

2024



**Apprenticeships**

# HIGHER LEVEL APPRENTICESHIP ACCOUNTING TECHNOLOGIST LEVEL 6

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## APPRENTICE HANDBOOK





# Welcome

A new profession designed for **future business needs**

The **Accounting Technologist** is a newly established professional accounting role aimed at fostering sustainable value creation within businesses.

This role is pivotal in long-term financial, social, and environmental outcomes, thus ensuring businesses are equipped for the transition towards a more sustainable economic model.

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# 1. Introduction

## 1.1. ABOUT THIS APPRENTICE HANDBOOK

The purpose of this handbook is to provide information about:

- the profession in which the apprentice is employed,
- the 'on the job' and 'off the job' structures of the programme,
- the governance structures around the programme and the profession.

## 1.2 WHAT IS AN ACCOUNTING TECHNOLOGIST?

The Accounting Technologist is a professional qualification that enables individuals to work at the intersections of modern finance, information systems, and organisational governance:





Depending on the specifics of the occupational role, the Accounting Technologist is likely to be a member of a team that has responsibilities for:

- financial reporting and financial management,
- non-financial reporting (including sustainability and ESG responsibilities),
- performance management,
- statutory tax compliance,
- data and information systems management (including data analytics frameworks and digital transformation projects),
- decision-support for organisational governance.

### 1.3. ABOUT THE ACCOUNTING TECHNOLOGIST APPRENTICESHIP PROGRAM

The Accounting Technologist is a newly established professional accounting role aimed at fostering sustainable value creation within businesses. This role is pivotal in optimising long-term financial, social, and environmental outcomes, thus ensuring businesses are equipped for the transition towards a more sustainable economic model.

The programme was developed by Accounting Technicians Ireland (industry lead), and a Consortium, comprising professional bodies, employers, and academic experts from Open University, Belfast Metropolitan College, Southern Regional College, South West Regional College and the Technological University of the Shannon in the Republic of Ireland.

The programme is tailored to meet the evolving demands of the accounting and finance sector, focusing on cultivating both the technical and interpersonal skills of apprentices, encompassing areas such as accountancy, data analytics, and sustainability practices.

Approved and overseen by the Department for the Economy in Northern Ireland, the Level 6 Accounting Technologist Higher Level Apprenticeship (HLA) is underpinned by the BSc (Hons) in Accounting Technology validated by Open University. The the Level 6 Accounting Technologist HLA operates at degree level, adopts an earn-and-learn model to address the evolving needs of the accounting and finance sector. It emphasises the development of technical expertise alongside interpersonal skills, covering key areas such as accountancy, data analytics, and sustainable practices.

Completion of the programme ensures alignment with industry standards, providing apprentices with essential workplace proficiencies such as modern finance,

information systems management, organisational governance, financial, sustainability reporting, and effective communication. Provided that all relevant criteria are met, upon successful completion of the apprenticeship and award of the BSc (Hons) in Accounting Technology, all candidates may then apply to ATI for permission to use the title “Certified Accounting Technologist” designation.

#### 1.4. PROGRAMME PARTNERS:

ATI acts as an Industry Lead and collaborative coordinator for the Level 6 Accounting Technologist HLA. The qualification is validated by the Open University in Northern Ireland and delivery is through Belfast Metropolitan College and Southern Regional College.

## 2. Programme Structure

### 2.1. PROGRAMME DURATION

The Accounting Technologist Apprenticeship Programme is two years in duration. Each year comprises three semesters.

The apprentice engages in ‘off the job’ academic learning in class<sup>1</sup> with their selected college and ‘on the job’ practical learning in their workplace throughout the two year journey and, during this time, receives guidance from both a college mentor and a workplace mentor. The objective of dual mentorship is to ensure that the apprentice receives a well-rounded learning experience that blends academic development with practical and relevant work experience.

### 2.2. OVERVIEW OF THE PILLAR AND MODULE STRUCTURE

The programme is organised into four core pillars as follows:

#### **Pillar 1: Professional Experience**

The Professional Experience pillar is the ‘on the job’ element of the programme and comprises two modules.

**Year 1** - Professional Practice and Industry Project 1 (20 credits)

**Year 2** - Professional Practice and Industry Project 2 (20 credits)

#### **Pillar 2: Accounting and Finance**

The Accounting and Finance pillar comprises 3 classroom-based modules:

**Year 1** - Performance Management (10 credits)

Taxation and Financial Reporting (10 credits)

**Year 2** - Financial Management (10 credits)

#### **Pillar 3: Information Systems**

The Information Systems pillar comprises three classroom-based modules.

**Year 1** - Information Systems for Accounting and Finance Professionals (10 credits)

**Year 2** - Data Analytics (10 ECTS credits)

Adv. Data Analytics and Visualisation (10 ECTS credits)

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<sup>1</sup> The classroom delivery will be a blend of live and virtual sessions, with guidance provided by the selected college

#### Pillar 4: Organisational Governance

The 'Organisational Governance' pillar comprises 2 classroom-based modules.

**Year 1** - Sustainability for Accounting and Finance Professionals (10 credits)

**Year 2** - Governance and Strategic Management for Business (10 credits)

The pillar and module structure of the programme is summarised in the following table:

Pillar	Year	Semester	Core Modules	Credits
Accounting and Finance	1	1+2	Performance Management	10
Accounting and Finance	1	1+2	Taxation and Financial Reporting	10
Information Systems	1	1+2	Information Systems for Accounting and Finance Professionals	10
Organisational Governance	1	1+2	Sustainability for Accounting and Finance Professionals	10
Work Practice	1	3*	Professional Practice and Industry Project 1	20

Pillar	Year	Semester	Core Modules	Credits
Accounting and Finance	2	1	Financial Management	10
Information Systems	2	1	Data Analytics	10
Information Systems	2	2	Adv. Data Analytics and Visualisation	10
Organisational Governance	2	2	Governance and Strategic Management for Business	10
Work Practice	2	3*	Professional Practice and Industry Project 2	20

\*The Professional Practice and Industry Projects relates to "on the job" development and should be worked on across the year and submitted at the end of semester 3 for assessment.

The apprentice must satisfy the requirements of all 10 modules over the duration of the programme while working with a registered employer in order to graduate from the programme and be recognised as a Certified Accounting Technologist.

#### 2.3. 'ON THE JOB' - WORK-BASED EXPERIENTIAL LEARNING AND DEVELOPMENT

Workplace learning, also commonly known as 'on the job' training, is a core component of the Accounting Technologist Apprenticeship and is an essential integrated part of the professional development of the apprentice. Experiential workplace learning facilitates direct practical application of classroom knowledge in authentic work environments, enhances technical understanding, and facilitates refinement of professional competencies and skills.

For the two years of the programme, the apprentice is employed by a registered employer and works four days per working week for that employer in order to obtain the breadth and depth of professional experience required to qualify as a Certified Accounting Technologist.

The apprentice presents evidence of sufficient and relevant workplace learning and development by reference to the requirements of the professional experience pillar modules. Each year of the two year programme includes one mandatory 'Professional Practice and Industry Project' module, the requirements of which are entirely work-based and are completed each year over the course of the three semesters.

#### 2.4. 'OFF THE JOB' - ACADEMIC LEARNING AND DEVELOPMENT

The 'off the job' component of the Accounting Technologist Apprenticeship is classroom based and is delivered by the Open University approved Further Education (FE) Colleges in collaboration with ATI<sup>2</sup>.

The academic year is divided into three (3) semesters. During the first two semesters, apprentices are required to attend classes one day per week, commonly known as 'college days,' which are typically scheduled on the same day each week. The third semester is dedicated to the completion of the Professional Practice and Industry Project(s), which must be submitted for assessment at the end of this semester. Academic calendars are published at the beginning of each semester, detailing the plans for synchronous and asynchronous teaching and the schedules for formative and summative assessments.

<sup>2</sup> Belfast Metropolitan College and Southern Regional College.

## 2.5 SUMMARY OF THREE SEMESTER STRUCTURE

### Semesters 1 and 2

- Fifteen weeks of teaching, learning and assessment
- One "off-the-job" college day per week with an approved partner FE College and four "on-the-job" days per working week with a registered employer
- Eight hours of synchronous and asynchronous teaching on the designated college day each teaching week
- All 'off the job' academic requirements are completed in semesters 1 and 2
- Apprentices should concurrently work on their 'On the Job' professional experience projects alongside their academic studies throughout the year. These projects are scheduled for submission at the end of the third semester for assessment.

### Semester 3

- Completion of Professional Practice and Industry Project module



## 3. Overview of Programme Modules

### 3.1. YEAR 1

#### On the Job

##### Professional Practice and Industry Project 1

Enables apprentices to gain practical experience as a professional Accounting Technologist by engaging in "On the Job" activities within a real business environment. Working alongside their mentor, apprentices apply the technical skills learned during the 'off the job' components of the program. Throughout the year, they are required to complete project work and maintain a reflective log in their working environment, both of which are assessed at the end of the year. This process helps in the development of professional competencies and skills.

#### Off the Job

##### Year 1

##### Performance Management

The module builds on existing knowledge of foundational management accounting whereby the apprentice develops the capability to apply advanced techniques that relate to the planning, controlling, and monitoring of performance in business organisations.

##### Taxation and Financial Reporting

Professionals working in the field of accounting require an understanding of the regulatory frameworks of accounting and taxation as well as the ability to apply the frameworks to inform stakeholders and thus contribute to organisational success and sustainability.

This module further develops the key concepts from prior study and has linkages with the modules in the Organisational Governance pillar.

### **Information Systems for Accounting and Finance Professionals**

In this module, apprentices will appreciate the significance of Business Information Systems (BIS), its terminology and technology as they relate to business functions, and the processes that support optimisation of decision-making and Information Security. Apprentices will also gain an insight into IT governance and digital transformation. The impact of disruptive technologies to business will also be discussed within the module.

### **Sustainability for Accounting and Finance Professionals**

This module introduces the concepts of sustainability, sustainable development and sustainability reporting to apprentices. Environmental, Social, and Governance (ESG) performance and metrics, and sustainability analytics for finance will also be discussed.

## **3.2 YEAR 2**

### **On the Job**

#### **Professional Practice and Industry Project 2**

Building on the practical and technical skills developed in Year 1 of the apprenticeship, this module offers apprentices the opportunity to enhance critical thinking, research, analysis, and communication skills on a cross-functional basis within an authentic work environment. Throughout the year, the apprentice must work on a project(s) and maintain a reflective log, collaborating closely with their work place mentor and receiving support from their college. Additionally, the module facilitates personal and professional reflection, allowing apprentices to consider their development throughout the program. This reflection aids in identifying lifelong learning opportunities and potential career pathways that align with their personal values and professional objectives.

### **Off the Job**

#### **Year 2**

#### **Financial Management**

This module develops the ability of the apprentice to apply financial management concepts to a variety of business scenarios and, thereby, enhance the apprentice's financial literacy.

#### **Data Analytics**

This module equips the apprentice with the mathematical and computing skills and tools necessary to analyse and interpret datasets and to present the results effectively in a variety of visual formats. Competencies acquired by the apprentice include data definition, data manipulation, and analytics features of SQL (Structured Query Language).

#### **Adv. Data Analytics and Visualisation**

This module enhances the apprentice's knowledge and understanding of data analytics and data visualisation. The apprentice is exposed to advanced methods, tools, and techniques with reference to 'big data' applications and related data privacy considerations.

#### **Governance and Strategic Management for Business**

This module aims to provide apprentices with an understanding of corporate governance and strategic issues, focusing upon the system operating in a global context.





## 4. Teaching, Learning, and Assessment

The Higher Level Apprenticeship Accounting Technologist Level 6 combines classroom ('off the job') and workplace ('on the job') learning and development.

### 4.1 'Off the Job' Teaching and Learning

#### Synchronous and Asynchronous Learning

All "off-the-job" modules are delivered by an approved FE college partner one day a week, with classes scheduled during the entire day. A typical college day combines synchronous and asynchronous learning.

For the Accounting Technologist Apprenticeship, synchronous learning means that lecturers and apprentices are in class at the same time. Examples of the nature of a synchronous learning class include traditional style lectures, instructor-led discussion, apprentice-led discussion, and interactive individual/group presentations. The apprentice may be required to complete readings and assignments in advance to prepare for a synchronous learning class.

Asynchronous learning means that, whereas learning time is scheduled, lecturers and apprentices are not in class at the same time. For this type of scheduled learning time, the apprentice may, for example, be required to work independently with material prepared in advance by the lecturer, may be required to research a specific topic during class time, or may be required to complete specified tasks during class time as instructed in advance by a lecturer. The outcomes of asynchronous learning time may subsequently form the basis of a discussion or presentation in a synchronous learning class.

#### Independent Learning

The apprentice should also expect to allocate time to the 'off the job' modules on days other than the designated college day. This is commonly referred to as 'independent learning'. This time is typically required to:

- review and revise course materials;
- preview and prepare materials ahead of upcoming classes;
- source and read relevant articles of interest independently to add richness to learning; and
- plan for assignments and assessments.

## Online Learning Etiquette

If any classes are delivered online, the apprentices should follow the online learning etiquette:

- be in a space that is amenable to study for the duration of the class (quiet, no distractions);
- have good reliable internet connectivity;
- have a good quality headset (including microphone);
- log on to online classes 15 minutes before commencement of class to confirm audio, microphone, and virtual access to the class;
- attend all classes – if the apprentice is unable to attend a class, the apprentice must email their employer and programme manager to explain the absence from class;
- actively engage with lecturers and fellow classmates; and
- respect lecturers and fellow classmates.

## 4.2 Assessment Framework for the Apprenticeship Programme

In crafting an effective assessment framework for our apprenticeship programme, we aimed to provide a comprehensive evaluation of both off-the-job and on-the-job learning. These assessments serve not only to gauge the progress and proficiency of our apprentices but also to ensure they are well-equipped to meet the demands of the Accounting Technologist occupation upon completion of the programme.

The integration of off-the-job and on-the-job assessments is pivotal in providing a holistic evaluation of apprentices' abilities. By aligning theoretical learning with practical application, we ensure that apprentices develop the requisite skills and competencies to thrive as an Accounting Technologist. Regular progress monitoring further support apprentices in their development journey, equipping them with the tools necessary for success.

## Off-the-job Assessment:

Our off-the-job assessments are designed to measure apprentices' understanding of theoretical concepts and their ability to apply this knowledge in practical scenarios. Continuous assessments form the backbone of this approach, incorporating quizzes, short tests, practical demonstrations, and progress reviews as needed. These periodic evaluations not only offer real-time feedback but also facilitate the identification of areas requiring improvement when used as a formative tool, enabling apprentices to continuously refine their skills.

Project work constitutes another crucial aspect of our off-the-job assessment strategy. Apprentices will work on projects that mirror real-world challenges, necessitating the application of their theoretical knowledge to devise real life solutions. These projects not only foster critical thinking and problem-solving skills but also instill important attributes such as independence, teamwork, and adherence to industry standards. Successful completion of project work demonstrates apprentices' readiness to tackle the complexities of their chosen field.

Terminal exams serve as the culmination of our off-the-job assessment process for a number of modules in the programme. By evaluating apprentices' cumulative knowledge and skills, terminal exams ensure that they have attained the requisite level of knowledge.

In the event of failing any exams, the apprentice will be given the opportunity to sit for repeat examination. However, the apprentice or their employer must cover the repeat exam fees as per college policy.

## On-the-job Assessment:

Complementing our off-the-job assessments is the on-the-job assessment component, which culminates in Semester 3 of each academic year and is facilitated through the Apprenticeship Logbook. This logbook serves as a repository for documenting on-the-job training activities, supervisor feedback, mentor evaluations, and reflections on skill development. Through workplace reflections and required presentations, apprentices are able to integrate classroom learning with practical tasks, receiving constructive feedback on their performance and progress.

Regular workplace mentor meetings and catchups provide valuable insights into apprentices' job performance, strengths, and areas for improvement. These reviews serve as a platform for setting goals, aligning with programme objectives, and charting a pathway towards continuous improvement.



## 5. Roles and Responsibility

### 5.1 THE APPRENTICE

#### Role

The apprentice is employed on a full-time permanent contract by a registered employer who facilitates their participation in the Accounting Technologist Degree Apprenticeship Programme. The apprentice's learning and development journey is a combination of 'on the job' (four days per week in the workplace) and 'off the job' (one day per week in college).

The apprentice remains in the employment of a registered employer at all times during the programme. The 'off the job' component of the programme does not alter the apprentice's status as an employee of that employer. Neither does the 'off the job' component of the programme imply any contract of employment between the apprentice and ATI or between the apprentice and the college.

As a registered student, the apprentice is encouraged to make full use of the social, sporting and support systems, such as the college library, IT system, careers guidance service, counselling service, sports and recreational facilities, college clubs and societies.

#### Responsibilities

The apprentice must:

- attend the mandatory induction programme;
- attend and participate in all scheduled 'off the job' classes (note that unjustified and/or habitual absence from 'off the job' college days could result in termination of the apprenticeship);
- take responsibility for and commit to own learning and development throughout the programme;
- accept and implement feedback;
- respect ATI Programme Rules and Regulations, the Code of Practice, any rules and regulations in place at college, and any employment contract obligations;
- perform all programme tasks with due care and diligence and observe all health and safety regulations during both 'on the job' and 'off the job' elements of the programme;

- take responsibility to ensure that all 'on the job' requirements are fully understood and achievable by the end of the training period;
- actively participate in discussions, meetings, and interactions within the workplace to enhance learning and development;
- seek the advice of the employer and/or workplace mentor and/or college mentor at an early stage if programme related issues arise;
- contact ATI if the relationship between employer and the apprentice is terminated for any reason by either party;
- acknowledge that if the required standards of the programme are not achieved or the Code of Practice is breached, the programme may be consequently terminated; and
- acknowledge that breach of any 'on the job' or 'off the job' assessment rules may result in disciplinary action in accordance with ATI's procedures, which may result in delay in completion or in termination of the programme.

## 5.2 THE EMPLOYER

### Role

The registered employer is entrusted with the responsibility of facilitating an environment in which the apprentice has opportunities to apply 'off the job' classroom knowledge and understanding in an authentic 'on the job' workplace and to complete essential integrated 'on the job' elements of the programme.

The employer grants the apprentice exposure to work across areas of the organisation that align with and complement 'off the job' classroom education. This integrated approach enables the apprentice to progress from conceptual classroom understanding to the acquisition of tangible workplace experience under supervised conditions.

The employer considers the apprentice's proficiency level when assigning tasks, thereby ensuring an appropriate balance between the complexity of the tasks and the apprentice's stage of development.

Respects ATI Programme Rules and Regulations, the Code of Practice, any rules and regulations in place at college, and any employment contract obligations stipulated by the employer.

Performs all programme tasks with due care and diligence and observe all health and safety regulations during both 'on the job' and 'off the job' elements of the programme.

Get registered as a HLA approved Employer by the relevant college by signing a Tri partite agreement thereby agreeing to all DfE's rules & stipulations in relation to Employer HLA participation.

### Responsibilities

The employer must:

- Issue an employment contract to the apprentice, taking the occupational profile for an Accounting Technologist and the respective roles and responsibilities of the employer and apprentice into consideration;
- assign a qualified, knowledgeable, and experienced workplace mentor to the apprentice who can fulfil the responsibilities of the role;
- foster a positive organisational environment in which the apprentice can apply classroom knowledge and understanding under the supervision of the mentor and line manager; and
- maintain communication with ATI in relation to the apprentice's progress and development.

## 5.3 THE WORKPLACE MENTOR

### Role

The workplace mentor guides and supports the workplace development of the apprentice throughout the Accounting Technologist Apprenticeship Programme. The mentor serves as a knowledgeable resource, offering practical insights and guidance that complement the apprentice's 'off the job' classroom learning.

The workplace mentor must:

- Have an RQF Level 7 award or equivalent and/or minimum of five years of relevant experience;
- Occupy a position at a senior level in the organisation; and
- Be a different person to the apprentice's direct line manager.

The workplace mentor:

- Supports and mentors the apprentice by sharing the knowledge, skills, and competencies that are relevant to the professional role of an Accounting Technologist;
- Facilitates the apprentice's learning and development through various methods such as shadowing, coaching, observing, and working collaboratively with other team members;
- Assesses the apprentice's training and development on a timely basis, offers constructive feedback to highlight strengths and areas for improvement, and offers guidance on how the apprentice can adapt to various challenges encountered in the workplace;
- Ensures the apprentice has ample 'on the job' opportunities to achieve the specified Accounting Technologist programme learning outcomes;
- Communicates with the line manager and employer about matters concerning the learning and development of the apprentice;
- Acts as an advocate for the apprentice in the case of a dispute with the line manager;
- Guides the apprentice in relation to 'on the job' assessments; and
- Ensures the apprentice maintains complete and accurate records of their workplace experience and assessments.

## 5.4 THE COLLEGE MENTOR

### Role

The role of the college mentor is to guide and support the apprentice primarily in relation to academic learning and development. The mentor assumes a pastoral care role and engages with the apprentice on a periodic basis through the programme. The apprentice may raise concerns (whether 'on the job' or 'off the job') with the college mentor, who liaises as appropriate with the workplace mentor and ATI to resolve the concerns.

### Responsibilities

The college mentor:

- Facilitates assimilation of the apprentice into college life and related support structures at the outset of the programme (social, sporting and development support systems, such as the college library, IT system, careers guidance service, counselling service, sports and recreational facilities, college clubs and societies);
- Arranges periodic review meetings with the apprentice at least twice each year to discuss progress by reference to agreed developmental milestones; and
- Acts as conduit for any concerns that the apprentice may have that are related to any aspect of the programme.

## 5.5 OTHER RELEVANT ROLES

### College Programme Manager

The college programme manager oversees the academic 'off the job' learning component of the programme. They can guide the apprentice in relation to the academic standards required to graduate from the programme.

### College Lecturer

The college lecturer leads on individual programme modules. They can liaise with the apprentice to provide module-related feedback. The apprentice can request additional support from the college lecturer, that relates, for example, to understanding of the material, submission of assignments or preparation for an assessment.

### Apprentice Forum Representative

The apprentice forum representative is nominated and appointed by their class group. This individual represents their class group at each scheduled ATI quarterly apprentice forum meeting. The purpose of the ATI apprentice forum is to provide a platform for class representatives to provide student feedback related to the operation and development of the apprenticeship programme.

### Comrade Scheme

Each apprentice can be assigned a buddy from their class group at the beginning of the academic year to support each other throughout the programme. For example, if either is absent, the other can advise on content to catch up on for 'off the job' learning.

## 6. Data Protection

Privacy Notice to apprentices (and parents/guardians of students under 18).

By participating in the Accounting Technologist Apprenticeship and attending approved partner FE college you acknowledge that your personal data (including special category personal data) shall be processed by Accounting Technicians Ireland and the approved partner FE college. This Privacy Notice gives you some helpful information about who we are, what personal data we collect about you, why we collect it, who we share it with, how long we keep it, and your rights.

We are Accounting Technicians Ireland (ATI). Our contact address is 2nd Floor, CA House, 47-49 Pearse Street, Dublin 2. Phone 01 648 8100.

We are the leading professional body for Accounting Technicians in Ireland with more than 10,000 members and students on the island of Ireland.

Founded in 1983, we provide nationally and internationally recognised qualifications which open the door to an awarding career as an Accounting Technician, as well as further study. We educate, train and represent our members throughout their professional lives. When you are an ATI student, we collect and use your personal data. The type of information we collect about you depends on various factors, such as whether you are under 18-years or an adult learner, the type of course you are enrolled on etc. The personal data we collect can include information

about your identity and contact details, images/photo, family details, admissions/enrolment details, previous schools, academic progress, PPS number, special education needs, nationality, language, medical data, information about behaviour and attendance, information about health, safety and welfare, financial information (re. fees, grants, scholarships etc.) and other personal data.

Further details of the data we collect about you can be found in our Data Protection Policy. If you are under 18 years when you enrol, we collect the name, address, contact details and other information about your parents/guardians. If you are under 18 years, your parent/guardian is consulted and asked to give consent for certain things like taking your photograph, etc. We use your personal data for purposes including your application for enrolment, to provide you with appropriate education and support, to monitor your academic progress, to care for your health and wellbeing, to care for our staff and students, to process grant applications and scholarships, to coordinate, evaluate, fund and organise educational programmes, to comply with our monitoring and reporting obligations to Government Bodies and funding bodies, to process appeals, resolve disputes and defend litigation etc.

Further information on what data we collect, why we collect it, how we use it, and the legal basis for same, please go to our Data Protection Policy available on our website.

We share your personal data with third parties, including approved partner FE colleges and Open University.

The Government bodies to which we transfer your personal data will use your personal data for their own purposes (including to verify other information they already hold about you, for fraud prevention measures, etc.) and they may aggregate it with other information they already hold about you and your family. We also share your personal data with other third parties including apprenticeship providers, work- experience placements and future employers etc.

We are legally required to provide certain records relating to the progress of a student (under 18 years) in his/her education to the student's parents/guardians, including results of examinations. Once a student reaches 18 years, the student should let us know if they wish us to cease providing certain records relating to their educational progress to their parent/guardian. For further information on who we share your data with, when and in what circumstances, and why, please see our Data Protection Policy available on our website.

We do not transfer your personal data to a third party outside the EEA. Certain companies who process personal data on behalf of ATI may transfer data for processing outside the EU, however this will only be done with the agreement of ATI and with the assurance that appropriate safeguarding measures are in place to protect the data. We will advise data subjects if their data is to be transferred outside the EU.

For further information, please see our Data Protection Policy available on our website.

### **We do not engage in Automated Decision Making/profiling.**

Some personal data is only kept for a short period (e.g. we will destroy at the end of an academic year because it is no longer needed). Some data we retain for a longer period (e.g. retained after you leave or otherwise finish your studies with ATI). For further information on the retention periods, please go to our Data Protection Policy available on our website. You have the following statutory rights that can be exercised at any time:

- Right to complain to supervisory authority;
- Right of access;
- Right to rectification;
- Right to be forgotten;
- Right to restrict processing;
- Right to data portability; and
- Right to object and automated decision making/profiling.

For further information, please see our Data Protection Policy available on our website.

For any Data Protection queries please contact [dp@accountingtechniciansireland.ie](mailto:dp@accountingtechniciansireland.ie)

### **Photographs of Learners (in addition to your student ID).**

ATI maintains a database of photographs and digital images (including video) of events held over years.

It has become customary for programmes to take photographs of learners engaged in activities and events, in the interest of creating a pictorial as well as historical record. Photographs/digital images may be published on our website and social media accounts such as Twitter and Facebook or in brochures, yearbooks, newsletters, local and national newspapers and similar education and training-related publications.

In the case of website and social media, photographs/digital images, learner/student names will not appear on the website as a caption to the picture.

Consent will be sought from learners re: the taking of their photograph and/ or publishing it on various media.

If you wish to have your photograph/digital image removed from the website at any time, you should write to the Chief Operating Officer.



## 8. Monitoring and Quality Assurance

ATI is responsible for the monitoring and quality assurance of the programme on and off-the-job. The employer and apprentice can expect to receive monitoring visits from approved college providers. The object of in-company monitoring is to verify that the training and assessment practices in the workplace meet the standards required for each on-the-job element of the apprenticeship.

## 9. Student Code of Conduct

The Code of Conduct sets out the behaviour that ATI expects of you. The Student Code of Conduct is established on three principles: respect, responsibility and academic integrity.

**Respect:** ATI promotes a culture which protects the dignity and respect of everyone and which supports your right to study in an environment which is free from discrimination, bullying, harassment and sexual harassment. All members of the ATI Community are expected to respect each other and contribute to the creation of a positive environment. Under this Code you are expected to:

- Conduct yourself in a manner that demonstrates respect for your fellow students and staff members;
- Communicate with your fellow students and staff members in a respectful and courteous manner. This includes formal communications with ATI such as feedback mechanisms and surveys, in addition to ATI's social media channels.

You are expected to act in a responsible way and take responsibility for your conduct. You are expected to:

- Abide by ATI and Open University academic and student regulations, policies and procedures including the Student Code of Conduct;
- Acknowledge and respect the authority of staff of ATI in the performance of their duties and co-operate with them accordingly;
- Take responsibility for your behaviour, in and outside of class, and ensure that your actions don't have a negative impact on yourself, others or ATI;
- Uphold the same high standards of good conduct while undertaking work-based placements; and

- Ensure that you understand and adhere to your responsibilities and obligations under any regulations or codes required by ATI and Open University approved Partner Colleges.

**Academic Integrity:** Is a fundamental principle that should underpin all academic activity.

You should value academic honesty. Working independently, expressing original ideas, and appropriately acknowledging ideas of others are important skills that will benefit you beyond your time at ATI. Those engaging in academic misconduct negatively impact other students and diminish their own learning experience.

You are expected to:

- Attend lectures and engage in all other learning activities of your programme; learn the core values and skills required to appreciate your disciplinary tradition and value the need for integrity and honesty;
- Abide by the Examination Regulations as set out by ATI and Open University and any other academic conduct policies that may establish to ensure a fair and equitable;
- assessment system for all students; and
- Ensure that the work you present for assessment is your own work and that the use of work and/or ideas of others are acknowledged using a recognised referencing system.

## 10. Apprentices Feedback

ATI encourages the participation of apprentices in our feedback systems. These feedback systems include:

- Apprentice orientation
- Apprentice surveys
- Apprentice forums
- Programme Team surveys
- Programme Team meetings

Further details of how you can provide feedback will be communicated to you throughout the year.



## 11. Complaints Procedure

ATI welcomes all feedback – including complaints from apprentices.

This feedback allows us to improve our services and correct any misunderstandings. Each complaint is taken extremely seriously, and you will not be disadvantaged in any way for making a complaint. All complaints are dealt with in the strictest of confidence. There are a number of different reasons you may feel that you need to contact us, e.g.: poor quality of service, the wrong information, an issue arising with a member of staff, not delivering on time, etc.

If you have a concern or a complaint that you wish to raise with us, you should always feel that you can do so in confidence and without being disadvantaged.

If you have a concern or complaint, you can:

- Contact the Programme College Co-ordinator at your college in the first instance, if your concern or complaint relates directly to the quality of teaching and learning and/or an issue with a staff member, etc.
- Contact the ATI Programme Manager by phone or email if you feel your concern has not been dealt with properly at college level, and/or your complaint relates to services directly offered by ATI.

If you feel your concern has not been dealt with properly or if you feel that the issue is serious enough to warrant a formal complaint, you should complete a complaint form<sup>3</sup> and send it to us at the following email address: [accountingtechnologist@accountingtechniciansireland.ie](mailto:accountingtechnologist@accountingtechniciansireland.ie)

## 12. Apprenticeship Contacts

ATI have dedicated Apprenticeship Programs leads that are available to answer any further programme or registration questions.

**Northern Ireland** | Philip McEvoy: [pmcevoy@accountingtechniciansireland.ie](mailto:pmcevoy@accountingtechniciansireland.ie)

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<sup>3</sup> [www.accountingtechniciansireland.ie/about-us/policies/complaints-form](http://www.accountingtechniciansireland.ie/about-us/policies/complaints-form)





**Accounting  
Technicians**  
Ireland



Department for the  
**Economy**  
An Roinn  
**Geilleagair**

[www.economy-ni.gov.uk](http://www.economy-ni.gov.uk)

**Apprenticeships**

#### **DUBLIN OFFICE**

CA House, 47-49 Pearse Street, Dublin 2

Tel: 01 649 8100

email: [technologist@accountingtechniciansireland.ie](mailto:technologist@accountingtechniciansireland.ie)

#### **BELFAST OFFICE**

The Linenhall, 32-38 Linenhall Street, Belfast BT2 8BGT

Tel: 028 20 462165

#### **JOIN THE CONVERSATION**

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