

LESSON 4

Traineeships and Further Education and Training

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.PROG.5

Outcome LCW.M1.S2.PROG.1

WHAT THIS LESSON DOES

You will distinguish traineeships, apprenticeships and FET classroom routes. You will use QQI Levels 5 and 6 and progression from FET when you investigate a local course. Finally, you argue for one local FET course against the nearest alternative.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.5	investigate education and training opportunities available to students post-senior cycle.
LCW.M1.S2.PROG.1	identify the diversity of progression opportunities available to them.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Distinguish traineeships, apprenticeships and FET classroom routes
- Use QQI Levels 5 and 6 and progression from FET when you investigate a local course
- Argue for one local FET course against the nearest alternative

KEY TERMS

Term	What it means here	For example
Traineeship	A shorter, often classroom-led training route linked to an employer, usually lasting months rather than years, and leading to a recognised award such as a QQI Level 5.	A six-month hospitality traineeship run through a local ETB with placement days in a hotel
FET	Further Education and Training: the post-school routes outside Higher Education, including PLCs, ETB courses, traineeships and other QQI programmes.	A one-year QQI Level 5 Business PLC at your local college that can lead to work or advanced entry to a degree
QQI	Quality and Qualifications Ireland, the body that sets and recognises the awards on the National Framework of Qualifications, including Levels 5 and 6 used across FET.	A QQI Level 5 Healthcare Support award that can progress to a Level 6 or into employment

BEFORE THE BELL

- Open with a quick show of hands: who already knows someone on a PLC, traineeship or ETB course? That ground knowledge feeds the local investigation later.
- Skim the feature cards and decide which borderline ones you will pause on (paid from week one; Leaving Certificate not always required; employer-based; QQI Level 5; ETB classroom-led). The sort is explore mode with multi-fit accepts, so board talk and the interactive stay on the same side.
- If search time is tight in your room, have a short shortlist of real local FET courses ready so students can start writing sooner.
- On screen this lesson: card sort.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Sort, Then Investigate
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who already knows someone on a PLC, traineeship or ETB course. That ground knowledge is useful later when students pick a local course.

Flag that the sort will throw up borderline cards on purpose. The argument is the teaching; do not rush to a single correct column. The card sort is explore mode with multi-fit accepts, so the board discussion and the interactive stay aligned.

5 min Key Terms

Keep this to five minutes. Spend one clear sentence on Level 5 versus Level 6 so students can use level honestly in the investigation, then move on. If students ask about SOLAS or ETBs, one sentence each is enough: SOLAS oversees much of the national FET and apprenticeship system; ETBs deliver a large share of local courses.

Do not invent fee figures or entry rules on the board. Students will pull real details for their own county in the main step.

35 min Sort, Then Investigate On screen: card sort

SUGGESTED TIMING

- **0-5 mins:** whole-class model of the first card, then card sort. Pause on borderline cards (paid from week one; Leaving Certificate not always required; employer-based; QQI Level 5; ETB classroom-led). Ask what would move a card. Remind the room the sort is ungraded: multi-fit is expected.
- **5-8 mins:** quick recap of the three routes and Level 5 versus Level 6, then students create or open FET Investigation Strand1.2.
- **8-35 mins:** research and write. Circulate for vague providers (“a local college”) and missing costs. Push the closing argument: a course summary without the comparison is unfinished. If wifi is slow, protect the named course and draft comparison first; cost and entry lines can finish before next lesson.

LOOK-FORS

- A named course in their own county, not a national brand with no local offer
- Level, length and (where found) cost filled from a real source
- One sentence on what this QQI level lets someone do next
- A named alternative route to the same job (nearest apprenticeship or HE route), not “college in general”
- An argument with two concrete differences, not “I prefer FET”

DIFFERENTIATION

Students stuck on search terms: start with the local ETB name plus the job field, or offer a short shortlist of real local FET courses so search time drops. If a student has no county course for their interest, let them take the nearest realistic FET course and still run the comparison honestly.

10 min Think About It

Keep this as paired talk, not a written task on the page. Spot pairs whose comparison is still “FET is more practical” with no named alternative. Send them back to name the nearest apprenticeship or Higher Education course to the same job.

Remind the room that a brochure summary is not the portfolio build; the argument is.

5 min What you covered

Exit check: every student has a named local course and at least a draft of the closing comparison against a named apprenticeship or HE alternative. Unfinished cost or entry lines can be finished before next lesson; an investigation with no alternative route named is not banked yet.

ANSWERS AND LOOK-FORS

- Apprenticeship - Paid from week one; QQI Level 5 award; Often four years long; Employer-based training; Leaving Certificate not always required
- Traineeship - Paid from week one; QQI Level 5 award; Often around six months long; Employer-based training; ETB classroom-led; Leaving Certificate not always required
- FET (PLC or ETB course) - QQI Level 5 award; Often around six months long; ETB classroom-led; Can give advanced entry to year two of a degree; Leaving Certificate not always required

TEACHING MOVES

- Model the first feature card as a whole-class defence, then let the room sort.
- Circulate during the investigation to push specific comparisons and a real county provider name.
- Use paired talk to catch arguments that still say "FET is more practical" with no named alternative.
- Exit check in the same plain register as the summary: named local course, draft closing comparison, alternative route named.

WHAT TO WATCH FOR

- Students place cards without defending borderline choices. Solution: Pause to discuss what would make a card fit one route over another; remind them multi-fit is allowed.
- Comparisons remain general like "FET is more practical" without naming an alternative. Solution: Direct students to specify the nearest apprenticeship or Higher Education route to the same job (a traineeship only if it is genuinely the nearest alternative to that job).

DIFFERENTIATION

- Support: Offer a shortlist of local FET courses for the investigation, and allow paired work for the sort and write-up.
- Extension: Challenge students to tighten entry requirements or costs inside the closing argument, not only in the fact lines.

WHAT STUDENTS ARE LEFT WITH

- FET Investigation: local course details plus closing argument against nearest alternative