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Response to queries on Secretaries and Caretakers, New Entrant Pay and Cost of Citizens Assembly on Future of Education [GP] **20/05/20**

Response to Questions for D\ES from Green Party – 20 May

On the Secretaries and Caretakers:

- The additional gross year one payroll cost of granting school secretaries and caretakers public sector status, if they move to the next point of the scale would be on the order of €20 million; it is also appropriate to include the State's liability for pensions, which is calculated at 20% of total payroll costs, which results in an additional c. €30 million, totalling a **€50 million liability in year one, of which €30 million would be an accrued liability**. (Note: the scheme operates on a pay as you go basis, but it is good practice to have regard to the full costs for the Exchequer when estimating impacts of a policy change in this regard).
- The ultimate **full year cost using the same assumptions as above would be c. €86 million, of which €36 million** would be an accrued liability. This would also be the financial position in a scenario where, in recognition of previous service, school secretaries and caretakers were granted a position at the top of the scale with public sector status.
- There would also be precedential implications in other parts of the public sector (including particularly the health sector) from granting public sector status to school secretaries and caretakers which would result in costs which are a multiple of these estimates.

On new entrant pay, the position is as follows:

- The total Year 1 cost of equalising the pay of new entrant teachers to the pre-2011 arrangements is **€59 million per annum in year one (€45 million for full resolution of pay scales and €14 million for re-instatement of the H.Dip allowance)**. The costs would rise in subsequent years as more new entrants join the system.
- The agreement between the Government and ICTU in September 2018 on new entrant pay provides for a two scale point adjustment to new entrants across the public service recruited since 2011. The total annual cost of such an adjustment in the education and training sector is €83 million (out of a €200 million cost across the public service). The practical effect of this is that for new entrants Points 4 and 8 on the pay scale will be bypassed thereby reducing the time spent on the scale for progression to the maximum point. This effectively brings their position back into line with pre-2011 entrants.
- The three teacher unions have outstanding issues of concern following the agreement brokered in September 2018. It had been agreed by Government that these outstanding matters would be given full consideration, either in the context of any pay review mechanism agreed by the parties to the Public Service Stability Agreement, or in the context of the next round of pay talks. The positions of each of the parties on these matters would need to be given due regard in endeavouring to reach a mutually agreed resolution.
- Prior to 2011, teachers traditionally started on Point 2 or Point 3 of the pay scale. To re-introduce this measure for new entrants would cost approximately €45 million in Year 1, rising annually thereafter as more new entrants join the profession.
- Qualification allowances (among others) were withdrawn from new entrant teachers with effect from 1 February 2012 under the public service-wide review of allowances. As a result of a 2016 Agreement with the teacher unions, revised salary scales which include the Honours

Primary Degree qualification allowance have been applied from 1 January 2018 to teachers recruited since 1 January 2011. A new teacher now commences on an annual salary of €36,953.

- The annual cost of restoring the H.Dip qualification allowance which was withdrawn in 2012 and which most post-primary teachers would otherwise have received is estimated at €14 million in Year 1, rising annually thereafter as more new entrants join the profession.

Cost of a Citizen's Assembly on the Future of Education *{This material is provided by D\Taoiseach who have responsibility for the current and previous Citizens' Assembly}*

- The expenditure of the current Assembly on Gender Equality is not the best approximation to use because there has been only one full weekend meeting (due to Covid) as well as the inaugural meeting and most of the costs arise from the weekend meetings themselves. As a guide the Citizens' Assembly was allocated a Budget of €1,859, 000 for 2020.
- Using the January-December 2017 cost as the basis for an estimate as it is the only full calendar year where a Citizens' Assembly ran to date. The budget allocated for 2017 was €1,906,000 and the actual spend was €1,535,000. 8 full weekend meetings took place in 2017 on 3 different topics (part of the 8th, ageing & climate change).
- To also note (*in the current Covid context*) these costs are based on the model of face-to-face physical meetings of members in a hotel over a weekend.
- An Assembly on the Future of Education is very broad and could encompass a variety of sub-topics/ issues involving all levels of the education system and be relatively challenging and complex to address. This is relevant to the cost question because the broader and more complex the topic, the more meetings are likely to be required.

Response re Primary and Post Primary School Transport Schemes [SF] 13/03/20

School transport is a significant operation managed by Bus Éireann on behalf of the Department of Education and Skills. In the current school year over 120,000 children, including over 14,200 children with special educational needs, are transported in over 5,000 vehicles on a daily basis to primary and post-primary schools throughout the country covering over 100 million kilometres at a cost of over €219m in 2019.

In 2019, receipts from school transport charges amounted to some €17m or about 9% of the total cost of the scheme provided by Bus Éireann on behalf of the Department. Introducing a policy change not to charge families for the Primary and Post-Primary School Transport Schemes would result in an additional cost of €17 million on the scheme.

Response to Discussion question re3rd Level Fees [GP,SF]

05/0320

D/ES

Q: If 3rd levels fees were abolished outright, what would be the resulting financial shortfall facing HE institutions?

Under the Department's free fees schemes, the Exchequer provides funding toward the tuition fee costs of eligible full-time undergraduate students with students paying the student contribution which currently stands at €3,000. Outright abolition of 3rd level fees for the student is taken to mean the abolition of the Student Contribution of €3,000.

The Student Contribution, was introduced with effect from the 2011/12 academic year. There has been no increase in the contribution since 2014/15. The Exchequer pays this contribution (or part of it) on behalf of almost 50% of undergraduate students who are in receipt of student grant support as well as eligible for free fees.

If the Student Contribution were abolished from the 2020/21 academic year and the Exchequer were to move to funding the full tuition fee costs of eligible full-time undergraduate students (instead of the full tuition fees less €3,000), the estimated cost for the Exchequer would be €238million. This is the estimated net cost to the Exchequer since it factors in the subsequent estimated reduction in the SUSI Student Grant budget, since the Exchequer would then no longer pay the Student Contribution on behalf of undergraduate students in receipt of student grant support.

The costs for the Exchequer of reducing or abolishing the student contribution would increase in line with the demographic increases expected in the coming years up to 2030. The Trend over 3 years in net cost to Exchequer of abolishing the Student Contribution is set out below:

2018/19: €225million

2019/20: €231million

2020/21: €238million

Note

The figures above are for full time undergraduate students who qualify for the Free Fees Initiative. They do not take account of fees determined by Higher Education Institutions such as fees for full-time undergraduate students who do not qualify for the Free Fees Initiative [and who may pay the EU or Non EU fees rate], or fees for part-time undergraduates or any post-graduate students or other additional fees charged by HEIs.

History of Student Contribution and Student Services Charge:

Prior to the introduction of the student contribution in 2011/12 students paid an existing Student Services Charge, the approved rate was up to €1,500 before introduction of the student contribution.

The Student Services Charge was levied by third level institutions to defray the costs of examinations, registration and students services. These services included on-campus medical and counselling facilities for students, access and disability services, careers office, student

facilities, student clubs and societies etc. The student services charge was decided annually by third-level institutions in consultation with the Higher Education Authority (HEA) and the Department.

Free Fees Initiative:

Under the terms of the Department's Free Fee Initiative, the Exchequer meets the cost of tuition fees in respect of eligible students who are pursuing full-time undergraduate courses of study which are a minimum of two years duration in an approved higher education institution.

The main conditions of the scheme are that students must be first-time undergraduates, hold inter alia EU/EEA/Swiss nationality in their own right or certain permissions granted by the Minister for Justice and Equality, and have been ordinarily resident in an EU/EEA/Swiss state for at least three of the five years preceding their entry to an approved third level course.

Where undergraduate students do not meet the eligibility criteria of the free fees schemes, it is the higher education institution concerned that determines, in accordance with its criteria, the appropriate fee payable by such students.

Note on Review of SNA Scheme [GP, FF] 28/02/20

Information Note

Comprehensive Review of the SNA Scheme

Background

Currently, a child must have an assessed disability to require or qualify for access to SNA support. The care needs outlined must be of such significance that they are beyond that which would normally be expected to be provided to a child by the child's class teacher, support teacher, or other school teachers, or beyond the level of assistance which could be offered to the student by his/ or her fellow pupils in school.

The care needs must also be those beyond which could normally be provided for by alternative supportive approaches or modifications of the classroom environment, teaching approaches and/or assistive technology or specialist equipment.

The type of significant care needs that pupils may have can be varied, depending on the nature or level of the disability or sensory impairment that a child may have. Examples of the primary care needs which would be considered significant – and which might require SNA support are-

- Assistance with feeding; administration of medicine; toileting and general hygiene: (including catheterisation); mobility and orientation; moving and lifting of children, operation of hoists and equipment and severe communication difficulties
- Assisting teachers to provide supervision in the class, playground and school grounds

- Non-nursing care needs associated with specific medical conditions: such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential

There are also secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above.

The operation of the SNA scheme is set out in the Department's Circular 0030/2014.

Review of SNA Scheme

The NCSE Comprehensive Review of the SNA Scheme, published in May 2018, found that the SNA Scheme, as then currently configured, works well in meeting the needs of younger children and students for whom it was originally designed, and is greatly valued by parents, students and schools, however, it was found to be less effective for older primary and post-primary students.

The review recommended a new school inclusion model where the response by the State to the additional care needs for students in our schools would be broadened and better tailored to individual needs to include both health therapeutic and education supports.

School Inclusion Model

In February 2019, Government approved the trialling of a new School Inclusion Model (SIM) for the 2019/20 school year which comprises:

- the establishment of a pilot of a new service model for children with special educational and additional care needs which involves 75 participating schools in the Community Healthcare Organisation area (CHO 7) for the 2019/20 school year. The new service model has the following elements:
 - a new frontloaded allocation model of SNAs allocated in line with profiled need having regard to the approach taken by the New Allocation Model for Special Education Teachers which was introduced in September 2017,
 - expansion of the National Educational Psychological Service (NEPS) to support pilot schools, and
 - continuation of the pre-school and in-school demonstration project in the pilot area to ensure a wrap-around service for the pilot schools;
- the establishment, on a pilot basis, of an NCSE Regional Support Team in the Community Healthcare Organisation area (CHO 7) where the pilot is taking place, to include specialists in relevant disciplines (Speech and Language Therapists, Occupational Therapists, Behaviour Practitioners), in order to inform teacher Continuing Professional Development and best practice in schools in that area;

- the development of a National Training Programme for SNAs and a pilot roll-out;
- the provision of a nursing service for children with complex medical needs in schools to complement existing HSE-supported nursing provision; and
- the trialling in the NCSE of a new functional operating model in order to better reflect the establishment of the NCSE Support Service and regional teams, and to more fully integrate supports for the piloting of the new model.

Budget 2019, provided €4.75 million for the implementation of the recommendations of the Comprehensive Review of the Special Needs Assistant Scheme, including the implementation of a new service pilot.

Significant progress has been made in all aspects of the SIM pilot and regular updates are provided for Government.

Rollout of new allocation model for SNAs from September 2020

On 17 December 2019 Government approved the phased implementation of the SIM nationally with the implementation, in the first instance, of the frontloading of SNA allocations to all mainstream schools and classes for the 2020/21 school year.

Work on the development of the frontloaded allocation model is being progressed in consultation with the Educational Research Centre (ERC). Analysis undertaken by the ERC indicates that the special education teacher allocation model provides the best indicator (albeit not close to a perfect correlation) of the level of care needs in a school and should be used as the basis for frontloading the majority of available care support posts.

Therefore, the proposed SNA allocation model is based on the school profile methodology which supports the Special Education Teacher allocation model.

With the introduction of the new SNA allocation model:

- No schools will receive an allocation of SNA support for mainstream classes which is less than their existing 2019/20 mainstream SNA allocation on the introduction of the frontloaded model and some schools will gain.
- Parents will not be required to secure a diagnosis of disability in order to access SNA support – the link between diagnosis and resources will be broken.
- Where schools have an SNA, SNA support will be available immediately to students in mainstream classes upon their arrival in school thereby reducing delays in accessing support.
- Schools will have greater autonomy and flexibility in how their SNA allocation is deployed to meeting the needs of the students in their schools.

- Frontloading will reduce the administrative burden on schools who have to follow up on assessments under the current application-based process.
- SNAs will have more certainty around their tenure of employment and the new model does not change their roles and functions.
- Frontloading will allow HSE and NEPS staff currently involved in carrying out assessments (HSE and NEPS) to provide a better service around the needs of families and schools.

Budget 2020 provided for an additional 1,064 SNAs for allocation to schools, bringing the total number to over 17,000 in 2020. This is supporting the rollout of the new allocation model as well as supporting new special class places and additional support in special schools.

Consultation with the stakeholders is currently underway on the new allocation model. The model is being developed and will be finalised shortly.

Work is ongoing on the development of guidelines for schools, appeal/review processes, and a Departmental circular to issue to schools in April 2020. It is expected that all schools will be advised of their mainstream SNA allocation by end of May 2020.

Note on PE Halls in Schools [GP, FF] 28/02/20

PE Halls in schools

What is being delivered?

New PE Halls are currently being provided in all new post-primary schools and as part of large-scale refurbishment/extension projects in existing schools that are on the capital programme.

The same approach applies at primary level with the provision of General Purpose rooms.

As part of the rollout of the National Development Plan 2018 to 2027, circa. 34 PE Halls are being delivered at post-primary level and circa. 50 General Purpose rooms at primary level as part of new school and large-scale projects that were in construction in either 2018 or 2019.

Estimated cost of a PE Hall:

A PE Hall facility in a post-primary school can typically cost circa. €2.3m for 860 m² of accommodation in school of less than 500 students and circa. €2.8m for 1,048 m² of accommodation in a school of more than 500 students. A PE Hall facility would include dressing rooms, storage and fitness room. Cost estimate is based on construction cost and professional fees.

National Development Plan 2018 to 2027

Under the National Development Plan 2018 to 2027, €8.4 billion is due to be invested in primary and post primary school buildings. The existing profile of this expenditure is weighted towards the

second half of the NDP period, meaning that the capital budget will remain under considerable pressure in the near to medium term.

The main focus of resources over the last decade and for the coming period is on provision of additional capacity to cater for increasing demographics.

The second half of the NDP (from 2023 onwards) will see an increasing focus on the upgrade and refurbishment of the existing school stock. This upgrade and refurbishment programme will have three main strands:

- A school laboratory build and modernisation programme
- A PE Hall build and modernisation programme to ensure that students in all post-primary schools have access to appropriate facilities to support PE provision, particularly also in the context of the rollout of PE as a Leaving Certificate subject.
- A deep energy retrofit of schools built prior to 2008.

National Inventory of School Capacity

As part of its initiatives to strengthen the demographic analysis process, the Department has put a structure and system in place for a national inventory of school capacity that is completed by individual schools. This is based on the on-line database that schools use to provide enrolment returns to the Department at the end of September each year. 2019 was the first year of this initiative and the focus was on capacity and demand for school places in each school which can then be analysed at local, regional and national level through the Department's Geographic Information System (GIS).

The enrolments returns process in September 2020 provides the next opportunity to expand the national inventory of school capacity to obtain an up to date position in relation to PE facilities across all schools.

National Sports Strategy

The National Sports Strategy was published in July 2019 by the Department of Transport, Tourism and Sport.

One of the actions in this strategy is to periodically conduct a nationwide audit of sports facilities. It is envisaged that this will involve a national database of sports facilities being set up by Sports Ireland on a pilot basis initially. The Department of Education and Skills has been in contact with the Department of Transport, Tourism and Sport and it is envisaged that this audit will include school facilities. This nationwide audit will also help to identify sports facilities that are in close proximity to existing schools which can feed into the decision making process in relation to the facilities required at individual school level.

Sports Capital Programme

The sports capital programme includes provision for sports clubs to enter a partnership with individual schools when submitting applications for funding for sports facilities.

PE Hall facilities in Border Region

The lack of PE Hall facilities in 3 post-primary schools in the border region that cater for minority communities was raised in the context of North South discussions.

The 3 schools are - Monaghan Collegiate College, Royal School in Cavan and the Royal and Prior Comprehensive School in Raphoe.

The Department of Foreign Affairs is facilitating a funding stream that will enable PE Hall facilities to be provided in these schools.

Email with follow-up query on public sector status to school secretaries and caretakers [FF] 28/02/20

Fianna Fáil also asked about costs of granting public sector status to school secretaries and caretakers. We indicated a figure of €50 million; one of the people on the Fianna Fáil side indicated that the figure being used by Fórsa was considerably smaller. We thought it would just be useful to briefly set out the position as we see it.

- *Our understanding is that Fórsa have used a year one figure which is on the order of €11 million cost. Our understanding is that this for secretaries only, and does not include any ultimate cost to the State of pension liabilities.*
- *School secretaries and caretakers were treated equally under the previous arbitration process in 2015 and any future agreement would be an extension of that process, and so it is not feasible to disaggregate them in this way as there would be claims for equal treatment.*
- *The additional gross year one payroll cost of granting school secretaries and caretakers public sector status, if they just move to the next point of the scale, would be on the order of €20 million. However, it is also appropriate to have regard to the State's liability for pensions, which is calculated at 20% of total payroll costs, which results in an additional c. €30 million, totalling a €50 million total liability in year one, of which €30 million would effectively be an accrued liability for the State. (Note: the scheme operates on a pay as you go basis, but it is good practice to have regard to the full costs for the Exchequer when estimating impacts of a policy change in this regard).*
- *The ultimate full year cost using the same assumptions as above would be c. €86 million, of which €36 million would be an accrued liability. This would also be the financial position in a scenario where, in recognition of previous service, school secretaries and caretakers were granted a position at the top of the scale with public sector status.*
- *As noted in the discussions, there would also be precedential implications in other parts of the public sector from granting public sector status to school secretaries and caretakers. This would likely result in costs which are a multiple of these estimates.*

Apprenticeships Briefing [FF] 25/02/20

The Department of Education and Skills also wanted to point out that apprenticeship is one part of the overall contribution of the education and training sector to construction, which also includes:

- *non-apprenticeship FET such as (i) ETBs delivering under the “Built Environment” skills cluster, which includes a range of construction skills and also programmes in retrofitting/renewable energy and (ii) traineeships for the construction sector;*
- *Higher education programmes in relevant disciplines including in engineering, manufacturing and construction;*
- *Springboard+ programmes in the area of construction;*
- *Skillnet activities in the construction sector;*
- *EGFSN work on skills demand;*
- *Engagement between the regional skills fora and the construction sector.*

The Department can provide notes on these issues If required.

Briefing note on apprenticeship February 2020

This note provides factual information on the following:

- 1. Apprenticeship policy and implementation*
- 2. Apprenticeships in the context of overall provision of skills for construction*

1. Apprenticeship policy and implementation

Background

The previous Government set a target of 31,000 people enrolled on apprenticeship programmes in the period 2016-2020.

The Action Plan to Expand Apprenticeship and Traineeship in Ireland 2016-2020 set out a framework for the development of apprenticeship and traineeship over the period and a range of measures to grow participation in the programmes. This has led to a total of 20,489 apprentices enrolled in the four years to end 2019, with a significant pipeline of new apprenticeship programmes under development in a diverse range of areas such as hospitality, healthcare, construction and ICT (see appendix).

Apprenticeship has also been a major focus of the last number of education budgets. In 2019 apprenticeship became the single largest area of investment from the National Training Fund for the first time.

It is planned to develop a successor to the current Action Plan during 2020, subject to engagement with the new Government.

Growth in registrations, apprenticeships and employer engagement

To date, following the Apprenticeship Council’s two calls for proposals in 2015 and 2017, thirty new consortia led apprenticeship programmes have been developed in sectors such as auctioneering, ICT,

hospitality, logistics and biopharma. A further twenty three programmes are due to get underway during 2020 and 2021 in sectors such as retail, hospitality, horticulture and construction. The 55 apprenticeships currently available are set out in the appendix.

The number of employers engaging with the apprenticeship system has increased from 3,558 in 2015 to over 6,000 in 2019. While targets for new apprentices have not been reached, there has been strong growth in apprenticeship registrations with registrations in the craft apprenticeship trades rising as the employment and economic situation improves. Annual registrations grew from 3,153 to 6,177 between 2015 and 2019 and the overall apprenticeship population has more than doubled from 8,317 at the end of 2015 to 17,829 in 2019.

Apprenticeship numbers	2016	2017	2018	2019
Cumulative number of new programmes	2	9	18	29
Craft registrations	3,742	4,508	5,058	5,271
New Apprenticeship registrations	79	335	590	906
Total Actual registrations	3,821	4,843	5,648	6,177

Registrations in craft apprenticeships are forecast to increase to 6,150 per annum by 2022.

Apprenticeship Initiatives

An ongoing programme of process reform, including new online platforms for apprenticeship and employer registration and new online resources for employers is underway.

As envisaged in the 2016-2020 Action Plan for Apprenticeship and Traineeship, a Review of Pathways to Apprenticeship was undertaken in 2018; implementation of the findings in this Review have resulted in the expansion of pre-apprenticeship opportunities and the growth in female participation in apprenticeship from 60 in 2016 to 665 in 2019.

The development of the Generation Apprenticeship communications and promotion platform included the rolling out of a wide range of events, competitions and media resources. The second phase of the campaign is now underway and includes a stepped-up focus on employers.

Curricula for craft apprenticeships are being remodelled to keep pace with new methods and technologies in the workplace and to ensure that apprentices have a broader range of literacy, numeracy, ICT and teamworking skills.

With respect to inclusion of people with disabilities on apprenticeship, 2.75% of the 2018 apprentice population had declared that they had a disability. Learning and/or other supports and accommodations are put in place where required. The expansion of the range of apprenticeship programmes, as well as changing work practices in traditional areas provide increased opportunity for persons with a disability and other traditionally underrepresented groups.

Funding for apprenticeship

The 2020 budget allocation for apprenticeship training is €169m which represents an increase of over 19% on the 2019 allocation of €142m. The 2020 allocation is apportioned between SOLAS (€125m) and the HEA (€44m) and will support an apprenticeship population which is forecast to be almost 20,000 by the end of 2020 and new registrations that are forecasted to be up to 7,000 in 2020. Over 4,000 of these registrations will be in the construction sector.

2. Construction skills - apprenticeships

Apprenticeships are one of a number of pathways to meeting skills needs in the construction sector. Construction skills are also being targeted through Springboard, Skillnet Ireland, further education and training programmes and other initiatives. These programmes provide flexibility to ensure that the key skills required to support residential, green economy/retrofit and key infrastructure development can be delivered.

The Expert Group on Future Skills Needs (EGFSN) is currently undertaking a skills demand study to determine the demand and nature of the Irish construction sector's skills needs in the period to 2030. The objectives of this study are to identify the nature and quantity of the scale of the skills needs of the construction sector to 2030 and to develop a suite of recommendations that can be drawn upon to ensure that the future skills needs of the sector are fully addressed by stakeholders through the education and training system, as well as any other relevant sources of skills supply.

In recent years, annual intake in construction related apprenticeships has steadily been increasing, from a low level of just 650 in 2010 to 3,499 in 2019 (see table below). In 2019, annual intake in construction related apprenticeships accounted for 66% of the total intake of 5,271 in craft-based apprenticeships and is projected to account for 70% of the forecasted total intake of 5,765 in craft apprenticeships in 2020.

Over the period of the Action Plan construction apprenticeship registrations have more than doubled from 1,726 in 2015 to 3,499 in 2019 and are forecasted to reach 4,474 by 2022.

Apprenticeship intake by construction-related trades

Apprenticeship	2007	2015	2016	2017	2018	2019	Year on year percent
	actual intake	actual intake	actual intake	actual intake	actual intake	actual intake	Dec 18 – Dec 19
Electrician	2,057	956	1,343	1,705	1,841	1,949	6%
Carpenter & joiner	1,350	291	399	443	591	597	1%
Plumber	1,038	289	345	532	653	628	-4%
Bricklayer	247	26	52	60	81	80	-1%
Plasterer	143	7	18	34	29	36	19%
Painter & decorator	112	19	27	44	30	31	3%
Construction plant fitter	94	77	59	86	71	73	3%
Wood manufacturer & finisher	167	48	71	59	95	102	7%
Stonecutting & Stonemasonry	-	13	2	8	7	3	-133%
Total	5,208	1,726	2,316	2,971	3,398	3,499	3%

A number of initiatives are in place to ensure that the apprenticeship programmes are responsive to developing needs. Curricula are being updated to keep pace with changes in building practices and building regulations. A dedicated (NZEB) Training centre has been established in Wexford which is currently providing 10 NZEB training programmes to existing construction workers in areas such as plumbing, electrical, bricklaying, carpentry and plastering.

Appendix 1

Existing Apprenticeships - 'Pre 2016'		
	Apprenticeship	NFQ Level
CONSTRUCTION		
1	Brick and Stonelaying	Level 6
2	Carpentry and Joinery	Level 6
3	Painting and Decorating	Level 6
4	Plastering	Level 6
5	Plumbing	Level 6
6	Stonecutting and Stonemasonry	Level 6
7	Wood Manufacturing and Finishing	Level 6
ELECTRICAL		
8	Aircraft Mechanics	Level 6
9	Electrical	Level 6
10	Electrical Instrumentation	Level 6
11	Electronic Security Systems	Level 6
12	Instrumentation	Level 6
13	Refrigeration and Air Conditioning	Level 6
ENGINEERING		
14	Farriery	Level 6
15	Industrial Insulation	Level 6
16	Mechanical Automation and Maintenance Fitting	Level 6
17	Metal Fabrication	Level 6
18	Pipefitting	Level 6
19	Sheet Metalworking	Level 6
20	Toolmaking	Level 6
MOTOR		
21	Agricultural Mechanics	Level 6
22	Construction Plant Fitting	Level 6
23	Heavy Vehicle Mechanics	Level 6
24	Motor Mechanics	Level 6
25	Vehicle Body Repairs	Level 6

Existing 2016+ Apprenticeships		
	Apprenticeship	NFQ Level
BIOPHARMA		
1	Laboratory Analyst	Level 7
2	Laboratory Technician	Level 6
CONSTRUCTION		
3	Geo-Driller	Level 6
ELECTRICAL		
4	Industrial Electrical Engineer	Level 7
ENGINEERING		
5	Engineering Services Management	Level 7
6	Manufacturing Engineer	Level 7
7	Manufacturing Technology	Level 6
8	OEM Engineer	Level 6
9	Polymer Processing Technology	Level 7
FINANCE		
10	Accounting Technician	Level 6
11	Insurance Practitioner	Level 8
12	International Financial Services Associate	Level 6
13	International Financial Services Specialist	Level 8

	HAIR	
14	Hairdressing	Level 6
	HOSPITALITY & FOOD	
15	Commis Chef	Level 6
16	Chef de Partie	Level 7
17	Sous Chef	Level 8
18	Butcher	Level 5
	ICT	
19	Network Engineer Associate	Level 6
20	Software Developer Associate	Level 6
21	CGI Technical Artist (Animation, Games, VFX)	Level 9
22	Cybersecurity	Level 6
23	Telecommunications and Data Network Engineering Technician	Level 6
	LOGISTICS	
24	Lean Sigma Manager	Level 9
25	Logistics Associate	Level 6
26	Supply Chain Manager	Level 9
27	Supply Chain Specialist	Level 8
	PROPERTY SERVICES	
28	Auctioneering and Property Services	Level 6
	SALES	
29	Retail Supervision	Level 6
30	Sales	Level 6

Apprenticeships due to launch 2020 & 2021		
2020		
1	Applied Horticulture	Level 6
2	Arboriculture	Level 6
3	Bar Manager	Level 7
4	Commercial Driver (2015 call)	Level 6
5	Equipment Services Engineer	Level 9
6	Executive Chef (2015 call)	Level 9
7	Farm Manager	Level 7
8	Farm Technician	Level 6
9	Healthcare Assistant	Level 6
10	International Financial Services Advanced Specialist (2015 call)	Level 9
11	Precision Machinist and Quality Control (2015 call)	Level 6
12	Principal Engineer	Level 10
13	Recruitment Executive	Level 8
14	Roofing & Cladding	Level 5
15	Scaffolding	Level 5
16	Science Aircraft Asset Management	Level 7
17	Software Solutions Architect	Level 9
18	Sports Turf Management	Level 6
19	Stud Farm Assistant Manager	Level 7
20	Supply Chain Associate	Level 7
21	Wind Turbine Maintenance (2015 call)	Level 6
2021		
22	Advanced Quantity Surveyor	Level 9
23	Manufacturing Data Integration Engineer	Level 7

