

Apprentice - Learner Journey (Auctioneering Apprenticeship)

1. Creating demand for courses/educational opportunities.
 - a. Review local, national and international data on emerging trends, skills shortages and industry requirements. Yes
 - b. Engage with industry bodies and employers to design training responses to their identified needs. Yes
 - c. Design and secure right to deliver courses that respond to emerging or evolving skills deficits. Yes
 - d. Engage with Intreo centres to maintain entry routes. No – employers hire apprentices

Apprentice programmes developed in accordance with SOLAS guidelines on new apprenticeship programmes.

2. Establish and maintain processes to support the delivery of high-quality education provision.
 - a. securing funding Yes
 - b. governance and QA systems Yes
 - c. recruitment, selection and support of staff Yes
 - d. Professional development of staff Yes
 - e. development and maintenance of facilities and equipment Yes

Apprentice programmes developed in accordance with SOLAS guidelines on new apprenticeship programmes.

3. Recruitment

- a) Guides and brochures on website: <https://auctioneeringapprenticeship.ie/>
- b) Link to website from SOLAS website: <https://apprenticeship.ie/> and from hashtag [generationapprenticeship#](#)
- c) Overarching marketing and PR campaign with Alice PR
- d) Local marketing in Dublin, Cork, and Galway/Roscommon ETB's
- e) Open days in the three colleges
- f) Recruitment from level 5 FET Property courses run in Dublin and Cork colleges
- g) Direct recruitment referrals through relationships and networks including the Consortia Steering Group

4. Selection Process

- a) Initial conversation and informal assessment via interview over the phone with prospective learner by local coordinators in Dublin, Cork, and Galway colleges to determine if they meet the entry criteria and provide an overview of the apprenticeship. If there are employment vacancies the learner is instructed to send

their CV to hiring employers. Learner is also encouraged to seek an employer and guidance is provided on how to access the Property Services Regulatory Authority (PSRA) public list of licence holding employers.

- b) Employer selects the apprentice.
- c) Local college enrolls the employer and apprentice.
- d) SOLAS approves and registers the employer and the apprentice.
- e) No fees involved.

5. Admission:

- a) Core timetable every year. Tutors offer a consistent timetable (one day per week) to ensure consistency and timing of teaching across the three colleges.
- b) Apprentice handbook issued to learners detailing how the programme operates.
- c) Induction (Part 1) tour of college – classroom, office, canteen /introduced to the tutor/ learning context and environment explained/any fears or misconceptions about the learning environment addressed/expectations highlighted/attendance and link to progress/use of Moodle/team building exercises.
- d) Tutor: expectations, group contracts, working with workplace mentor, identifying apprentices with reasonable accommodation and offering support.
- e) No RPL for this apprenticeship.

6. Course Planning:

- a. Course planning is managed by the National Programme Manager (NPM)who coordinates with the three colleges annually.
- b. The programme is regularly reviewed in accordance with QA procedures and the NPM collaborates with the Consortia Steering Group to ensure the syllabus is consistent with industry requirements and the occupational profile is still valid.
- c. Assessments are managed centrally by the (NPM) who, in conjunction with the tutor teams in each college, conduct a review and update process based on feedback from apprentices, work-place mentors and the Consortia Steering Group.

7. Course commencement:

- a) The programme commences with a week -long induction. Learners are assigned a College Supervisor and each group has a Tutor with a scheduled Tutorial hour.
- b) Learner Handbook containing details on the programme, staff, learner supports, and a study guide is distributed and discussed during induction week.
- c) Learners are given access to the College Moodle site which contains teaching and learning resources. Books for many of the programme's modules are distributed to learners at the beginning of the programmes.
- d) Learners meet with their College Supervisor on a regular basis and the College Supervisors visits the learner and his/her Workplace Mentor at least once a year to

discuss the learner's progress.

- e) Feedback is provided to each learner by teachers after each piece of assessment work has been submitted and graded.
- f) A Mid-Year Assessment Form is provided to each learner and discussed during a scheduled Mid- Year Assessment Interview between learners and College Supervisor.
- g) Learner's Mid -Year Survey- feedback from learners on the programme, supports offered, their progress, future plans, and suggestions for improving the programme.

8. Assessments:

- a) Assessment Plan – agreed between the centres teaching teams and the NPM, distributed to learners at the beginning of the programme.
- b) RPL- recognised for admission to programme but no exemptions granted under programme's QA processes.
- c) Assignment Briefs with marking schemes- developed for each piece of assessment work by module teachers in three centres working collaboratively to produce one single assignment and distributed to learners in timely manner.
- d) Cross Moderation of assessments – module teachers collaborate across the three centres and moderate assessments.
- e) Assessment and feedback to learners, scheduling feedback at the right time; Teacher--Learner, Learner--Teacher; oral, formal written and annotated feedback. Written and verbal feedback provided after each piece of assessment work graded.

9. Provisional results reviews:

- a. In-progress results from across the programme issued to learners – see 5f
- b. Feedback taken from learners on learner performance – see 5f

10. End of Programme:

- a. Exams devised with marking schemes and moderated - Yes
- b. Assessments/Exams Collected - Yes
- c. Scheduling and holding of Exams – May
- d. Supervision of Exams and information to Learners of regulations - Yes
- e. Issues of Cheating/Plagiarism – Identified through EA process
- f. Repeat Exam/Repeat Assessments identified- Yes

11. Secure storage of Assessments:

- a) Hold Assessment Material until after appeals - Yes
- b) Maintain Final Results Indefinitely – Yes within centres.

12. Preparation for Internal & External Verification/Authentication:

- a. Preparation for QQI Internal Verification – see below
- b. Preparation for QQI External Authenticators/External Examiners – see below
- c. Preparation for: Centre Course Exam Boards – see below

a and b: Documentation Made Available in the Centres for the EA Processes

- Relevant validated programme descriptor and programme modules descriptors
- All relevant assessment instruments and appropriate supporting documentation
- The assessment plan and calendar
- All learner assessment evidence

c: Preparation for Centre Course Exam Boards

- Review of Reports: External Authenticator; general discussion on all modules incorporating commendations and recommendations for improvement.
- Summary of External Authentication Visit: general discussion about overall EA process
- Summary of local IV and Exam Board reports: Local coordinator summarises admissions, completions, repeats, summary of the local IV process and any issues that arose. Results are approved and a report from local centre QA read.

13. End of Year - Input of grades to QQI and other Awarding bodies

- a) Inputting grades to QBS – Currently CDETBA QA input grades into QBS as part of Coordinating Provider responsibility
- b) Internal Verification as per: - QQI Internal verification
- c) Adjusting grades errors or miscalculations on QBS – CDETBA QA person enters the grades in conjunction with NPB as second pair of eyes
- d) Print Submission Summary from QBS for college/centre records - Yes
- e) Internal quality checks as per: -QA agreements with Awarding Bodies (other)
- f) Inputting grades to Non QQI Awarding bodies. No

14. External Authenticator / Awarding Body External Examiner Visits

- a) Recruitment & selection of External Authenticators – NPM recruits EA based on work-based experience in accordance with CDETBA and ETBI guidelines.
- b) Schedule of External Authenticators/EE visits –agreed between NPM and local programme coordinators

15. End of Year: - Exam-boards

- a. Chaired by Local Coordinator in each centre
- b. Focus of Exam Board:
 - i. Individual learner performance across whole programme including work based modules
 - ii. Admissions, completions, repeats, overall learner performance and agreement on grades

16. Issuing Provisional and/or Final Results to Learners

- a. Progression/completion of awards – advising learner of provisional results
- b. Appeals – advising learner on appeals process as per programme QA
- c. Repeats – advising learner on repeat options as per programme QA

17. End of year: - Results Approval Panel Meeting – sign-off of results

- a. Meeting to Oversee of Centre/College current results, assessments and operations – Yes
- b. Final sign off to QBS - Yes
- c. CDETB review of results data on a periodic basis to ensure consistency across centres + between programmes

18. Centre Self-Evaluation:

As per each Centre internal QA processes.

19. External Appeals: processing of appeals (centralised via CDETB QA as per programme QA):

- a. June Appeals Process
- b. N10 application forms
- c. Remittance Advice Procedures: Office Administration Staff

20. Programme Development (arising from self-evaluation and review) :

Ongoing cycle of programme development using key stakeholder input from Industry, Consortia Steering Group, Property Regulator, Internal QA processes including exam and programme boards and Quality Council meetings.

21. Learner Queries – Addressed at local level within the three centres.

22. Learner progression – Apprentice in secure employment.

