

The Rehab Group Employer Based Training

Applies Jurisdiction: Ireland ONLY

Division: Learning & Employability

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Date: November 2019

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Date: November 2019
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1.0 POLICY STATEMENT

It is the policy of Rehab Group to deliver high quality accredited Employer Based Training (EBT) primarily focused on the needs, goals and aspirations of the people who use our services.

Rehab Group will work collaboratively with all stakeholders when planning, designing, delivering and reviewing EBT programmes in order to ensure employers and the general business community play an integral part in the provision of the programmes.

2.0 PURPOSE

The purpose of this policy is to outline the processes involved in the delivery of EBT programmes to ensure programmes are delivered to the highest quality and standard.

The policy will ensure that programmes are delivered to agreed national standards, and in line with quality assurance requirements.

The policy will also ensure EBT programmes are aligned to the National Framework of Qualifications (NFQ) funding body, awarding body and organisational requirements.

3.0 SCOPE

This policy applies to all EBT programmes where the majority of training takes place in an external on the job setting within a commercial business or company.

4.0 DEFINITIONS

Employer Based Training (EBT) is defined in the Education Training Boards Standard Operating Guidelines as certified training through which Students are trained for employment in a company based setting.

Host company refers to the company that hosts, mentors and trains the Student on site for the duration of the programme.

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Host Supervisor refers to the key contact person within the host company who has responsibility for liaising with the primary instructor for the programme ensuring that the Individual Training Specification/Plan is followed by the Student.

Programme Instructor/Coordinator refers to the primary Instructor within the centre who has responsibility for coordinating and delivering the EBT programme.

Individual Training Specification (ITS) refers to the individualised training plan that meets both the vocational and personal development goals of the Student.

5.0 GENERAL PROVISIONS / PROCEDURE

An overview of the Student journey on EBT is outlined in *Appendix 3*

Stage 1: Referral Application and Selection Process

Referrals to an EBT programme can come from a variety of different sources including self referral, referral by the Department of Employment Affairs and Social Protection (DEASP) and third party referrals.

All Students need to be formally referred by the Department of Employment Affairs & Social Protection (DEASP) to participate on the programme.

Prospective Students are requested to complete an application form and to submit a Health Report form completed by a relevant health care professional.

Prospective Students are met by both the local manager and the staff member coordinating the programme to:

- Outline more detail about the programme
- Respond to any specific queries

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- Obtain additional information about the prospective Students training and work history, their career plans and aspirations
- Assess suitability for the programme.

The local manager in consultation with the EBT programme Instructor/Coordinator then makes a decision on both suitability and eligibility of the prospective Student to the programme.

Stage 2: Pre Placement Process

Pre-placement consists of four distinct components

- 2.1 Discovery & Needs Analysis phase
- 2.2 Preparation for Training
- 2.3 Securing a suitable host company
- 2.4 Development of Individual Training Specification /Individual Action Plan

The evidence for the Pre Placement process will be contained in the Rehabilitation Officer (RO)/Rehabilitation Psychologist (RP) contact sheet, monthly review and needs analysis form

2.1 Discovery & Needs Analysis phase – This phase is designed to help the Student clarify and understand the type of roles and work environments the Student desires based on their interests and pre existing skills.

The **Discovery phase** is focussed on

- ✓ Clarifying what the Student would like to achieve
- ✓ Skills identification
- ✓ Needs analysis
- ✓ Description of the type of work placement that best matches a Student's expectations, needs and abilities

The discovery phase may include a number of short work experience placements to support the Student in clarifying their vocational

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choices and goals. The work experience should be conducted and documented in compliance with the Rehab Group's policy on Work Experience.

The Regional Psychologist/Rehabilitation Officer will meet with the Student and will assist the Student to identify their goals and help clarify and articulate their own support requirements.

The EBT programme Instructor/ Coordinator along with the Student must complete a needs analysis. The Student where appropriate may meet with the Resource Teacher to identify compensatory education supports, to recognise prior certified learning and to identify any assessment supports/ accommodation requirements.

2.2 Preparation for Training – This phase provides the Student with the relevant information required to begin training with the host company and will focus on but is not limited to:

- ✓ Programme Induction
- ✓ Relevant Health & Safety information using the Health and safety checklist
- ✓ Attendance and Timekeeping

2.3 Securing a suitable host company - to provide a training placement in line with the Individual Training Specification/Plan

Host companies will be identified and selected based a number of criteria. Considerations can include;

- ✓ The needs of the Student
 - ✓ The sector in which the company operates and the level of expertise available within it
 - ✓ Ability and willingness to commit resources to the programme
 - ✓ Capacity to meet the identified needs of the student
 - ✓ Resources available to designate a host supervisor
 - ✓ Geographic location
 - ✓ Health and Safety standards
- Conflicts of interest should be declared and managed in line with the Rehab Group Conflict of Interest Policy.

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- It is mandatory for a host company to provide satisfactory evidence of having adequate public liability insurance in place and a Health & Safety statement.
- Final selection of the host company will be completed in consultation and agreement with the Student. The Student should visit the host company and meet with the host company supervisor prior to starting the placement.

2.4 Development of Individual Training Specification/Plan

- When a host company has been identified the programme Instructor/ Coordinator will liaise with the employer to determine the range of skills, knowledge and competencies the role requires and will complete a job analysis using the job analysis /job specification form.
- Agreement will be sought with the employer to identify which skills the employer in the work environment can address and what skills will be addressed off the job.
- The Individual Training Specification (ITS) will clearly define the objectives and expected outcomes for both on and off the job training.
- The Student's support and accommodation requirements will be discussed with the host company and any supports offered to the host company will be recorded in the ITS.
- An ITS will then be agreed and drafted between the employer, the programme Instructor/Coordinator and the Student using the ITS template.
- This will be submitted to the local ETB for approval (where requested). A copy of the approved ITS will be given to the Student. The relevant sections within the ITS pertaining to the workplace will be given to the employer.

Stage 3: Training/Placement Process

The Training/Placement phase consists of four components

3.1 Host Company Induction

3.2 Individual Action Planning

3.3 Monitoring and Recording Training Progress

3.4 Off and on the job training

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3.1 Host Company Induction

- The host company supervisor will complete an onsite host company induction and training agreement with the Student with support from the programme Instructor /Coordinator.
- The host company induction will include at a minimum the layout of the workplace, an opportunity to meet co-workers and an understanding of the rules, regulations of the host company worksite. Relevant Health and safety standards, obligations and requirements will be outlined during the host company induction.

3.2 Individual Action Plan (IAP)

Within the first three months, an Individual Action Planning (IAP) meeting will be held with the Student in line with the Rehab Group policy on Individual Action Plan.

3.3 Monitoring and Recording Training progress

- During the first 8 weeks of placement, the programme Instructor/Coordinator will make weekly contact with the host company supervisor. This will be recorded in the site visit log/support log and monthly review
- After the first 8 weeks, the frequency of contact and site visits will reflect the needs of the Student but should be at a minimum once a month.
- The programme Instructor/Coordinator will obtain feedback on the Student's progress against the objectives of the ITS. Best practice is to have a three way meeting to ensure consistency of feedback.
- All on site and telephone contact with the Student and the host supervisor should be recorded using the site visit log/support log.
- Daily attendance records are required for all students attending on the job training.
- Daily attendance records are required for all students attending in centre training.
- All records of attendance will be verified by the Instructor/Coordinator and the employer and must meet the requirements laid down by the local Education & Training Board.

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- All records of attendance will be stored as back up evidence to the attendance records sent monthly to the Educational Training Board accompanying the monthly invoice.
- A monthly review and planning meeting will take place between the programme Instructor/Coordinator and the Student and documented on the monthly review form. The review meeting will record progress against the ITS objectives and will record general progress during training.
- Progress against the module objectives set out in the ITS will be recorded using the modular tracking sheet contained in the ITS.
- Training on modules being delivered by staff other than the programme coordinator will also be recorded when the programme Instructor/Coordinator receives feedback from the Instructor delivering the module.
- Records that relate to the certification attached to an Individual's ITS will be completed in line with the requirements of the certifying body.
- On the job practical assessments check lists or any other assessment material should be stored in the students evidence portfolio
- All training records and the ITS on which training progress has been recorded must be retained in accordance with the policy on record control.

3.4 Off and on the Job Training

Employer Based Training is certified training through which learners are trained for employment by the employer in a company based setting. Training is provided in specific work skills, both practical and personal, in an on the job setting using both workplace and directed training, with provision for off the job inputs where required.

The ratio between on the job and off the job elements will reflect individual student and company needs. In line with ETB operating guidelines the requirement for time spent off the job will reflect the skills, knowledge and competence and may be between 20% and 60% of the total programme. This may be achieved by block or staggered release, dependent on learner needs.

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- Employer based training provision in Rehab will generally follow the 60:40 model where 60% of training time is spent on the job and 40% off site.
- The approved ITS will determine the actual durations. Where it is found that it is more appropriate to deliver off site training in a block of time the overall 60:40 ratio will be maintained for the total duration of the programme.
- It is good practice to bring all programme participants together on the same days for the delivery of off the job modules.
- It is good practice, where possible, to facilitate students to avail of specific skills courses appropriate to their needs through the use of external training/trainers e.g. Forklift, Safe Pass, etc.
- It is the responsibility of the programme Instructor /Coordinator to coordinate the delivery and record progress of both on and off the job training whether delivered in the centre or externally.
- Students will have access to the services of the Psychologist, Rehabilitation Officer and Resource Teacher where appropriate.
- This contact should take place during off the job period or at times that have been agreed with the relevant staff.

Placement Difficulties

If difficulties arise with a placement the following steps should be considered;

- The programme Instructor/Coordinator, the Student and the host supervisor/Company should carry out a review, to identify the difficulties experienced.
- Where appropriate the programme Instructor/Coordinator will refer the Student to the appropriate multidisciplinary team member.
- The relevant staff member must record all information relating to the issues in the RO/RP contact sheet.
- The centre manager should be notified immediately.
- A record of any corrective action should be recorded in the monthly review and RO/RP contact sheet.
- In the event of a placement breakdown a new interim support plan should be agreed between the Student and the programme Instructor/Coordinator that provides a clear structure for the between placement period. All activities planned for this period should be logged in the monthly review.

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- If an alternative placement is not identified within four weeks, the local ETB should be briefed on the support plan.

6 .0 Programme Design, Delivery and Review

- The design, delivery and review of all Employer Based Training programmes must be carried out in line with the ETB Training Standard System (TSS) and Rehab Groups Policies.
- The following must be completed for each EBT programme on an annual basis:
 - EBT Programme self-evaluation questionnaire
 - Programme Review
 - File check including training files and confidential files
 - Stakeholder Forums

All ETB programmes must be approved prior to delivery through the Quality & Governance Directorate via the TPS database and delivered in line with Individual Training Specifications (ITS).

7.0 ROLES & RESPONSILBITIES

- The local manager is responsible for ensuring that this policy is fully implemented.
- The Instructor /Coordinator of the programme must ensure that this policy is followed and all criteria is met
- The PDO is responsible for supporting the manager to ensure that the programme is delivered in line with the ITS, funding and awarding body requirements and the overall quality assurance/ standards, reviews and checks are maintained in line with this and other Rehab Group policies.

7.0 EVALUATION & AUDIT

- The Programme Development Officer is responsible for conducting programme reviews in line with the Education and Training Board requirements. Employer Based Training Programmes will be

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evaluated and audited through the Rehab Group internal audit and review processes.

8.0 REFERENCES

Induction Checklist
Health and Safety Checklist
Module Tracking Sheet
Monthly Review Form
Individual Action Plans
Employer Based Training Agreement
Host Company Details
Site Visit Log / Support log
RO/RP Contact Sheet
Individual Training Specification Template
Work Placement attendance record
Daily attendance record
Weekly attendance record

8.1 Related PPPGs

Individual Action Plan Policy
Conflict of Interest Policy
Work Experience Policy
Records Policy
Complaints and Compliments Policy
Self-evaluation, Monitoring and Review Policy
Programme Development and Approval Policy

9.0 APPENDICES

Appendix 1 – List of Authors
Appendix 2 – Read & Understood
Appendix 3 – EBT Process Map

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Appendix 1 – List of Authors

Authors List for New/ Reviewed Policy Area

The following names individual authors/ reviewers to this policy area.

Division/Other	Name(s)
National Learning Network	Allan Boyle
National Learning Network	Geraldine Columb
National Learning Network	Helen Keogan
National Learning Network	Patricia Hynes
National Learning Network	Margaret Murphy
National Learning Network	Fiona McCoy
National Learning Network	Caroline O Malley
National Learning Network	Sue Panter
National Learning Network	Elizabeth White

*Note that it is not obligatory for each division to be involved in a new policy/ review if the policy is not relevant; each division on a case-by-case basis should decide this.

Appendix 3 – EBT Student Journey Process Map

