No

5.4 Hours of work, split shifts and rostering:

5.4.1 Will you record in writing the hours of work/overtime for all employees?

Yes No

5.4.2 Will you give employees at least 2 days notice of working overtime where business permits?

Yes No

5.4.3 Do you have a procedure for giving payment or time off in lieu of overtime worked?

Yes No

5.4.4 Have you taken any measures to reduce the practice of split shifts?

Yes No

5.4.5 Will you give employees at least 1 clear week's notice of rosters?

Yes No

If no, what notice will you give? _____

5.4.6 Will you give employees at least 2 weeks notice of weekends off?
Yes No

If no, what system will you operate in relation to Sundays off?

5.4.7 Will you have a system whereby employees can request special days off (for weddings etc.)?
Yes No

6. GRIEVANCE/DISCIPLINARY PROCEDURE

6.1 Do you have a written grievance/disciplinary system in place within your establishment?
Yes No

6.2 Are employees/supervisors/managers familiar with the procedures?
Yes No

6.3 How are they made familiar with the procedures?



I, undersigned state that the above information is factual and that I have read and agree to abide by the accompanying Code of Practice and will be prepared to supply documentary evidence (where appropriate) to support this application if called on to do so.

I understand and agree that inclusion on the Fáilte Ireland (National Tourism Development Authority) Placement list does not guarantee that these students will be allocated to the establishment named above in a particular year. Fáilte Ireland (NTDA) shall retain discretion in ALLOCATING TRAINEES to establishments.

Signed: _____

Title: _____

Date:

APPENDIX 7

CODE OF PRACTICE FOR EMPLOYERS

Introduction

Work experience in the industry is an integral part of the syllabus for Fáilte Ireland students and is essential for certification. In order to assist with the development of high calibre employees for the industry it is vital that good quality opportunities exist for the student to apply the practices taught to them in college. It is from this basis that this Code of Practice has been developed.

The code sets out the essential practices to be adopted by the establishment and adherence to the code is mandatory for inclusion on the Fáilte Ireland Placement Register. A code of practice governing the student's obligations under industry placement has also been developed and a copy is attached to this document for your information.

The placement of trainees by Fáilte Ireland with any establishment is conditional on Fáilte Ireland being satisfied that the establishment is in compliance with the following minimum standard.

Conformance to Legislation

1. Fáilte Ireland requires that all national employment legislation be strictly adhered to and implemented for students on work experience. The principal employment and legislation which is relevant is listed in Schedule 1 (attached). Fáilte Ireland may, at its discretion, require the establishment to provide evidence of compliance with the legislation.
2. An up-to-date Safety Statement is required.
3. Establishments seeking food production student placements will be required to have a HACCP system in place.
4. There must be adequate and up-to-date public and employer's liability in place to cover the establishment and operation including liability of and to students and indemnity to Fáilte Ireland. Fáilte Ireland will not accept liability for injury, loss or damage to third party persons or property caused by students.
5. The establishment will ensure the students receive the statutory holiday entitlement related to their period of work as determined under the JLC or union regulations.

Placement Conditions

1. The establishment must undertake to provide meaningful training and experience to complement the training programme prescribed by FETAC or Fáilte Ireland as documented in the Information Pack for Supervisors.
2. The establishment is required to provide adequate training and work supervision. Priority will be given to establishments that have a trained trainer in departments in which students are placed.

3. In order to facilitate the monitoring process the establishment will appoint a manager who will liaise with the Fáilte Ireland training advisor regarding

the progress of students during their work experience period. In addition, responsibility for ensuring that the students, supervisors and trainers to be available to meet with the Fáilte Ireland training advisor will rest with the appointed manager.

4. Where board and lodgings are provided for the students, these facilities should be clean, warm and comfortable. Reasonable privacy and security should be offered and suitable washing facilities should be provided for the maintenance of high standards of personal and operational hygiene.
5. The establishment will communicate a policy on illness reporting and associated payment, if applicable, to the student on commencement of their placement.
6. The establishments which provide placements for 1st year trainees will agree to release Chef and Hospitality students for return to college in October as required by the placement process.

Hours of Work and Remuneration

1. Working conditions will comply with the appropriate legislation, JLC or union agreement where applicable.
2. Overtime rates should apply to all periods worked by the trainee in excess of the 78 hours a fortnight. Alternatively, time off may be given in lieu of overtime.
3. Establishments will apply the agreed rates of pay and hours per week as agreed by the IHF and RAI. Agreed rates will issue at time of placement.
4. If the establishment provides the trainee with accommodation as part of his/her placement, the rates of pay may be reduced by €20.00 per week.

Fáilte Ireland Placement Criteria

Relevant Employment Legislation

- 1.** Shops (Conditions of Employment) Acts, 1938 and 1942
- 2.** Protection of Young Persons (Employment) Act, 1977
- 3.** Organisation of Working Time Act, 1997 and regulations
- 4.** Workers Protection (Regular Part-Time) Employees Act, 1991
- 5.** Maternity Protection Act, 1994
- 6.** Adoptive Leave Act, 1995
- 7.** Payment of Wages Act, 1991
- 8.** Minimum Notice and Terms of Employment Act, 1973 – 1991
- 9.** Terms of Employment (Information) Act, 1994
- 10.** Pensions Act, 1990
- 11.** Parental Leave Act, 1998
- 12.** Employment Equality Act, 1998
- 13.** Unfair Dismissals Acts, 1977 – 1993
- 14.** Redundancy Payments Acts 1967 – 1991
- 15.** Protection of Employment Act, 1977
- 16.** Industrial Relations Acts, 1946 – 1990
- 17.** Data Protection Act, 1988
- 18.** Any applicable Joint Labour committee agreements
- 19.** Safety, Health and Welfare Act, 1989

APPENDIX 8

APPENDIX 9

EXAMPLES OF SPECIFICATION – BENCHMARKING OF BEST PRACTICE

1 SPECIFICATION FOR RESEARCH AND BENCHMARKING OF BEST PRACTICES IN HOTEL FRONT OFFICE

CERT/NTCB currently offer Hotel Front Office training both as single discipline, one year full-time programme, and as an integral part of a two-year Hospitality Programme.

Attracting school leavers to the one-year full-time programme has become increasingly difficult in recent years. A unique feature of recruitment is the profile of participants, which to date has been 100% female. In the context of the major developments that have taken place in the hotel sector during the past decade – increase in provision and state of the art facilities – and the associated job opportunities, the latter is of serious concern to CERT.

CERT believes that the profile of the job in Hotel Front Office in Ireland has expanded and changed to an extent that it now provides a career progression path within the industry, which should have the capacity to attract multi-talented young people, both male and female, into the industry.

The need to review and develop curricula in line with these developments is acknowledged by both CERT and the NTCB as a priority for the year 2000.

It is intended to profile the Hotel Front Office and the job of personnel working there-in as a prerequisite to a radical re-think in curriculum development for education and training programmes in this specialist area.

1.1 Project Specification

- To prepare benchmarking specifications and to plan and co-ordinate operational research relating to:
 - Hotel Front Office operations
 - Job performance at all levels
 - Education and training structures, delivery methods and procedures
- To prepare and present the data in a format which will provide the framework for development of national curricula at all levels.

1.2 Outcomes Required

- Clarification of the job categories and profiles of levels of employment in the Hotel Front Office across a sample spectrum of grades and sizes of hotels.
- Analysis of a sample of Hotel Front Offices at home and abroad which model current best practices.
- Analysis of the factors that define best practice and the criteria for benchmarking best practice in Hotel Front Office operations.
- Identification of the skills and knowledge required at different job levels and grades to provide a quality service (including languages, sales and marketing, yield management, human resource management and general tourism industry knowledge).
- Identification of the difference, if any, in skills capabilities and knowledge required across the various grade and sizes of hotel operations.
- Definition of the standards of performance and the critical performance criteria acquired for each level of the skills identified.
- Specification of the changes required in systems and quality service in the Irish industry so as to achieve best practice standards.
- Analysis of the extent and nature of multi-skilling among front office personnel.
- Identification of the range of Hotel Front Office computerized systems used for advance bookings, guest reservations (including nationwide and worldwide reservation systems), guest history programmes and express check-in/check-out systems.
- Identification of the extent to which e-commerce applies with the Hotel Front Office operation.
- Assessment of the impact of best practices and quality on training and education needs of Hotel Front Office personnel.

- Specification of the content, structure and duration of programmes at all levels of education and training and best practice in college/industry liaison.
- Analysis of up-to-date trends and practice in delivery of programmes, particularly the use of CBT.

1.3 Approach to Project

The focus of the project will be on hotels identified as offering a high quality service and innovative approaches to sales and marketing. A cross section of hotels from the various grades should be included. To provide international comparisons, benchmarking will be carried out in Ireland and overseas in London, Holland and Belgium (Brussels).

1.4 Technical Expertise

Hotel Front Office technical experts appointed by CERT will be available to assist with the operational benchmarking.

1.5 Research Methodology

It is envisaged that the project will involved desk research and field research, including focus groups, structured interviews and observations.

1.6 Time Span

It is expected that research will be carried out at the end of April with a final report presented by end June 2000.

Response to this project brief should be received no later than Friday, 10th March.

1.7 Fees

Tenders should include details of both the costs associated with undertaking the project as submitted and of the terms and conditions attaching to payment.

1.8 Copyright

CERT will own the copyright over all information gathered through the survey and the consultant will not be authorized to publish any of the data. However, recognition will be given in the reports to the role played by consultants.

1.9 Tax

The successful consultants must produce up-to-date Tax Clearance Certificate issued by the Revenue Commissioners before the contract is awarded.

2 BENCHMARKING OF BEST PRACTICE IN CULINARY ARTS

There is evidence of a dramatic change of the last five years in consumer expectations and preferences in dining out. The profile of the culinary product in the Irish Hospitality Industry has been influenced by the proliferation of ethnic restaurants and international hotel chains and restaurants.

There is a major skills shortage in industry and a decrease in the number of school leavers interested in training as Chefs. Consequently, there is a threat to standards and a need to improve productivity based on best production practices.

The need to review and develop curricula in line with modern trends and international experience is acknowledged by both CERT and the NTCB and is a priority in year 2000. It is intended to benchmark best practices and to link culinary arts curriculum to the performance standards required at all levels of employment in industry. Exploring modern delivery and learning methodologies and their use in institutes of education internationally will also contribute to course development. It is expected that this approach will succeed in raising culinary standards and productivity and attract highly motivated individuals to train as Chefs at whatever level is best suited to their capabilities.

2.1 Project Specification

- To prepare benchmarking specifications and to plan and co-ordinate operational research relating to:
 - Culinary products and production processes
 - Job performance at all levels
 - Education and training structures, delivery methods and procedures
- To prepare and present the data in a format which will provide the framework for development of national curricula at all levels.

2.2 Outcomes Required

- Clarification of the job categories and profiles of levels of employment in the Culinary Arts across a sample spectrum of grades and sizes of hotels.
- Analysis of the factors that define best practice and the criteria for benchmarking best practice in culinary operations listed in Appendix 1.
- Analysis of sample of culinary operations at home and abroad which model current best practice in the operations listed in Appendix 1.
- Identification of product range, production process and product quality across all grades of operation.
- Specification of the changes required in productivity production processes and quality of the Irish culinary product so as to achieve best practice standards.
- Identification of the skills and knowledge required at different job levels and grades to achieve a quality product.
- Definition of the standards of performance and the critical performance criteria required for each level of the skills identified.
- Identification of international culinary trends.
- Assessment of the impact of best practices and quality on training and educational needs of the chef.
- Specification of the content, structure and duration of programmes at all levels of education, training and best practice in college industry liaison.
- Analysis of up-to-date trends and practice in delivery of programmes, particularly the use of CBT.

2.3 Approach to Project

The focus of the project will be on hotels and restaurants identified as offering a high quality product and a modern approach to menu planning, production and service processes.

A limited number of industrial catering establishments will be included. Information will be sought from Institutes of Education, Training Agencies and CBT companies on issues pertaining to the structure, duration and delivery of programmes.

To provide international comparisons, benchmarking will be carried out in Ireland and overseas in London, France and the US.

2.4 Technical Expertise

Culinary technical experts appointed by CERT will be available to assist with the operational benchmarking.

2.5 Research Methodology

It is envisaged that the project will involved desk research and field research, including focus groups, structured interviews and observations.

2.6 Time Span

It is expected that project will commence at the end of February and be completed by end of May 2000.

Response to this project brief should be received no later than Wednesday, February 23rd.

2.7 Fees

Tenders should include details of both the costs associated with undertaking the project as submitted and of the terms and conditions attaching to payment.

2.8 Copyright

CERT will own the copyright over all information gathered through the survey and the consultant will not be authorized to publish any of the data. However, recognition will be given in the reports to the role played by consultants.

2.9 Tax

The successful consultants must produce up-to-date Tax Clearance Certificate issued by the Revenue Commissioners before the contract is awarded.

Examination of the food and beverage operations within a range of internationally recognized hotels and restaurants demonstrating best practice will guide benchmarking for the development of culinary curricula.

An analysis of high quality products/menu items within these operations, together with an identification of the factors contributing to their success will form the core research upon which curriculum development will be based.

Benchmarking should include the following:

- Production Processes
 - Core Production and Cookery Processes for
 - A La Carte and Table D’hôte Dining
 - Banqueting/Large Scale Production
 - Bistro/Grill Bar
 - Back Bar Cooking
 - Ethnic (Including Italian, Chinese, Indian)
- Pre-Production Processes
 - Preparation of vegetables and fruits
 - Butchery: Preparation of Fowl and Guinea
 - Fish mongering

- Breads and Desserts
- Menu Range and Quality
 - French Cuisine
 - Ethnic Cuisine
 - 'Modern' Cuisine
 - 'Local' Cuisine
 - Basic/Popular Menu items using Fish, Meat, Poultry, Game and accompanying sauces and garnishes
 - Bakery
 - Desserts
 - Larder work – Buffet – Deli
 - Vegetarian
 - Mediterranean Cuisine
 - Seasonal Food and Beverage festivals and promotions
 - Innovation/alternative Cuisines
 - Home style Recipes
- Quality Determinants
 - Methods of determining quality and assuring standards
- Work Organisation and Methods/Productivity Norms
- Design and Equipment Features – Kitchen and Restaurant
- Purchasing and Storage of Commodities
 - Specification for food products and negotiation of contracts with suppliers
 - Stock Control
- Costing: Volume Forecasting
 Yield Analyse
- Presentation: Portion Control and Garnishing
- Information Technology applications
- Hygiene
 - Legislation
 - Practices

- 'Equipment'
- Safety
 - Legislation
 - Practices
- Relationship with Restaurant/Bar/Sales Programmes Marketing Techniques
 - Service Systems
 - Wine Lists and Sales
 - Specialty Merchandising
 - Themed Restaurants
- Staffing Levels: Competency/Qualifications required at different levels
- Performance Appraisal

APPENDIX 10

PROFILE OF FÁILTE IRELAND LIBRARY FACILITIES

The Fáilte Ireland Tourism Library and Information Centre supports the business and educational needs of Fáilte Ireland staff and students by providing access to a comprehensive collection of books, journals and research in relevant subject areas such as education, training, travel, tourism and hospitality.

The library stock consists of a well-developed collection of:

- Excess 11,000 books
- Excess 500 videos/dvds and audio-visual material
- Excess 130 research and trade journal titles

Services

Library services include:

- Lending library
- Information Service dealing with quick reference or in-depth queries
- Wide range of web-based resources which allow instant access to the latest international research and global thinking across a wide range of subjects relevant to the needs of the organisation.
- Access to databases such as Emerald Insight; Ebsco Business Source; Infotrac; Proquest; FACTfinder; CABI Leisure and Tourism Abstracts.

Staff

The Library and Information Centre is staffed by two professionally qualified Librarians.

APPENDIX 11

EVALUATING EFFECTIVENESS OF FÁILTE IRELAND QUALITY ASSURANCE PROCEDURES

	Strategy Documented	Procedures Developed	Procedures in Place	Evidence Identified	Monitoring Plan	Review and Improvement Plan
Design and Approval of New Programmes						
Assessment of Learners						
Monitoring of Programmes						
Evaluation of Programmes at Regular Intervals, (Delivery, Content, Relevance)						
Selection, Appointment & Development of Staff						
Evaluating Premises						
Evaluating Services						

APPENDIX 12

MONITORING PLAN

	To be monitored by	How often will it be monitored	How will it be monitored
Design and Approval of New Programmes			
Assessment of Learners			
Evaluation of Programmes			
Selection, Appointment & Development of Staff			
Evaluation of Premises			
Evaluation of Services			

