



APPLICATION

FOR

REGISTRATION

AS AN APPROVED

TRAINER / TRAINING ORGANISATION



INTRODUCTION

This application form has been designed to give applicants the opportunity to present themselves as professional training organizations to FÁS as the Training Authority and Enterprise Ireland (EI) as the Business Development Agency. The term 'training organisation' in this context means individuals, sole traders, companies, organisations etc. involved in the provision and delivery of training and development programmes. The application form is in three parts:

- Part 1 contains the **details to be supplied** by the training organisation requesting FÁS/E.I. registration (Pages 2-13);
- Part 2 sets out the **standards** required of training organisations wishing to register as a FÁS/E.I. approved training organisation (Pages 14-18).
- Part 3 sets out the **conditions** required for training organisation registration (pages 26-27).

NOTES ON COMPLETION OF THE APPLICATION FORM

- Please read carefully Parts 2 and 3 of the form before completing Part 1.
- FÁS will supply, on request, a blank TC1 form, Application for a Tax Clearance Certificate, to be completed and forwarded to the tax office.
- Enclose the original TC2 form, General Tax Clearance Certificate. This will be returned to you on request.
- **2** Training references as per page 4.
- **2** Trade references as per page 4.
- For each proposed trainer, 2 passport sized photographs with their signature on the back must be enclosed.
- Photocopies of the qualifications of each proposed Trainer for whom registration is being sought must be attached.
- Training programmes to the FÁS Training Specification Standard No. QA 58/01 are required for all training programmes for which the training organisation is seeking registration. These include syllabus, training material, audio/visual aids, handouts, evaluation sheets, etc.

- **Complete all sections of Part 1 and enclose all the information requested. Applications must be accompanied with your registration fee for €100, made payable to FÁS. A re-registration fee of €50 will apply. Fees are not refundable.**

- Return completed application form, with the envelope marked National Register of Trainers to:

Manager
National Register of Trainers
FÁS – Training & Employment Authority
27-33 Upper Baggot Street
Dublin 4
Telephone: (01) 6070500
Fax: (01) 6070618

PART 1 -APPLICATION DETAILS

Training Organisation Profile

Please give details of the training organisation by completing the following:

Name & Address of
the Training Organisation

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Legal Status of the Training Organisation
Company Registration Number
Telephone No.
Fax No.
Email Address
Website Address

Contact Persons' Names

Tax Registration No.

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Directors/Principals

Date Commenced Trading as a Training
Organisation

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Have you previously been registered with FÁS/E.I. under this scheme

Yes / No

If Yes, please state your registration number

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Has the company sought registration from any other bodies within the E.U.

Yes / No

If Yes, please give details:

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PART 1 –APPLICATION DETAILS

If the Directors/Principals listed on Page 2 have an association with other organisations please give details below.

Name of Director/Principal	Name of Organisation	Nature of Association

1. Training/Development Categories

Please indicate the training categories/schemes to which this application applies by ticking (√) the relevant boxes below.

Training for the Employed

- Competencies Development Programme	<input type="checkbox"/>
- Disability Awareness Training	<input type="checkbox"/>
- Staff Development Training	<input type="checkbox"/>
- Construction Skills Certification Scheme	<input type="checkbox"/>
- Safe Pass	<input type="checkbox"/>
- Other, please describe	<input type="checkbox"/>
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	

Training for the Unemployed

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2. Course Fees

Please indicate the approximate course fees applying to the training categories selected above.

Training for the Employed	Cost Details Per Day / Per Programme
- Competencies Development Programme	
- Disability Awareness Training	
- Staff Development Training	
- Construction Skills Certification Scheme	
- Safe Pass	
- Other, please describe	

PART 1 – APPLICATION DETAILS

3. References

Please complete the following:

Training Referee Details: Two organisations for which you have provided training programmes.

Name:		
Address:		

Telephone No.		
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Contact Person:		
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Bank Referee Details, i.e. the training organisation's banker

Name:		
Address:		

Telephone No.		
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Contact Person		
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Trade Referee Details, i.e. Two organisations from which the training organisation has purchased goods and / or services

Name		
Address		

Telephone No.		
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Contact Person		
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FÁS/ E.I. reserves the right to contact directly any of the referees listed above, for the purpose of checking the references supplied.

PART 1 - APPLICATION DETAILS

4. Schedule of Training/Development Programmes

Please list the training programmes for which your organisation is seeking registration.

<i>Programme Title</i>	<i>Duration</i>	<i>Trainer Name</i>	<i>Assessment & Certification Scheme</i>				
			<i>Awarding Body</i>	<i>Certification Title</i>	<i>Level</i>	<i>Ref. No.</i>	<i>Assessment Category Code</i>

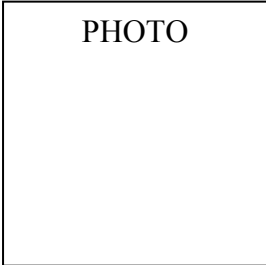
Key to Assessment Category Codes:

1 = Trainees undertake an assessment set by the training organisation.

2 = Trainees undertake an assessment set by the training organisation which is endorsed by a recognised awarding body or industry lead body.

3 = Trainees undertake an assessment set by a recognised awarding body.

4 = Trainees undertake an assessment set by a recognised awarding body for which the training organisation is an authorised test centre



PART 1 – APPLICATION DETAILS

5. Individual Trainer Qualifications and Experience

Please complete a separate page 6,7 and 8 for **each trainer** for whom you are seeking registration as an approved trainer. Please submit **2 Passport photographs** signed on the back for each Trainer. **Copies of the individual trainers' Certificates of Qualifications must also be attached.**

Trainer's Name	P.P.S. Number

Educational Details	
General Education	
Technical Qualifications	
Qualifications in Training / Education	

Please supply details of any Training/Personal Development undertaken by the Trainer in the last two years						
Title of Training/Development	Dates					
	From			To		

Future Training Plans						
Details of planned Training/Development	Dates					
	From			To		

Membership Of Professional Bodies	
Name of Professional Body	Type of Membership and if by qualification or election?

PART 1 – APPLICATION DETAILS

Please describe the **nature** and **duration** of your experience in the following fields.

Industry / Business/ Training	
State number of years engaged as a practicing trainer	

Status of Trainer in your Organisation		
Please tick (✓)		
Full Time	Part Time	Associate

- **FAILURE TO FORWARD ALL INFORMATION REQUIRED WILL RESULT IN REJECTION OF APPLICATION**

DECLARATION OF TRAINER – (must be signed by the trainer seeking registration)

I have given authorisation for my details as a trainer as set out above, to be submitted to FÁS/ E.I. for inclusion on the National Register of Trainers.

Name: _____ Date: _____

Signature: _____

PART 1 – APPLICATION DETAILS

7. Systematic Training

Please describe the systematic training approach used in the delivery of your training programmes.

Systematic Training

8. Training Approach

Please describe how the learning process is managed, the training methodology used and the instructional techniques that are applied on your training programmes.

Training Approach

PART 1 – APPLICATION DETAILS

9. Assessment Method

Please describe the assessment method on your training programmes to measure the progress of the participants in acquiring the skill, knowledge and attitudes that are required in order to perform a specific job or task to a given standard of performance.

Assessment Methods

10. Evaluation System

Please describe how you evaluate the impact of your training programmes on the participants.

Evaluation system

PART 1 - APPLICATION DETAILS

11. In-Company Projects and Work Based assignments

Please describe how In-Company Projects, where relevant and Work Based assignments are carried out and monitored including measurement of output.

In-Company / Project Work

12. Endorsements

Please give details and supply copies of any endorsements by professional bodies, business organisations, industry lead bodies etc. of your training organisation and/or your programmes.

Endorsements

PART 1 - APPLICATION DETAILS

13. Training Resources

Supply details of the resources of the training organisation below including special training features:

ADMINISTRATIVE SUPPORT

Briefly describe the premises and its locations including Insurance Indemnity and Fire Safety procedures

PREMISES
Are the premises accessible to people with Disabilities YES / NO If Yes, please describe

EQUIPMENT

PART 1– APPLICATION DETAILS

14. Please use the checklist below to confirm that all necessary documents are included with the application form, as failure to supply this information will result in rejection of the Application.

ENCLOSURE CHECKLIST		
ITEM	INITIALS	FÁS OFFICIAL USE ONLY
Sample Trainer and Training Materials, including overheads and notes, for <u>all</u> training programmes.		
2 passport sized photographs (signed on the back) for each trainer.		
Copies of individual Trainer’s Qualifications		
A registration fee of €100		
2 Training References		
2 Trade References		
A re-registration fee of €50 (if applicable)		

15. Declaration

I declare that the information contained in this application form is correct to the best of my knowledge and belief. I further declare that adequate insurance policies are in place and that we comply on an ongoing basis with all relevant statutory provisions including Health and Safety legislation.

I am authorised to sign this declaration on behalf of the organisation named therein.

Signed: _____ Date: _____
Chief Executive

PART 2 – STANDARDS REQUIRED OF A TRAINING ORGANISATION

1. Training Programme Details

Training Organisations are required to:-

- Demonstrate that a systematic training process has been used to develop their training programmes. The systematic training process consists of identifying the real training need, planning how to meet this need, implementing the plan and assessing the results;
- Supply samples of the range of training materials used on the training programmes e.g. aims objectives, syllabus, tutor notes, visual aids, handouts, evaluation sheets etc. This provision applies to applications relating to the provision of training programmes;
- Indicate how the learning process is managed, the training methodologies used and the instruction techniques that are applied;
- Supply details of the assessment methods used to measure the progress of the participants in acquiring the skill, knowledge and attitudes required to perform a specific job or task to a given standard of performance;
- Supply details of how they evaluate the impact of their training programmes on participants.
- Show how In-Company Projects, or Work Based Learning activities are implemented and monitored and show how the outputs from them are measured;
- Indicate how their training programmes are assessed for certification purposes and supply details of the certifying body, the certification titles, levels, reference numbers and assessment categories

Give details of endorsements of their training programmes by professional bodies, business organisations, industry lead bodies etc.

PART 2 – STANDARDS REQUIRED OF A TRAINING ORGANISATION

Those seeking recognition as a FÁS/E.I. approved training organisation should be able to demonstrate that their programmes and Trainers meet the following criteria.

2. Trainer Qualifications

All Trainers specified in this application must have one of the following qualifications or its FÁS /EI approved equivalent:-

- Foundation Course in Training and Continuing Education –FÁS/NUI Maynooth;
- Foundation Course in Essential Trainer Skills –FÁS/NUI Galway;
- Certificate in Training and Development –IITD; (75 hours duration)
- Certificate in Training and Education FÁS/NUI Galway;
- Diploma in Training and Education –NUI Galway;
- Higher Diploma in Education;
- Degree in Training and Education –NUI Galway;
- Degree in Education.

A trainer qualification other than one of those listed above may be submitted to FÁS/E.I. for approval as an equivalent qualification. A copy of the certificate of qualification together with a copy of the course syllabus leading to the qualification must be enclosed with this application.

In addition to having one of the trainer qualifications listed above, or it's FÁS/E.I. approved equivalent, Trainers must hold a recognised qualification in their particular training discipline e.g. degree, undergraduate diploma, technical/professional qualification, recognised apprenticeship and at least 2 years related experience in the particular training.

Trainers who do not have one of the qualifications listed above, or its FÁS/E.I. approved equivalent, but who have at least ten years experience as a trainer may submit themselves for assessment of their training competencies, by undergoing the Trainer Competency Assessment procedure. Details of this procedure can be found on page 26.

Details of these standards are on page seventeen. This procedure is designed to facilitate those who have developed the skills of Trainers, but who may not have formal trainer qualifications.

SUBJECT MATTER EXPERTISE - DISABILITY AWARENESS TRAINING ONLY

Disability Awareness Training is unlike other training in that it does not seek to provide participants with skills; rather its aim is to equip them with an understanding of disability and associated issues.

The essential requirements of a Disability Awareness Trainer are as follows:

Experience in devising and delivering Disability Awareness Training, with a proven track record as a trainer, including references.

Each trainer should have:

- Clear understanding of disability etiquette, e.g., people-first language and common courtesies.
- Knowledge and experience of the concerns of employers in employing persons with disabilities, particularly in the context of developments in legislation.
- Familiarity with current grants and schemes available to employers who hire and / or retain persons with disabilities.

SUBJECT MATTER EXPERTISE – CONSTRUCTION SKILLS CERTIFICATION SCHEME

The qualifications required for applicant organisations seeking approval as Trainers under the Construction Skills Certification Scheme is as follows:

- A minimum of 3 years relevant Construction Industry experience
- Technical qualifications in all Construction Skills Certification Scheme categories for which approval is being sought. Certificates of competency for each programme must be provided.
- A minimum of 6 months supervisory experience in the Construction Industry
- A Training Qualification as outlined on Page 15

Applicants seeking approval as trainers under the Construction Skills Certification Scheme, must complete a Workplace Assessor / Verifier Training Programme. On successful completion of this programme, applicant organisations may then be considered for FÁS Approved Assessment Centre Status.

Essential Trainer Competencies

The trainer characteristics and competencies outlined below represent a minimum level of experience and expertise required for recognition as a FÁS/E.I. approved trainer.

Topic	Competency	Candidates should be able to:
Training & Development	<p>Define Training and discuss the training function.</p> <p>Identify the main components of the systematic training cycle.</p> <p>Describe and interrelate the various components of the Systematic Training Cycle – Analysis, planning, implementation and evaluation.</p>	<ul style="list-style-type: none"> ➤ Define Training and discuss the training function. The focus should be on structured activity to help others learn. ➤ Describe and interrelate the various components of the Systematic Training Cycle – identify and analyse training needs, plan training to meet these needs, implement and deliver training, and evaluate training events and assess learning. ➤ A training need can be indicated as a gap between actual and desired performance. Such gaps do not necessarily imply a training need. Evaluation can be understood as an aid to continuous improvement.
Aims & Objectives	<p>Distinguish between aims and objectives and describe where each is appropriate.</p> <p>Prepare precise objective statements of the required outputs.</p>	<ul style="list-style-type: none"> ➤ Distinguish between training aims and training objectives. Aims are general – expressed in terms of what the course or the trainer will do. Objectives are more specific, and they are expressed in terms of what the learner will be able to do differently as a result of the training. Objectives involve elements of <u>performance</u>, <u>conditions</u> and <u>standards</u>. <p style="margin-left: 40px;">Note, however, that different theorists use terms differently.</p> ➤ State the overall aim, purposes or rationale for a training programme. ➤ State training objectives in terms of behavioral outcomes – what you want the learner to be able to do as a result of the training. <p>Ideally, objectives should be SMART – Specific, Measurable, Attainable, Relevant, Timed.</p>

Topic	Competency	Candidates should be able to:
Learner Profiles	Prepare a learner profile considering individual intellectual and physical differences.	<ul style="list-style-type: none"> ➤ Show understanding that learners differ in terms of intellectual and physical abilities, and in terms of prior learning. ➤ Prepare a learner profile specifying minimum abilities and prerequisite learning. ➤ For some Trainers, it may be appropriate to indicate a strategy for dealing with mixed ability learners. ➤ For some Trainers, and understanding of socialisation and equality issues may also be appropriate (see point 14 below).
Learning Process	Create appropriate learning situations taking the cycle of adult learning into consideration.	<ul style="list-style-type: none"> ➤ Demonstrate knowledge of the psychology of learning, and an ability to apply this in their training. ➤ In particular, it may be appropriate to demonstrate knowledge and understanding Kolb's model of adult (experiential) learning. ➤ Alternatively, knowledge of the learning process may be demonstrated by knowledge about study techniques - the need for active learning contracts, SQ3R (scan, query, read, review, and recall) active reading. ➤ In some cases, understanding of adult learning may be demonstrated through systematic and competent application of andragogical principles in the training practice.

Topic	Competency	Candidates should be able to:
Learning Styles	Adapt training presentation to meet the needs of particular learning styles.	<ul style="list-style-type: none"> ➤ Demonstrate appreciation of the fact that learners have different learning styles and preferences. Not all learners learn efficiently in the same way. ➤ Describe a learning styles model. There are several different models of learning styles and cognitive styles, including Honey and Mumford's Learning Styles Inventory. ➤ Incorporate an appreciation of varied learning styles into a training programme, so that learners with different styles are catered for.
Training Analysis	Identify training needs and training specifications. Synthesise and draw conclusions from data.	<ul style="list-style-type: none"> ➤ Display an appreciation that learning begins with identifying the need. ➤ Break down and analyse jobs and tasks, to identify the specific skills, abilities or competencies required to fulfil those jobs. Candidates should be able to draw up a job description listing the various tasks associated with a job. ➤ Candidates may need to demonstrate that they have the observational and interviewing skills to do this. ➤ Draw conclusions from analysis, to inform the training plan. ➤ In some cases, skills of analysis may be demonstrated through knowledge of local employment opportunities, and their relevance to a particular training course or to market research.

Topic	Competency	Candidates should be able to:
Training Programmes Preparation	Ability to prepare and plan training using appropriate formats (for example, QA 58 01)	<ul style="list-style-type: none"> ➤ Plan a training programme. While no specific format is required, the format outlined in FÁS quality standard QA 58 01 shows one possible approach. The Plan should include the following: <ul style="list-style-type: none"> ➤ Scope of the training. ➤ Time table. Duration of different elements. ➤ Target learner profile. ➤ Training Objectives ➤ Outline of training methods or approach ➤ Proposed assessment and evaluation procedures ➤ Indicate training approach as well as content to be covered. A rationale for approach should be stated, though this may be determined in the critique or interview rather than in the plan itself. (“I did it this way because.....”) ➤ Demonstrate an understanding that a training session is a structured event, based on a theory of learning. ➤ Demonstrate awareness of health and safety law and practice in the planning of training events.
Motivation	Support learners by utilising the most appropriate motivational approaches for any given learning situation.	<ul style="list-style-type: none"> ➤ Display an understanding of factors that can motivate learners, and of the difference between intrinsic and extrinsic motivators. ➤ Diagnose individual learner needs ➤ Show an understanding of the effect of particular approaches and interventions on a learner’s motivation to learn. ➤ An understanding of management theories of motivation may be appropriate – Maslow’s hierarchy of needs, Herzberg’s two factor theory, McGregor’s Theory X and Theory Y.

Topic	Competency	Candidates should be able to:
Communication	Make appropriate use of basic communications theory to exchange information and stimulate insight in individuals and groups.	<ul style="list-style-type: none"> ➤ Display a basic understanding of communications theory. ➤ Incorporate two-way communication and interaction, as appropriate, into training events. For example, check for understanding, ask probing questions, and promote discussion. ➤ Demonstrate an ability to listen. ➤ Demonstrate knowledge of the capacity and limitations of the senses, and of attention, in learning, by not overloading learners with too much information. ➤ The common problem of “overhead fatigue” may suggest a problem here. ➤ Appropriate chunking of information – the magic rule of seven. ➤ Define new terms and technical terms
Feedback	Give and receive feedback in the training situation so that it is constructive, can be understood and can be acted upon.	<ul style="list-style-type: none"> ➤ Give feedback in a constructive manner. Give it in a way that supports and does not damage the learner – without sarcasm or ridicule. ➤ Emphasise the positive - reinforce what was done right. ➤ Deliver negative criticism, as appropriate, in a constructive matter. Point out what was not done well, and indicate possibilities for improvement. ➤ Accept and act upon feedback from others. The self-evaluation of own performance in the critique may provide evidence of this.

Topic	Competency	Candidates should be able to:
Training / Visual Aids	Operate overhead projectors, slide projectors, video projectors, whiteboards, chalkboard and flip charts. Design and use appropriate visual aids.	<ul style="list-style-type: none"> ➤ Select appropriate training aids – provide a brief rationale for the choice. ➤ Design effective visual or audio aids, as appropriate to their particular role. For example, overheads, slides, computer presentations, and so on. Whether using markers on a board or presentation software, visual aids should be visible, uncluttered, and they should support the message. ➤ Use aids competently, as appropriate to the training they are delivering <p>Candidates need not demonstrate competency in a wide range of aids, but they should be able to use competently whatever aids are appropriate to the task.</p>
Presentation Skills	Plan and present structured talks and demonstrations, organise discussion groups and facilitate training sessions	<ul style="list-style-type: none"> ➤ Plan a structured talk – relate the content to the objectives. Introduce self and topic, and organise the information on a logically structured manner. ➤ Present a structured talk – eye contact, interaction, check for understanding, relate to audience, physical positioning, appropriate use of voice. ➤ Plan a demonstration – relate the demonstration to training objectives. Identify key points. ➤ Demonstrate using appropriate approach, such as the Demonstrate, Involve, and Practice (DIP) sequence referred to in the Foundation course (NUI Certificate in Training and Continuing Education, NUI Maynooth). ➤ Facilitate group sessions. ➤ Promote participation by learners in group discussions.

Topic	Competency	Candidates should be able to:
Training Methods	Discuss the merits or otherwise of a variety of training methods in relation to a specific piece of - training technology based training / learning, open learning, lectures, talks, resource based learning, project based learning, programmed learning, case study, role play exercises, buzz groups, syndicate groups.	<ul style="list-style-type: none"> ➤ State the merits and drawbacks of a variety of training methods, such as technology based training / learning , open learning, lectures, talks, resource based learning, project based learning, programmed learning, case study, role play exercises, buzz groups, syndicate groups. ➤ Select appropriate methods ➤ Provide a rationale for selection ➤ Candidates need not be fully acquainted with all methods on the list. However, they must appreciate the difference between trainer centred methods and learner centred methods. ➤ Safety
Equality Matters	Identify characteristics used as a pretext for unequal treatment. Be aware of legal requirements as regards equality in training. Use appropriate language in relation to equal treatment for men and women, for people with disabilities and for other groups.	<ul style="list-style-type: none"> ➤ Demonstrate awareness of legal requirements concerning equality, as set out in the Employment Equality Act, 1998. Selection and recruitment for courses must comply with equality on nine specified grounds: <ul style="list-style-type: none"> 1. Gender 2. Marital Status 3. Family Status 4. Age 5. Religion 6. Disability 7. Sexual Orientation 8. Race 9. Membership of the Traveller Community ➤ Demonstrate an awareness of best practice as regards equality in training – the need to avoid sexist or discriminatory language, the need to address issues of access for different groups. ➤ Describe some of the processes associated with inequality – such as stereotyping (simplistic categorisation), prejudice (prejudging) and (unfair) discrimination.

Topic	Competency	Candidates should be able to:
Evaluation & Assessment	Determine the appropriate evaluation level. Formulate and interpret an appropriate training evaluation instrument. Objectively assess learner progress.	<ul style="list-style-type: none"> ➤ Display an understanding of different levels of evaluation ➤ Select or design appropriate evaluation instruments, such as reaction sheets, observation, assessments. ➤ Understand the place of evaluation within the systematic training cycle, to inform future improvements. ➤ Discuss different forms of assessment – practical, written, and oral. ➤ Show awareness of the strengths and weaknesses of different methods. ➤ Select or design appropriate assessment instruments to assess the learners. ➤ Demonstrate awareness of certification systems, and the value of certification.

Trainer Competency Assessment

Trainers who do not have one of the qualifications listed on page 15 or its FÁS/E.I. approved equivalent, but who have at least ten years experience as a trainer may submit themselves for assessment of their training competencies, by undergoing the Trainer Competency Assessment procedure.

You are required to submit a detailed plan for one of your training programmes.

The plan should indicate the:

- scope of the training;
- time table;
- target population;
- training objectives;
- outline of content;
- proposed evaluation procedure.

You should also provide a written critique of the training plan and a short video of yourself carrying out a segment of the planned programme. The body of the critique should indicate how the filmed segment relates to the submitted plan and relate the training plan to each of the competencies outlined in the **Trainer Profile**.

The video presentation should show the candidate making a fifteen-minute training intervention as part of the planned programme. In particular you should endeavour to demonstrate on the video your competence in presentation skills, communications, handling of feedback and use of visual aids.

Assessment by interview and observation

As an alternative to the written critique and video, another process is also available whereby an Assessor will be satisfied as to the candidate's competence on each aspect of the **Trainer Profile** by means of an interview and observation procedure.

The Assessor will observe the candidate carrying out a training activity in the field, relate the candidate's performance to the submitted training plan and determine through interview if the candidate has achieved the required level of the competencies.

3. Training Resources

Training organisations must have at their disposal sufficient training resources appropriate to their training programmes e.g. personal computer and ancillary equipment, computer software, multi-media hardware and software, television sets, video recorders/players, overhead projectors and screens, flip chart stands, white boards, overhead projector etc.

Classrooms must be well lit, heated and ventilated and must comply with current health and safety at work legislation.

PART 3 - CONDITIONS APPLYING TO REGISTRATION AS AN APPROVED TRAINING ORGANISATION

The following conditions apply to registration as a training organisation:

1. Trainers must be full time and registered with FÁS/EI for their specific training expertise. Registration status is valid for three years at which stage the training organisation must re-apply for renewal of registration.
2. The trainer must have a minimum of twenty-four months practical experience in the subject area.
3. A registered training organisation may not use its registration status with FÁS/E.I. in order to promote itself, its products or its training personnel without prior written consent of FÁS/E.I.
4. Application for registration with FÁS/E.I. as a training organisation should be made on the approved application form. A current General Tax Clearance Certificate, form TC2 must be submitted with the application form.
5. FÁS may issue temporary registration (six-month period) to a training organisation to facilitate the Trainer(s) to obtain the necessary qualification in training, when the programme(s) concerned is not available on the National Register of Trainers.
6. Upon registration, the training organisation may seek approval to register additional trainers or programmes by completing page 5-8 and 13 accompanied by a fee of €25.00 per addition.
7. Registration with FÁS/E.I. does not imply grant eligibility or the award of a contract to run any particular training programme.
8. Trainer Registration Card. - Each individual trainer will be provided with a personalised Identity Card specifying the programmes for which they have been approved by FÁS/E.I.
9. Replacement cards will be made available by FÁS upon receipt of a written request. A fee of €25 will be required to accompany the request.
10. The approval and registration of Trainers is an integral part of the training organisation registration process. Training organisations may only use Trainers who are registered with FÁS/E.I. when delivering FÁS/E.I. approved training programmes.

11. Training organisations must obtain the prior written consent of the persons they wish to include as Trainers in the FÁS/E.I. application.
12. Any subsequent changes to the details of a registered training organisation as set out in Part 1 of this application form e.g. change in course structure, change in registered Trainers, change in the training organisations profile etc., shall be notified in writing to FÁS Training & Employment Authority, 27-33 Upper Baggot Street, Dublin 4. Failure to do so could render the FÁS /E.I. registration null and void.
13. Materials supplied to FÁS/E.I. by the training organisations in support of their application for registration will not be returned to the applicant but will be retained by FÁS/E.I. and later disposed of on a confidential basis.
14. Registered training organisations will be monitored on a regular basis for compliance with the standards and conditions applying to registration and for compliance with the conditions of contract.
15. A training organisation may be removed from the register for failing to comply with the standards and conditions applying to registration or for failing to meet the conditions of contract.
16. FÁS/E.I. reserves the right to vary the conditions and standards attaching to the registration of training organisations.
17. The training organisation shall grant officials of FÁS/E.I., the Comptroller and Auditor General's office and, where appropriate officials or representatives of the European Union and the European Court of Auditors, immediate access to all premises at which the training programme(s) is being carried out, or where records, financial and otherwise are, maintained by the firm in connection with the training programme(s), and shall comply promptly with all reasonable requests for information relating to the training programme(s) from FÁS/E.I., and any of the other agencies specified herein.
18. The training organisation must ensure that adequate insurance policies are in place and that the training organisation complies on an ongoing basis with all relevant statutory provisions including Health and Safety legislation.
19. Details i.e names, addresses, programmes and named trainers of a Training Organisation who have received three years registration with FÁS/E.I. will be placed on a dedicated web site.

20. FREEDOM OF INFORMATION ACT 1997

FÁS/E.I. undertakes to use their best endeavours to hold confidential, any information provided by your company (Correspondences/Application Forms/Tender/etc) subject to FÁS's / E.I.'s obligations under law, including the Freedom of Information Act 1997 (FOI) which applies as from the 21st January 2001. Should you wish that any of the information supplied by your company should not be disclosed because of its sensitivity, you should, when providing the information, identify the same and specify the reasons for its sensitivity. FÁS/E.I. will consult with the company's representative about this sensitive information before making a decision on any freedom of information request received. Please note however that if no information is identified as sensitive, with supporting reasons, then it is likely to be release in response to an F.O.I. request.

For further information;

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