



# **City of Dublin Education and Training Board Quality Assurance Procedures**

**for**

## **the Auctioneering and Property Services Apprenticeship**

**Date: MARCH 2023**

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# 1. Introduction

This document outlines the Quality Assurance Procedures (QAPs) for the Auctioneering and Property Services Apprenticeship. City of Dublin ETB, as coordinating provider, is responsible for the establishment, provision, maintenance and review of this National Apprenticeship Programme, and carries out this role in compliance with [QQI Statutory Quality Assurance Guidelines for Apprenticeship Programmes](#) and in partnership with the Consortium Steering Group.

## Purpose

The purpose of these procedures and guidelines is to ensure the apprenticeship programme:

- a) Is consistent with the Occupational Profile, developed by the Consortium Steering Group and approved by the Apprenticeship Council
- b) Offers a valuable educational and comprehensive work-based experience to apprentices
- c) Takes cognisance of the National Framework of Qualifications and implements the procedures of QQI in relation to access, transfer and progression
- d) Complies with QQI standards on validation criteria and is in line with QQI policy and quality assurance
- e) Upon completion of the programme, the qualified apprentice is fully qualified to perform the full range of activities and responsibilities outlined in the Occupational Profile. Those qualified should also have the skills to continue their learning as their occupation changes throughout their career. This requires the achievement of the intended programme learning outcomes and that he/she has demonstrated the skills of an autonomous apprentice

*All references in this document to the*

- *“Programme” shall be taken as references to the “National Apprenticeship Programme”*
- *“Consortium Steering Group”, the “Apprenticeship Quality Council” the “National Programme Board” and the “National Examination Board” shall be taken as references to these boards as they pertain to the Auctioneering and Property Services Apprenticeship Programme*
- *“ETB” shall be taken as references to Education and Training Board*
- *“Co-ordinating ETB” shall be taken as references to City of Dublin Education and Training Board (City of Dublin ETB), acting as Co-ordinating Provider*

## Table of Acronyms

<i>Acronym</i>	<i>Meaning</i>
AO	Authorised Officer
CSG	Consortium Steering Group
ETB	Education and Training Board
City of Dublin ETB	City of Dublin Education and Training Board
ETBI	Education and Training Boards Ireland
ICSG	Initial Consortium Steering Group
NPB	National Programme Board
QQI	Quality and Qualifications Ireland
RPL	Recognition of Prior Learning
MIPLOs	Minimum Intended Programme Learning Outcomes
MIMLOs	Minimum Intended Module Learning Outcomes
MOA	Memoranda of Agreement
MOU	Memoranda of Understanding
PMDG	Programme Management Development Group
QAP	Quality Assurance Procedures
QASPC	Quality Assurance and Strategic Planning Council

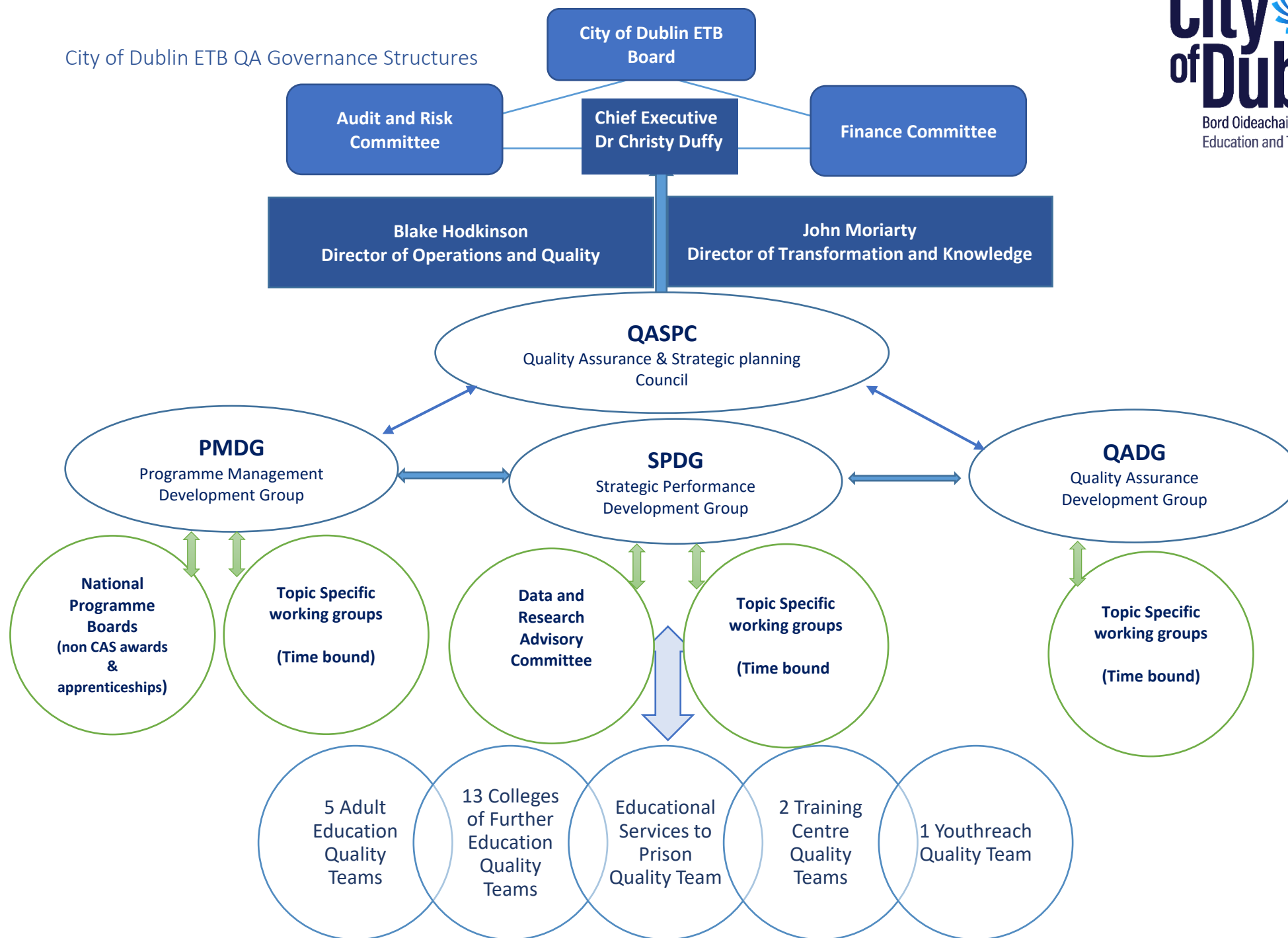
## 2 QA Governance Structures, Organisation and Administration

<b>Title</b>	QA Governance Structures, Organisation and Administration
<b>Date approved</b>	April 2023
<b>Effective From</b>	1 <sup>st</sup> September 2023
<b>Date for Review</b>	March 2028
<b>Summary</b>	<p>City of Dublin ETB as the coordinating provider has developed a quality assurance system which is in compliance with the <a href="#">QQI Statutory Quality Assurance Guidelines for New Apprenticeship Programmes</a>. The key structures of this system are:</p> <ul style="list-style-type: none"> <li>• City of Dublin ETB Quality Assurance and Strategic Planning Council (QASPC)</li> <li>• City of Dublin Programme Management Development Group (PMDG)</li> <li>• National Consortium Steering Group (Auctioneering and Property management)</li> <li>• National Programme Board (Auctioneering and Property management)</li> <li>• National Examination Board (Auctioneering and Property management)</li> <li>• A Comprehensive Reporting Regime</li> <li>• Quality Assurance Arrangements with Employers</li> <li>• Quality Assurance of Collaborating Providers</li> <li>• The Apprentice</li> </ul> <p>All governance units established in this QA system have prescribed membership, terms of reference, operating procedures concerning their responsibilities and remit and are incorporated into the approved QA governance structure already established in City of Dublin ETB. A designated Chair and Secretary are identified. Agendas and minutes are maintained and available to all members.</p> <p>Communication is mapped to support the feedback and feedforward of outputs, specific decisions made and actions undertaken by individual governance units.</p>

As Coordinating Provider of an apprenticeship, City of Dublin ETB retains responsibility for ensuring that the quality of the programme and the standard of the programme's award is maintained. The quality assurance of the national apprenticeship programme is managed and maintained by the Auctioneering and Property Management National Programme Board (NPB) with the support of the national coordinator. In the City of Dublin ETB QA governance structures this board reports to the Programme Management Development Group (PMDG) which is a subcommittee of the quality assurance and strategic Planning Council (QASPC).

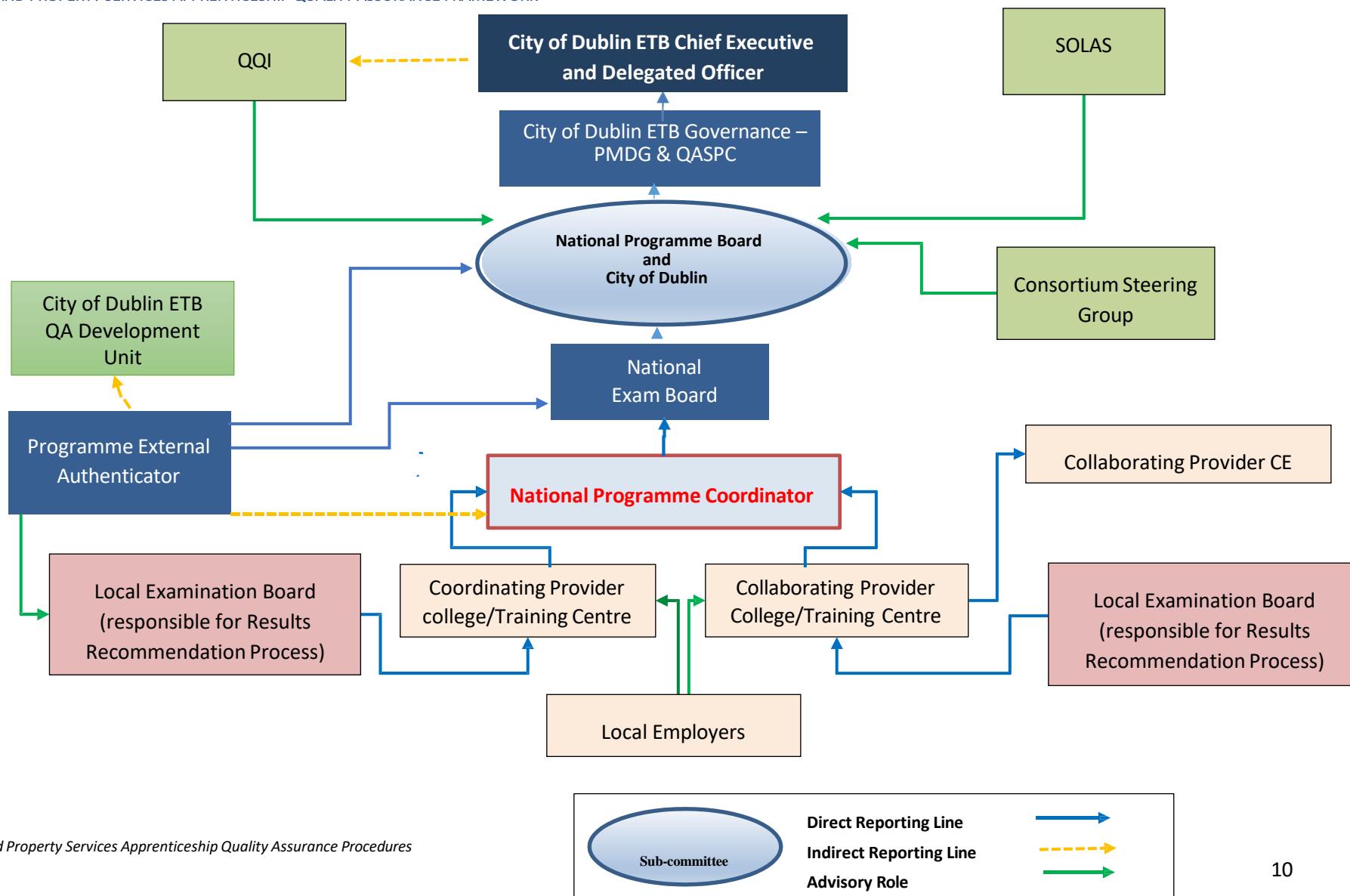
Where there is a clear demand for additional courses to be offered nationally, delivery of the programme is extended to an additional education provider (collaborating provider), using the procedures outlined in [Appendix G](#). The areas of responsibility for the additional education provider are agreed as part of the Memorandum of Agreement between City of Dublin ETB and the additional education provider. There are currently two collaborating partners for this apprenticeship programme Cork ETB and Galway Roscommon ETB. The MOA for these partnerships are included as [Appendix B](#)

# City of Dublin ETB QA Governance Structures





# AUCTIONEERING AND PROPERTY SERVICES APPRENTICESHIP QUALITY ASSURANCE FRAMEWORK



## 2.1 ToR Quality Assurance and Strategic Planning Council (QASPC)

<b>Role</b>	<p>The main function of the <b>FET Quality Assurance and Strategic Planning Council (QASPC)</b> is to advise and make recommendations to the Senior Leadership Team SLT on the quality, development and improvement of all aspects of the further education and training offering of the City of Dublin ETB. The Council will assist the SLT to establish a clear vision for the future development of FET in City of Dublin ETB, by examining the education and training needs of the city of Dublin and ensuring the current range of City of Dublin ETB provision is appropriate to the needs of learners, employers and other stake holders such as QQI, SOLAS, DES etc.</p> <p>The QASPC will support the SLT to protect, maintain and develop the standards of education and training programmes and assessment, so as to ensure that as far as possible, all learners receive an equivalent high quality learning and assessment experience.</p> <p>The QASPC will act as guarantor of quality and consistency for programmes and assessment for which QQI or other awards are made.</p> <p>The QASPC will provide support and oversight for the implementation of the Strategic Performance Agreement and the Quality Action Plans.</p> <p>The role and membership of the Council will be kept under review.</p>
<b>Accountable to</b>	<p>The QASPC receives its mandate and defined responsibilities from the Chief Executive (CE) of the City of Dublin ETB, reports to the Senior Leadership Team (SLT) and operates within the corporate/executive governance structures of the City of Dublin ETB. The QASPC will ensure that recommendations made support the City of Dublin ETB Further Education and Training strategy for the city of Dublin.</p>
<b>Membership</b>	<p><b>Chair:</b> FET Director with responsibility for Operations and Quality / FET Director with responsibility for Transformation</p> <p><b>Support:</b> Development Officers from the FETD Unit</p> <p><b>Members:</b> FET Directors <b>and City of Dublin ETB nominations will be proposed by the Chief Executive from each of the following:</b></p> <ul style="list-style-type: none"> <li>✓ Principal/Head of Centre from each of the service spheres <ul style="list-style-type: none"> <li>• Adult Education Service</li> <li>• Colleges of Further Education</li> <li>• Educational Service to Prisons</li> <li>• Training Centres</li> <li>• Youthreach</li> </ul> </li> <li>✓ Chairpersons of the 3 development groups <ul style="list-style-type: none"> <li>• Programme Management and Development Group</li> <li>• Strategic Performance Development Group</li> <li>• Quality Assurance Development Group</li> </ul> </li> <li>✓ Reps from the FET support services (DA, EE, LESE, PLD/TEL, QA)</li> <li>✓ Local Centre Quality Team Representatives</li> </ul>

	<p>A member may represent more than one area such as another Governance Group and their service sphere. The composition of the QASPC will be approved by the SLT.</p> <p>Membership profile will be reviewed on a bi-annual basis and also when a member leaves the Group (for example due to Retirement). When a vacancy arises, the new member will be nominated by the FET Director by taking into account fair representation of all service spheres and QA structures within City of Dublin ETB.</p> <p><b>External Members:</b> The Chief Executive or FET Director(s) may from time to time appoint non-City of Dublin ETB members who can bring an external perspective, such as employers or experts in FET or in quality systems, or persons with expertise from other education institutions or other ETBs.</p> <p><b>Sub-Committees:</b> The Quality Assurance and Strategic Planning Council may establish a Working Group or thematic group to manage the FET Course Innovation Approval Applications processes for:</p> <ol style="list-style-type: none"> <li>(1) New Course Approvals</li> <li>(2) Requests to Change Course Title</li> <li>(3) Change of mode of delivery (Blended)</li> </ol>
<b>Meetings Schedule</b>	<p><b>Meetings:</b> Aligned with academic year start dates, at least <b>three times per year as a minimum</b>, with additional meetings as required. All meetings will be supported by a set agenda with minutes of recommendations recorded.</p>
<b>Working Methods</b>	<ol style="list-style-type: none"> <li>(1) A quorum of 33% of members + 1 additional member is required.</li> <li>(2) The meeting agenda and supporting documentation will be circulated to members at least one week in advance of scheduled meetings.</li> <li>(3) The agenda will have standing items including – Risk; Updates from Subgroups; Recommendations to SLT</li> <li>(4) Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting</li> <li>(5) Recommendations for consideration by the SLT will be made by the QASPC using a prescribed template</li> <li>(6) Recommendations are made by consensus or by the exercise of a vote; the Chairperson has the deciding vote in the event of a tie.</li> <li>(7) Should it prove necessary for the QASPC to make a recommendation at a time when a meeting cannot be called, then a proxy quorum may be obtained by email for approval in principle. In that instance, the summary documentation, pertaining to the recommendation will be circulated by email, and then detailed documentation pertaining to the decision will be presented to the group at the next meeting for formal approval.</li> <li>(8) Recommendations of the QASPC will be made to the SMT who will consider all proposals and make the final decision.</li> <li>(9) Minutes will be comprehensive and approved at the subsequent meeting. When approved, minutes will be published on the City of Dublin ETB intranet.</li> </ol>

	<p>(10)At the discretion of the Chair, an incorporeal meeting may be held where reports can be circulated and accepted by the QASPC without a meeting.</p> <p>(11)The business of the Council will be organised by the FET Development Officer in consultation with the Chair, in accordance with the terms of reference.</p>
<b>Responsibilities</b>	<p><b>Oversight, Monitoring, and Review</b></p> <ol style="list-style-type: none"> <li>1. Oversee the further development and implementation of the quality assurance policies and procedures of City of Dublin ETB.</li> <li>2. Oversee the further development and implementation of the Strategic Performance Agreement and the Quality Action Plan of City of Dublin ETB.</li> <li>3. Review the reports of Groups, Subgroups and Working Groups and make recommendations on implementation.</li> <li>4. Bring forward recommendations to the SLT on improvements to QA policy and procedures.</li> <li>5. Bring forward recommendations on areas for programme development including new Apprenticeship and Traineeship proposals to the SLT.</li> <li>6. Bring forward recommendations on implementation of actions in the Strategic Performance Agreement.</li> <li>7. Review all of the above to ensure delivery/support for the Quality Assurance Improvement Plan, Statutory Review and the Strategic Performance Agreement.</li> <li>8. Ensure that consultation has occurred with appropriate internal and external stakeholders on new developments in QA procedures and/or programme initiatives/development/applications.</li> <li>9. Liaise with the FET support units and services, e.g. QA, DA, LESE, TEL, PLD, Employer Engagement and receive relevant reviews, reports and updates.</li> <li>10. Review, on a bi- annual basis, the terms of reference, workings and membership of multi-level Working Groups.</li> <li>11. Contribute to the strategic planning of further education and training services delivered or supported by City of Dublin ETB.</li> <li>12. Provide a concise annual report to the CE and SLT, which gives an overview of the work of the Council and makes recommendations to the CE and SLT as appropriate.</li> <li>13. Bring issues of Risk in relation to further education and training to the attention of the CE and SLT.</li> </ol> <p><b>Assessment Responsibilities (coming via the QADG)</b></p> <ol style="list-style-type: none"> <li>1. Review the end of year report from the FETD Unit on the summary of issues arising from External Authenticator reports and Centre Results Approval Panel reports.</li> <li>2. Seek to confirm that assessment procedures have taken place in line with QA assessment processes and procedures. Refer matters arising to the relevant Working Group for action and report.</li> <li>3. Ensure that recommendations are made on any corrective actions to be carried out following the centre-based results approval process.</li> </ol>

	<p>4. Request progress reports from SLT on actions recommended.</p> <p>Other City of Dublin ETB-led Programme Boards-and Apprenticeship Council specific Responsibilities (coming via the PMDG)</p> <ol style="list-style-type: none"> <li>1. Consider reports and updates from other City of Dublin ETB-led Programme Boards</li> <li>2. Fulfil any reporting requirements to external bodies on programme activities.</li> <li>3. Make recommendations to the CE and SLT in relation to the management of the City of Dublin ETB validated programmes.</li> <li>4. Make recommendations on the possible development of new programmes/apprenticeships/ traineeships to the SLT</li> </ol> <p>Recommendations</p> <p>Recommendations of the QASPC will be made to the SLT who will consider all proposals and make the final decision. Where relevant, centres will be informed of final SLT decision by the FET Director.</p> <p>Appeals Process</p> <ol style="list-style-type: none"> <li>a) Decisions of the QASPC. There are two grounds for appeal: <ol style="list-style-type: none"> <li>(i) The decision itself</li> <li>(ii) The means (the procedure) by which the decision was made</li> </ol> </li> <li>b) That an applicant did not provide sufficient information is not a ground for appeal but it may be open to the applicant to re-apply.</li> <li>c) An applicant/other affected party has 1 week from the date the decisions were issued or where they were notified earlier to submit an appeal to the Chief Executive.</li> <li>d) Once an appeal is lodged, the relevant Governance Group (e.g. Working Group, PMDC, QADG or SLT) will submit the rationale for the recommendation/final decision to the FET. The status quo will be maintained until there is an outcome to the appeal. The outcome of the appeal must be issued within 10 working days of receipt of the appeal.</li> </ol>
<b>Operations</b>	<p>The main operations of the <b>FET Quality Assurance and Strategic Planning Council</b> include:</p> <ol style="list-style-type: none"> <li>1. Report its activities to the SLT.</li> <li>2. In preparation for meetings, it is incumbent on members to read documents, policy papers and to consult appropriately in advance of meetings.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Members should present the views of the group/sphere that they represent as well taking a strategic/organisation view of issues.</li> <li>4. The Council will make strategic recommendations to the SLT in relation to ALL proposals that are referred to them.</li> <li>5. Recommendations to the SLT should require little further consultation by the SMT and will be made using a prescribed template that will include benefits, risks and a recommendation to either approve or reject proposals.</li> <li>6. Establish specific Working Groups (e.g. FET Course Approval Working Group) and/or thematic consultation groups to assist the Council in fulfilling its functions.</li> </ol>
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## 2.2 ToR Programme Management and Development Group (PMDG)

<b>Role</b>	<p>City of Dublin ETB recognises that its programmes are a significant resource asset. This resource asset must be managed effectively to protect its relevance and sustainability. Key to achieving quality assurance in terms of programme management, is the requirement that programmes are developed in line with strategic vision, available resources and obligations to stakeholders; including those to learners, staff, awarding bodies, strategic partners in industry and the community and voluntary sector, and other partners within further and higher education.</p> <p>The Programme Management and Development Group (PMDG) provides the necessary corporate governance and oversight for development and review of City of Dublin ETB programmes. It reviews and makes recommendations on</p> <ul style="list-style-type: none"> <li>• new programme development, including new apprenticeships</li> <li>• proposed modifications of programmes</li> <li>• recommendations from programme boards (including apprenticeship where City of Dublin ETB is the coordinating provider)</li> <li>• submissions of programmes for validation to relevant awarding bodies</li> <li>• adding collaborating providers</li> <li>• sharing of City of Dublin ETB developed programmes</li> </ul> <p>In addition the PMDG monitors programmes review schedules and makes recommendations on programmes to be prioritised for review and revalidation.</p> <p>Where applications have resource implications or professional learning and development needs the PMDG will take these into consideration in all of their recommendations.</p> <p>The PMDG will ensure its recommendations to the FET Quality Assurance and Strategic Planning Council (QASPC) support the City of Dublin ETB Further Education and Training strategy for the city of Dublin and are aligned with the City of Dublin ETB-SOLAS Strategic Performance Agreement.</p>
<b>Accountable to</b>	<p>The <b>PMDG</b> receives its mandate and defined responsibilities from the Chief Executive (CE) of the City of Dublin ETB, and reports to the Senior Leadership</p>

	Team (SLT) and operates within the corporate/executive governance structures of the City of Dublin ETB.
<b>Membership</b>	<p><b>Chair:</b> nominated by CE</p> <p><b>Support:</b> Development Officer/s from the FET QA Development Team</p> <p><b>Members:</b> nominations will be proposed by the FET Directors in consultation with the Chair and FET Development Team. Members must have the relevant knowledge and skills to support the work of the Group and include representatives from each of the following:</p> <ul style="list-style-type: none"> <li>• Educators – Teachers, tutors or instructors</li> <li>• Service spheres – CFE, AES, Youthreach, TC or ESP</li> <li>• FET DevelopmentTeam –employer engagement, learner support, Tel or data analytics</li> <li>• External Employer</li> <li>• Apprenticeship office</li> <li>• Quality teams</li> </ul> <p>A member may represent more than one area such a quality team, an educator and their service sphere. The composition of the PMDG will be approved by the SLT.</p> <p>Membership profile will be reviewed on a bi-annual basis and also when a member leaves the Group (for example, due to retirement). When a vacancy arises, the FET Director will nominate the new member by taking into account fair representation of all representative groups listed above.</p> <p><b>Additional Members:</b> The Chief Executive or FET Director may from time to time appoint members who can bring a specific perspective, such as employers or experts in FET or in quality systems, or persons with expertise from other education institutions or in a specific subject area.</p>
<b>Topic specific working groups</b>	A PMDG Working Group may be set up as required, comprising of some members of the PMDG alongside additional members to progress a particular area of work, for example to consider an application to develop a new programme including apprenticeships.
<b>Programme Boards</b>	The programme boards are subgroups of the PMDG. They make recommendations on programme related issues.
<b>Meetings Schedule</b>	Meetings are aligned with academic year start dates, happen at least <b>three times per year</b> with additional meetings as required.
<b>Working Methods</b>	1. A quorum of 33% of members + 1 additional member is required.



	<ol style="list-style-type: none"> <li>2. The meeting agenda and supporting documentation will be circulated to members at least one week in advance of scheduled meetings (see Appendix 1: Agenda Template).</li> <li>3. Draft minutes are recorded and circulated within 2 weeks of a meeting (see Appendix 2: Minutes Template). Minutes are approved at the subsequent meeting.</li> <li>4. Recommendations for consideration by the QASPC will be made by the PMDG using a prescribed template (see Appendix 3: Recommendations Template).</li> <li>5. Recommendations are made by consensus or by the exercise of a vote; the Chair has the deciding vote in the event of a tie.</li> <li>6. Should it prove necessary for the group to make a recommendation at a time when a meeting cannot be called, then a proxy quorum may be obtained by email for approval in principle. In that instance the summary documentation, pertaining to the recommendation will be circulated by email, and then detailed documentation pertaining to the decision will be presented to the group at the next meeting for formal approval.</li> <li>7. At the discretion of the Chair, an incorporeal meeting may be held where reports can be circulated and accepted by the PMDG without a meeting.</li> <li>8. The business of the PMDG will be organised by the FET Development Officer in consultation with the Chair, in accordance with the terms of reference.</li> </ol>
<b>Recommendations</b>	<p>Recommendations of the PMDG will be made to the QASPC who will consider all proposals and make the final recommendation to the Senior Leadership Team. Relevant parties including programme boards will be informed of the PMDG decisions.</p>
<b>Appeals process</b>	<p>Recommendations made by the PMDG to the QASPC may be appealed directly to the FET Director/s. There are two grounds for appeal:</p> <ol style="list-style-type: none"> <li>1. The decision itself</li> <li>2. The means by which the decision was made (the procedure employed)</li> </ol> <p>An applicant/other affected party has 1 week from the date the recommendations were issued to submit an appeal to the FET Director/s.</p> <p>Once an appeal is lodged, the PMDG will submit the rationale for the recommendation which is the subject of the appeal to the FET Director/s. The status quo will be maintained until there is an outcome to the appeal. The outcome of the appeal must be issued within 10 working days of receipt of the appeal.</p>

## 2.3 ToR of the Auctioneering and Property Management National Consortium Steering Group

<b>Role</b>	<p>The main function of the National Consortium Steering Group (CSG) is to ensure the programme conforms to and evolves with the requirements of the occupation. It is industry led and acts to bring together employers, the Co-ordinating Provider and collaborating providers involved in the programme.</p> <p><i>*The CSG will evolve from the Initial Consortium Steering Group (ICSG) whose role is to identify and appoint the Coordinating Provider. The key role of the ICSG is to ensure that employers are fully cognisant of the role of the Coordinating Provider.</i></p>
<b>Membership</b>	<p>Key stakeholders including employers, occupational associations, occupational regulators and the Co-ordinating Provider.</p> <p><b>Chair:</b> An elected representative from employers or the community of practice involved in the occupation</p> <p><b>Others:</b> The majority of the CSG will comprise of representatives from enterprises, employer's associations and community of practice or relevant professional bodies. The Co-ordinating Provider and representatives from other collaborating providers will also be members. The Co-ordinating Provider will provide secretariat for the group.</p>
<b>Accountable to</b>	The PMDG
<b>Schedule of Meetings</b>	<ul style="list-style-type: none"> <li>- The CSG will meet at least twice per year</li> <li>- A quorum of 50% of members + 1 additional member is required</li> <li>- The meeting agenda and supporting documentation will be circulated to members at least one week in advance of scheduled meetings</li> <li>- Decisions are made by consensus or by the exercise of a vote; the Chair has the deciding vote in the event of a tie</li> <li>- Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting</li> <li>- Minutes are approved at the subsequent meeting</li> <li>- At the discretion of the Chair, an incorporeal meeting may be held where reports can be circulated and accepted by the CSG without a meeting.</li> <li>-</li> </ul>
<b>Responsibilities</b>	<p><b>Development Stage:</b></p> <ol style="list-style-type: none"> <li>1) Ensure adequate consultation with stakeholders is maintained for the development, delivery and review of the programme and of the Occupational Profile.</li> <li>2) Develop binding MOAs/MOUs with relevant stakeholders.</li> <li>3) Agree operating procedures with City of Dublin ETB in respect of the National Apprenticeship Programme</li> </ol> <p><b>Implementation Stage</b></p>

	<ol style="list-style-type: none"> <li>1) Ensure that stakeholders have accurate information about the programme and occupation by promoting public awareness of that profile.</li> <li>2) Ensure that on-the-job training is delivered as per programme specification.</li> <li>3) Ensure that the programme is implemented by the Coordinating and Collaborating Providers as per the programme specification.</li> <li>4) Act in a spirit of partnership as a liaison point with employers, the regulatory authorities, the occupational bodies, the Co-ordinating and Collaborating Providers and the NPB.</li> <li>5) Contribute to the decision-making process in collaboration with City of Dublin ETB and national stakeholders on the expansion of the programme.</li> <li>6) Agree criteria for employer suitability to train apprentices.</li> <li>7) Seek to ensure that recruitment and delivery arrangements adequately support equity and inclusion of applicants and provide relevant learning support as needed.</li> <li>8) Ensure that the programme conforms to the principles of good governance and to the processes, systems and requirements of SOLAS, ETBs, the occupational body, QQI and any other relevant parties.</li> <li>9) Nominate PSRA licenced property providers to the NPB.</li> <li>10) Nominate Workplace Mentors to the NPB.</li> </ol> <p><i>The CSG may arrange for some of the roles above to be carried out by the Coordinating Provider.</i></p> <p><i>On validation of the programme, the CSG will transition from a developmental role to a continuing role in supporting and improving the programme.</i></p>
<b>Operations</b>	<p><b>Development Stage:</b></p> <ul style="list-style-type: none"> <li>- Develop and agree the occupational profile</li> <li>- Identify the training requirements and agree the structure of the programme including the Minimum Intended Programme Learning Outcomes (MIPLOs).</li> <li>- Endorse the final programme document before submission to QQI.</li> <li>- Support the development of the apprenticeship brand and promote the programme within the sector</li> <li>- Agree a rollout plan that supports the requirements of the sector</li> </ul> <p><b>Implementation Stage:</b></p> <ul style="list-style-type: none"> <li>- Identify locations for delivery of programmes according to the approved rollout plan</li> <li>- Review reports received from the NPB on recruitment, assessment and programme delivery and advise City of Dublin ETB to take specific action on foot of feedback from employers and/or apprentices.</li> <li>- Support Providers by advising on local and regional demand that reflects the skill needs of local employers and the sector.</li> <li>- Actively promote the programme at local, regional and national level.</li> <li>- Inform the industry of matters relating to the programme through its employer members and professional bodies.</li> <li>- Liaise with SOLAS on developments in labour market conditions both regionally and nationally as reports are generated by state bodies.</li> </ul>

	<ul style="list-style-type: none"> <li>- Liaise with City of Dublin ETB regarding any issues pertaining to the management and delivery of the programme.</li> <li>- Liaise with employers in relation to concerns regarding on-the-job aspects of the programme.</li> <li>- Review the Occupational Profile periodically to inform ongoing delivery of the programme and in support of programme review.</li> <li>- Ensure systems are in place to support apprentices to find new employment as appropriate.</li> </ul>
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## 2.4 ToR National Programme Board (NPB)

<b>Role</b>	The NPB has responsibility for the effective management, operation, monitoring and review of the Auctioneering and Property Services Apprenticeship Programme. In an expanded form it functions as a National Examination Board which will meet following the robust Local Exam Board process which has been carried out by each provider.
<b>Membership</b>	<p><b>Chair:</b> National Programme Coordinator</p> <p><b>Secretary:</b> Coordinating Provider Programme Leader</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>- A minimum of one programme Teacher/Trainer/Instructor/Tutor from the Co-ordinating Provider</li> <li>- One programme Teacher/Trainer/Instructor/Tutor or other representative from each Collaborating Provider.</li> <li>- Two PSRA licenced property service providers, nominated by the CSG</li> <li>- Two Workplace Mentors, nominated by the CSG</li> <li>- At least one apprentice representative (may be a graduate).</li> <li>- A Principal/Head of Centre from the Coordinating Provider</li> <li>- Member of the City of Dublin ETB QA team</li> <li>- Member of the PMDG</li> </ul> <p>(Members may hold multiple roles for example teacher and member of the PMDG)</p>
<b>Accountable to</b>	The PMDG
<b>Schedule of Meetings</b>	At least twice per year on commencement of programme with additional meetings as required during the set-up phase.
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>- <b>Day to day oversight of the operation of the validated programme</b></li> <li>- Recommend an appropriately qualified person to the Quality Assurance Steering Group for appointment as External Authenticator.</li> <li>- Monitor assessment schedules to ensure that assessments are conducted in each location according to the programme specification.</li> <li>- Consider the External Authenticator report on issues of delivery and assessment. This will be done in advance of a new cycle starting to ensure the quality and consistency of assessments.</li> <li>- Monitor External Authenticator reports to ensure that module outcomes are being assessed and that cumulatively the MIPLOs are assessed.</li> <li>- Consider reports (detailed below) from Collaborating Providers, on-the-job Mentors and Teacher/Trainers/Instructors/Tutors, on the progress of apprentices and on delivery and assessment of the programme.</li> <li>- Review teaching and learning strategies and encourage the sharing of best practice between Mentors and providers.</li> </ul>

	<ul style="list-style-type: none"> <li>- Review the Programme's Annual CPD Training Plan, prepared by the National Programme Coordinator.</li> <li>- Monitor apprentice commencements, completions, results and outputs. Ensure as far as possible that the apprentices in each centre get an equivalent experience by monitoring programme reports, liaising with the National Programme Coordinator, implementing an assessment monitoring system thus ensuring assessments are the same for all centres.</li> <li>- Establish a system and put arrangements in place for the Recognition of Prior Learning</li> </ul> <p><b>Programme monitoring, review and improvement</b></p> <ul style="list-style-type: none"> <li>- Consider the effectiveness of teaching, learning and assessment strategies and ensure an appropriate mix of learning modes and assessment methods.</li> <li>- Agree and implement minor modifications to the programme where these do not affect module outcomes, including suggestions from the External Authenticator, improvements suggested by Mentors, or by teachers/trainers/instructors/tutors, etc.</li> <li>- Seek feedback from significant stakeholders on programme delivery</li> <li>- Consider results of surveys of apprentices and other stakeholders</li> <li>- Conduct an annual review with apprentices and employers</li> <li>- Set up systems to gather on-going feedback</li> <li>- Introduce improvements arising out of the monitoring and review process.</li> <li>- Ensure the implementation of recommendations from the CSG as approved by the PMDG.</li> <li>- Monitor national trends in examination and continuous assessment results by considering the External Authenticator report and the National Exam Board reports.</li> <li>- Consider good practice and learning in the area of assessment and appeals.</li> <li>- Monitor the effectiveness of administrative services and Moodle.</li> <li>- Present the National Programme Board Annual Monitoring Report to the PMDG.</li> <li>- Conduct a self-evaluation after the first year and as needed thereafter.</li> <li>- Provide information, supports and advice to the CSG</li> <li>- Support the revalidation process</li> </ul>
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<b>Reports</b>	<p>The following reports will be submitted to the NPB:</p> <ul style="list-style-type: none"> <li>• <b>After each new intake</b> <ul style="list-style-type: none"> <li>- Admissions Reports from each Collaborating Provider</li> </ul> </li> <li>• <b>Annual Reports</b> <ul style="list-style-type: none"> <li>- Consolidated Admissions Report</li> <li>- On-the-job Site Visit Reports</li> <li>- Apprentice Feedback Reports from each Collaborating Provider</li> <li>- Consolidated Apprentice Feedback</li> <li>- Apprentice Graduate Reports from each Collaborating Provider</li> <li>- Consolidated Apprentice Graduate Report</li> <li>- Staff and Mentor Feedback Report</li> <li>- Provider Reports from each Collaborating Provider</li> <li>- Draft Annual National Programme Board Report</li> </ul> </li> <li>• <b>Following Examinations</b> <ul style="list-style-type: none"> <li>- National Examination Board Reports</li> <li>- Examinations Board Reports from each provider</li> <li>- External Authenticator Reports</li> <li>- External Appeals Report</li> </ul> </li> </ul>
<b>Standing Committee of The Programme Board</b>	<p>The NPB, may establish a Standing Committee, which would meet between scheduled meetings of the Programme Board, at the request of the National Programme Coordinator, to discuss urgent items that may require some action before the next scheduled meeting of the Programme Board. The National Programme Coordinator will ensure that any actions agreed by the NPB are implemented. Membership of the Committee could include members of the NPB:</p> <ul style="list-style-type: none"> <li>- National Programme Coordinator</li> <li>- Teacher/trainer/instructor/tutor from the Co-ordinating Provider</li> <li>- Representative from a Collaborating Provider,</li> <li>- An employer</li> <li>- A representative of apprentices</li> </ul>

## 2.5 ToR National Exam Board (NEB)

<p><b>National Examination Board</b></p>	<p>The National Examination Board is a sub-committee of the Auctioneering and Property Management Programme Board and will have oversight of the exam system for the apprenticeship programme.</p> <p><b>Chair:</b> National Programme Coordinator</p> <p><b>Members:</b></p> <ul style="list-style-type: none"> <li>- A minimum of one programme Teacher/Trainer/Instructor/Tutor from the Co-ordinating Provider</li> <li>- One programme Teacher/Trainer/Instructor/Tutor or other subject matter expert from each of the Collaborating Providers</li> <li>- Two Workplace Mentors of apprentices in employment, nominated by the NPB</li> <li>- The External Authenticator</li> <li>- The QA Officer from the Coordinating Provider</li> <li>- Develop a bank of assessments, examination briefs, assignments and marking schemes which will be made available to all providers.</li> <li>- Facilitate national peer review and monitoring of the assessment process</li> <li>- Facilitate the peer review process for online learning content</li> </ul>
<p><b>Responsibilities</b></p>	<ul style="list-style-type: none"> <li>- Meet after each local examination and results recommendation process to review the following reports which will be provided by the Provider Programme Leader/s to the National Programme Coordinator <ul style="list-style-type: none"> <li>- Internal Verification Report/s</li> <li>- External Authenticator Report/s</li> <li>- Local Exam Board Report/s</li> </ul> </li> <li>- The National Examination Board will review the reports to monitor consistency of assessment across all collaborating providers, to evaluate trends in grades and to consider any issues that have arisen during assessments.</li> <li>- Assessment results will be reviewed and samples of borderline cases will be monitored to ensure consistency in grading. Following the review the Examination Board will approve the results and recommend the results to the provider/s for submission to the awarding authority QQI to request awards.</li> <li>- Monitor variations in assessment results across centres to ensure consistency of outcome: Ensure any significant variations can be explained by reviewing the following <ul style="list-style-type: none"> <li>• Breakdown of grades across centres from previous years</li> <li>• Attendance records</li> <li>• Apprentice surveys</li> <li>• EA Reports</li> <li>• staff feedback on the performance of the apprentices</li> </ul> </li> <li>- Consider any issues arising in relation to the results and make recommendations to the AQT regarding corrective action.</li> </ul>

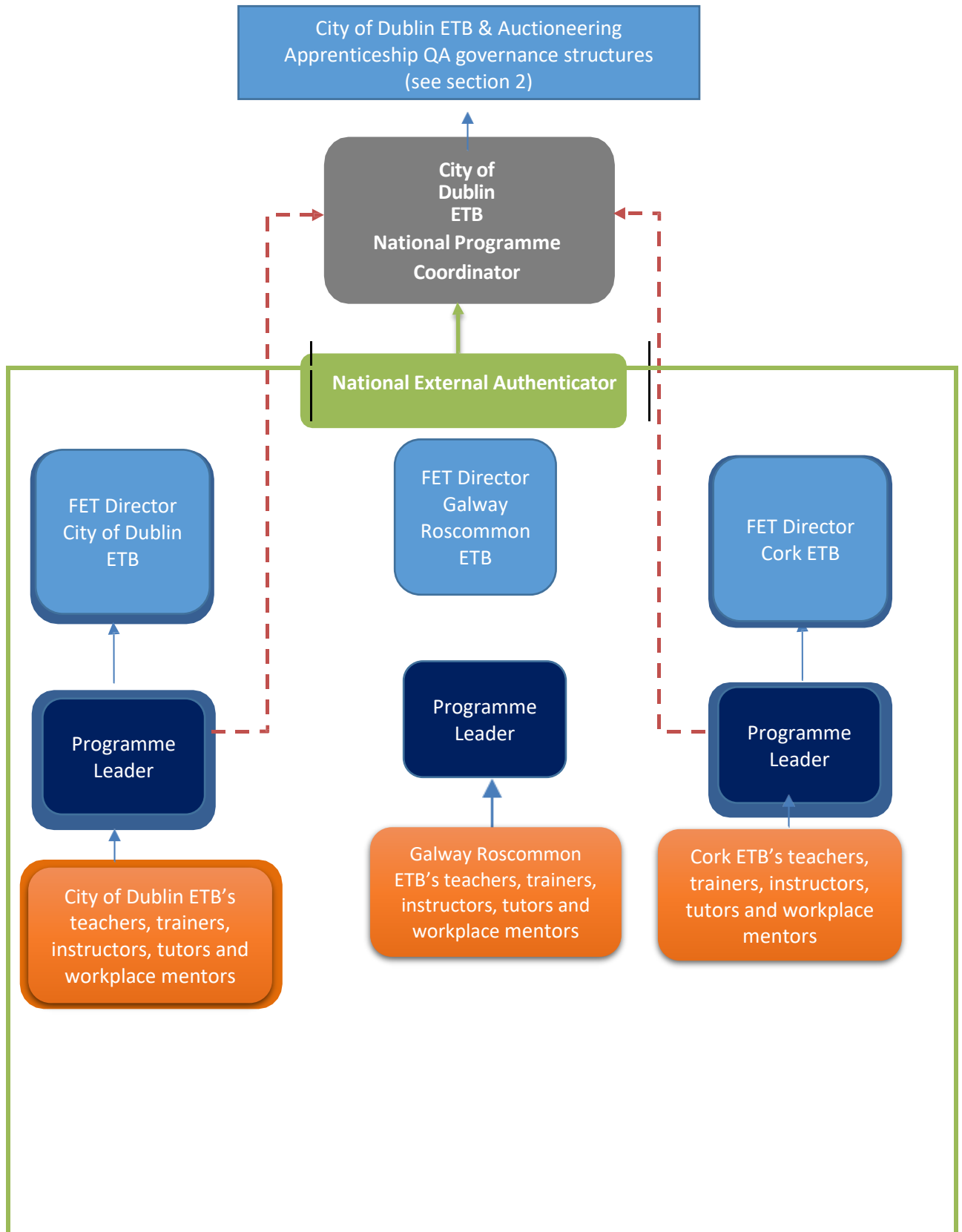


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|  | <ul style="list-style-type: none"><li>- Generate a National Examination Board Report compiled from local examination board reports and local results recommendation process with recommendations for results approval.</li><li>- Manage the External Results Appeal Process as outlined in <a href="#">Appendix E</a>.</li><li>- The Examination Board will ensure that lessons learned from the processing of rechecks, reviews and appeals are reflected in revised processes and procedures. The Examination Board, will make recommendations to the AQT through the NPB regarding any necessary corrective action.</li></ul> |
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### 3. Quality Assurance Roles and Responsibilities

<b>Title</b>	Quality Assurance Roles and Responsibilities
<b>Date approved</b>	April 2023
<b>Effective From</b>	1 <sup>st</sup> September 2023
<b>Date for Review</b>	April 2028
<b>Summary</b>	This section outlines the operational roles which underpin the quality assurance governance and operation of the National Apprenticeship Programme within the Co-ordinating and Collaborating Providers.

## Quality Assurance Roles and Responsibilities – infographic



### 3.1 City of Dublin ETB Director of Further Education and Training

The City of Dublin ETB Director of Further Education and Training has day to day responsibility for the management of the Apprenticeship programmes in City of Dublin ETB and will report to the Chief Executive. This is a responsibility delegated by the Chief Executive under section 16 of the ETB Act 2013. The National Programme Co-ordinator will report to the Director delegated.

### 3.2 The National Programme Co-ordinator

City of Dublin ETB appoints the National Programme Co-ordinator who is responsible for coordination and implementation of the apprenticeship programme nationally as laid out in the Memorandum of Agreement between the City of Dublin ETB and the collaborating providers. The National Programme Coordinator is responsible for ensuring strong reporting and communication between City of Dublin ETB and Collaborating Providers.

The Programme Leader in each Collaborating Provider/delivery centre will liaise with the National Programme Coordinator on the operation and management of the Programme at local level.

It is the responsibility of the National Programme Co-ordinator to:

- 1) Co-ordinate national rollout and implementation
- 2) Ensure the management, administrative, assessment and internal verification procedures both on and off-the-job are implemented correctly and consistently across delivery centres as per the programme specification.
- 3) Provide the necessary support to the Collaborating Providers to ensure they manage the delivery of the programme and assessment in line with the programmes QA procedures as per the Memorandum of Agreement and programme specification.
- 4) Provide an information workshop and training programme for on-the-job programme requirements for Workplace Mentors.
- 5) Develop and deliver an induction programme for all programme staff to ensure that Teachers/Trainers/Instructors/Tutors, Internal Verifiers and Workplace Mentors are familiar with the recording systems, documentation and procedures for assessment and internal verification of City of Dublin ETB. The induction programme will also ensure that all programme staff are familiar with the Programme knowledge requirements, values and documentation and understand their role and are supported.
- 6) Develop and implement on-going training programmes for programme staff as required.
- 7) Develop an annual CPD training plan.

Overseeing the QA of the apprenticeship programme which includes

- 8) Receiving internal verification reports, external authenticator reports, local examination reports from the Programme Leader/s immediately following the local Exam Board Meeting/s and Results Recommendation Process/es and present them to the National Examination Board.

- 9) Bringing to the National Examination Board quality assurance issues that arise in the assessment process.
- 10) Receive assessment appeals from Provider Programme Leader/s and bring these to the National Examination Board.
- 11) Inform the Provider Programme Leader/s of the outcomes of appeals.
- 12) Put RPL arrangements in place on a case by case basis.
- 13) Ensure recommendations/corrective actions of the NPB are progressed.
- 14) Ensure issues reported by the Provider Programme Leader are communicated to the NPB.
- 15) Manage the provider approval application process and bring recommendations to the PMDG.
- 16) Once collaborating provider applications have been reviewed by the PMDG bring recommendations to the City of Dublin ETB FET Director for approval.
- 17) Manage the provider re-approval process.
- 18) Set-up and manage a provider database.
- 19) Maintain a database of employers and Mentors.
- 20) Convene meetings of the National Programme Board and the National Examination Board.
- 21) Provide the secretariat for the CSG and the NPB.
- 22) Collate information and statistical data for the PMDG, NPB and CSG.
- 23) Establish a team to conduct the programme review and revalidation.
- 24) Arrange a schedule of briefings for the Authorised Officers.

### 3.3 Provider Programme Leader

Each provider is required to nominate a Provider Programme Leader (PPL) with overall responsibility for the programme for that provider.

The Provider Programme Leader will:

- 1) Introduce the apprentice to the training location and provide a full briefing on the programme structure and content both on and off-the-job, and the qualification requirements.
- 2) Ensure sufficient and effective support is available for new or inexperienced Instructors, Internal Verifiers and Workplace Mentors.
- 3) Ensure Teachers/Trainers/Instructors/Tutors, Internal Verifiers and Workplace Mentors are familiar with the Programme knowledge requirements, values and documentation.
- 4) Ensure Teachers/Trainers/Instructors/Tutors, Internal Verifiers and Workplace Mentors are familiar with the recording systems, documentation and procedures for assessment and internal verification quality assurance.
- 5) Ensure Teachers/Trainers/Instructors/Tutors, Internal Verifiers and Workplace Mentors understand their role and are supported.

- 6) Schedule and attend regular meetings with College/Training Centre Supervisors and Workplace Mentors.
- 7) Liaise with apprentice employers.
- 8) Monitor, through conducting onsite visits, the apprentice's performance in the workplace and verify apprentice assessment evidence on Moodle.
- 9) Liaise with the teachers/trainers/instructors/tutors and the College/Training Centre Supervisor to ensure that learning supports needs are put in place and made available to the apprentice.
- 10) Provide the National Programme Coordinator with reports on programme outputs and inputs as per the monitoring schedule.
- 11) Ensure any corrective actions required locally are implemented within the agreed timescales.
- 12) Arrange the local provider exam board meeting and results recommendation process. Immediately following the results recommendation process provide the National Programme Coordinator with External Authenticator reports, Internal Verification Reports and Local Exam board reports.
- 13) Bring to the attention of the National Programme Coordinator quality assurance issues that arise in the assessment process.
- 14) Coordinate locally the processing of reviews in relation to assessment matters to ensure that they are dealt with fairly, transparently and in a timely way.
- 15) Prepare appeals to give to the National Programme Coordinator who will submit them to the National Examination Board.
- 16) Ensure any corrective actions required at the on-the-job site are communicated to National Programme Coordinator and AQT when cases arise where an employer no longer has capacity to provide on-the-job training.
- 17) Maintain a database of employers and Mentors and forward to the National Programme Coordinator.
- 18) Liaise with the National Programme Coordinator to ensure that all Mentors receive the training for Workplace Mentors.
- 19) Liaise with the National Programme Coordinator and produce reports as outlined in the section on Reports Summary below.
- 20) Deal with any formal complaints as outlined below.

### 3.4 Apprenticeship Programme Teachers/trainers/instructors/tutors

The determination of eligibility to instruct is the responsibility of the Co-ordinating and Collaborating Providers, based on the specification in the validated programme documentation.

Nominated Teachers/trainers/ instructors/tutors from the Co-ordinating and Collaborating Providers will participate on the National Programme Board in reviewing programme content and writing and designing assessments. They will also participate on the National Examination Board as outlined in the terms of reference.

Teachers/Trainers/Instructors/Tutors shall develop and maintain strong collegiality with Mentors as they will be involved in the verification of on-the-job assessment.

The Teachers/Trainers/Instructors/Tutors in City of Dublin ETB shall work closely and in collaboration with the National Programme Coordinator in a technical subject matter advisory role.

The Teacher/Trainer/Instructor/Tutor shall:

- 1) Introduce the apprentice to the training location and provide a full briefing on the programme structure and content both on and off-the-job, and the qualification requirements.
- 2) Monitor safety of apprentices, classroom and tools according to safety guidelines.
- 3) Provide high-quality teaching and instruction to the apprentices aligned with the validated programme objectives, minimum intended learning outcomes and indicative content, teaching, learning and assessment strategies.
- 4) Fully brief and provide information to the apprentice on the assessment process.
- 5) Brief the Mentors on the on-the-job assessments.
- 6) Ensure validity, authenticity, currency and sufficiency of evidence produced by apprentices.
- 7) Conduct formative and summative assessment tasks and provide the apprentices with prompt, accurate and constructive assessment feedback.
- 8) Evaluate each apprentice's progress and provide the apprentice with continuous feedback.
- 9) Identify learning support needs of apprentice and liaise with the Provider Programme Leader to ensure that appropriate supports are made available to the apprentice.
- 10) Attend scheduled sessions with Internal Verifier and/or External Authenticator.
- 11) Attend and contribute to Local and or National Examination Board meetings as appropriate.
- 12) Maintain apprentice records and documentation, including attendance records and grades.
- 13) Enter results into the online system/gradebook.
- 14) Maintain confidentiality for sensitive information.
- 15) Organise repeat assessment for apprentices when required as per the ETB procedures.
- 16) Contribute and collaborate with colleagues on the NPB in the establishment of a community of practice to support the ongoing development and enhancement of the National Apprenticeship Programme.
- 17) Comply with anti-discriminatory practice and uphold equal opportunities.

### 3.5 College/Training Centre Supervisor

Each provider will assign a College/Training Centre Supervisor to each apprentice as well as a Workplace Mentor.

The College/Training Centre Supervisor will be responsible for the pastoral care and the academic progress of the apprentice, mentoring the apprentice in small groups and on a one-to-one basis. The College/Training centre Supervisor will liaise with the apprentice's Workplace Mentor on the work-based assessments and will visit the apprentice in his/her workplace at least once a year and will liaise with the Provider Programme Leader as appropriate.

The College/Training Centre Supervisor will attend regular meetings with the Programme Leader and Workplace Mentors.

### 3.6 Authorised Officer

A network of Authorised Officers based in ETBs manage, support and administer a portfolio of apprentice approved companies and apprentices within their region on behalf of SOLAS. They operate under a certificate of appointment as Authorised Officers by the Chief Executive Officer of SOLAS under section 43 of the Industrial Training Act 1967, as amended. The Authorised Officers provide an independent brokerage through which the integrity of the overall Apprenticeship programme is maintained and are a critical link between the Co-ordinating and Collaborating Providers, the apprentice and the employer. They currently carry out a range of functions on behalf of SOLAS including, but not limited to:

- 1) Conducting an assessment site visit to assess the employer's suitability to train apprentices
- 2) Briefing employers on their roles and responsibilities in relation to the on-the-job elements of the apprenticeship on behalf of the statutory regulator.
- 3) Assessing and approving employers to register apprentices, through SOLAS Employer Approval and Code of Practice
- 4) Approving and registering new apprentices and apprentices changing employers
- 5) Providing an objective information and guidance service to all apprentices registered
- 6) Monitoring of employers during the apprentice's on-the-job phases
- 7) Maintaining apprentice and employer records.
- 8) Collaborating and communicating with the National Programme Coordinator in the day-to-day delivery of the Programme

City of Dublin ETB, as Co-ordinating Provider, will work in collaboration with the network of Authorised Officers and will fully brief them on the programme-specific criteria for employer suitability to train apprenticeships, as outlined in the validated programme documentation. On validation of the programme, a schedule of briefings will be conducted for Authorised Officers by the National Programme Coordinator and NPB representatives.

### 3.7 Workplace Mentors

Workplace Mentors will be PSRA licenced Property Service Providers holding a minimum of a Level 6 NFQ award or equivalent which is recognised by the PSRA. Mentors will occupy a role in the workplace that corresponds to a senior practitioner level. Mentors will be appointed by the employer and approved by the National Programme Coordinator. Employers and Workplace Mentors will be briefed on the Workplace Assessment by the programme team in collaboration with the CSG and the Authorised Officer. They will be trained to ensure that they understand the organisation and management of the programme, their responsibility in relation to training and assessing an apprentice on-the-job, to industry and awarding body standard. They are responsible for Mentoring and assessing apprentices in the workplace.

Models and approaches to employer mentoring will be further developed within the ETB sector. In advance of national developments in this regard, the employer Mentoring programmes for new apprenticeships within City of Dublin ETB will be developed in collaboration with the new apprenticeship-specific CSG for the specific programme.



City of Dublin ETB will work in collaboration with other ETBs through ETBI national forums in the development and implementation of a sectoral employer Mentoring model.

The approval of a Mentor is conditional on their compatibility with the validated programme.

The Workplace Mentor will:

- 1) Ensure the apprentice is introduced to his/her colleagues and peers and is familiar with the workplace environment.
- 2) Provide opportunities to enable the apprentice to achieve the minimum intended programme learning outcomes as documented in the validated programme documentation.
- 3) Facilitate the apprentice's learning experience in the workplace by shadowing, coaching, observing and guiding.
- 4) Support the apprentice in communicating with the employer on training related issues.
- 5) Support the apprentice in the workplace by ensuring that the apprentice is conversant with the normal work practices and rules pertaining to the occupation, including its history, staffing structure, customer base and competitive position, and as far as is possible, include the apprentice in the community of practice within the workplace.
- 6) Develop a sense of professionalism in the apprentice including attributes such as dependability, maturity, politeness, respect, loyalty and the ability to communicate effectively.
- 7) Guide the apprentice in completing his/her programme workbook and when the standard for each task has been reached, sign the assessment sheets.
- 8) Provide pastoral care for the apprentice in the workplace on an ongoing basis.
- 9) Assess the apprentice in "on-the-job" assessment tasks.
- 10) Ensure the apprentice uploads all assessment documents and evidence of workplace assessment on Moodle.
- 11) Communicate with the Provider Programme Leader and the College/Training Centre Supervisor on issues to do with the apprentice and the programme.
- 12) Attend NPB meetings if required and co-operate with reviews of the programme.
- 13) Attend regular meetings with the Programme Leader and College/Training Centre Supervisors.

### 3.8 The Apprentice

City of Dublin ETB is conscious of its responsibilities to ensure the apprentice is fully supported and treated fairly during their training. City of Dublin ETB will ensure that supports such as literacy, numeracy and other support is available to ensure an optimum learning experience for the apprentice.

City of Dublin ETB also recognises the contribution that the apprentice community can make to the improvement of quality of the programme. In this regard, it is fully committed to a comprehensive apprentice feedback system both on-the-job and off-the-job. It also recognises the unique perspective that apprentices on a programme have and seeks to harness this input through representative membership of the National Programme Board.

The role of the apprentice is to:

- 1) Comply with the minimum entry requirements for the programme. Employers may have requirements in excess of the minimum requirements set out in the programme.

- 2) Attend the induction programme and attend, on time, all scheduled classes of all off-the-job training elements of the programme.
- 3) Be diligent, committed and engage actively in learning throughout the programme.
- 4) Seek the advice of the employer and/or Workplace Mentor/and/or College/Training Centre should difficulties arise during the apprenticeship
- 5) Behave in a responsible and mature manner while in employment and during off-the-job training.
- 6) Be subject to City of Dublin ETB rules & regulations for the programme as well as any contractual obligations set down by the employer.
- 7) Undertake all scheduled assessments and exams including repeat examinations and the completion of their portfolio/capstone module.
- 8) Perform all tasks with due care and diligence and observe all health & safety regulations during both on-the-job and off-the-job elements of the apprenticeship.
- 9) Be aware that they remain in the employment throughout the duration of the programme.
- 10) Carry out all reasonable instructions from the person or persons to whom they are assigned, during both on-the-job and off-the-job elements of their apprenticeship.
- 11) By signing acceptance of the apprenticeship “Code of Practice”, apprentices are expected to behave in a responsible and mature manner during both on and off-the-job training phases.

City of Dublin ETB recognises that it is important that the apprentice has clear communication channels with employers and Providers. These channels should allow matters to be dealt with in a speedy manner and should ensure that the apprentice’s experience is an optimal one. The following are the contact points available to the apprentice during the apprenticeship:

- 1) As per the normal functioning of the workplace, the employer, supervisor and/or person with HR responsibility should deal with all employment-related issues and complaints.
- 2) The Authorised Officer will brief the apprentices on their role and responsibilities in relation to the on-the-job elements of the apprenticeship, and will monitor each apprentice’s activities in the on-the-job element of his/her apprenticeship.
- 3) The Workplace Mentor will support the apprentice in the workplace training and will be a resource of skill and knowledge, and will support the apprentice in communicating difficulties to employers or to the Provider Programme Leader and/or Internal Verifier.
- 4) The National Programme Coordinator will ensure that feedback processes are in place where the apprentice can securely comment on the training programme and on the apprenticeship in general. Apprentices will have access to the ETB complaints procedure as outlined in Appendix F.

### 3.9 Quality Assurance Arrangements with Employers

Employers are a critical part of the apprentice programme and City of Dublin ETB recognises that it is important that agreements with employers are clear and facilitate and support the employer in taking on apprentices. Given the key role of employers in the training of apprentices and the responsibility of City of Dublin ETB, as the Co-ordinating Provider, for all aspects of programme quality, it is essential that there is a clear and unambiguous understanding between City of Dublin ETB and employers in the areas of:

- 1) Recruitment, registration and Induction
- 2) On-the-job training curriculum
- 3) On-the-job training
- 4) Off-the-job training

## 5) Programme development and periodic review.

By signing acceptance of the apprenticeship “Code of Practice”, employers are expected to train the apprentice in the required on-the-job elements of the apprenticeship and to provide the apprentice with the opportunities to practise new skills under supervision while taking cognisance of the apprentice’s skill level at the time the task is being undertaken.

Consequently, employers are required to directly employ a suitably qualified person who can or has been approved by City of Dublin ETB to act as the Workplace Mentor.

Employers are expected to ensure that all the on-the-job assessments are conducted in a fair and consistent manner and to submit all the on-the-job training assessment results to the City of Dublin ETB on schedule.

Employers are expected to release the apprentice(s) for induction and off-the-job training on the dates and to the location as specified by the Provider. Employers are expected to comply with all statutory health and safety, employment and apprenticeship regulations.

While there is a role for the CSG, the Authorised Officers and SOLAS in ensuring adherence to the agreements, overall responsibility lies with the National Programme Coordinator.

### 3.10 Quality Assurance of Collaborating Providers

City of Dublin ETB, as Co-ordinating Provider, must be satisfied and verify that all Collaborating Providers have the capacity to offer the new apprenticeship programme. A Provider wishing to offer the apprenticeship programme will need to demonstrate they have the capacity to do so. For Providers seeking to be Collaborating Providers, City of Dublin ETB will implement a Provider Approval process, which is detailed in Appendix G.

Providers seeking to become Collaborating Providers of a programme are required to conduct a detailed self-evaluation against the required criteria and when satisfied that they have the capacity and capability, they may apply to be a Collaborating Provider. In the case of an ETB or Institute of Technology (IoT), a written statement confirming that this has been carried out, accompanied by the self-evaluation report, will form the basis of the application to City of Dublin ETB. When City of Dublin ETB has approved the organisation as a Collocating Provider a signed Memorandum of Agreement will be entered into between it and the Collaborating Provider. This must be in place before that Provider may commence the validated programme.

## 4. Governance Reports

<b>Title</b>	Governance Reports
<b>Date approved</b>	April 2023
<b>Effective From</b>	1 <sup>st</sup> September 2023
<b>Date for Review</b>	April 2028
<b>Summary</b>	This section provides an outline of the key reports and data processes being implemented in the ETB sector for/by Co-ordinating Providers and in partnership with collaborating ETBs to facilitate the management of new apprenticeship programmes. All Collaborating Providers are required to comply with the reporting requirements of the Co-ordinating ETB.

### 4.1 Reports Purpose and Functions

The annual reporting process is a valuable exercise that fosters self-reflection and self-evaluation across a range of important areas and is fundamental to City of Dublin ETBs mission for continuous and visible quality improvement and enhancement.

The quality assurance governance structures established within City of Dublin ETB rely on a range of data and reports from the multiple-site Collaborating Providers.

A set of key reports and data processes are being implemented in the ETB sector for/by Co-ordinating Providers and in partnership with collaborating ETBs to facilitate the management of new apprenticeship programmes. All Collaborating Providers are required to comply with the reporting requirements of the Co-ordinating ETB. The purpose of the reports identified is to ensure that the new apprenticeship programme is running effectively at each site.

The NPB is responsible to City of Dublin ETB PMDG for ensuring that the programme runs as agreed with all Collaborating Providers as per the MOA's and programme specification. The data collected by City of Dublin ETB will also be required for regulatory and financing bodies. The data will be collected in a standard way from each Collaborating Provider. The format of reports required by these bodies may influence the format and content of the management reports. Collaborating Providers shall use the same apprentice management system. This will allow for standardised and efficient reports.

All personal information relating to staff, apprentices and other individuals will be used and protected in accordance with Data Protection legislation. The City of Dublin ETBs GDPR and data protection policies are available on the [City of Dublin ETB website](http://www.cdetb.ie), [www.cdetb.ie](http://www.cdetb.ie).

The reports will be used

- 1) To measure the effectiveness and efficiency of the programme. The efficiency will be measured based on resource input per apprentice. The effectiveness will be measured by looking at the outcomes in terms of completed modules and stages of the programme.
- 2) To inform the periodic review of the programme.
- 3) As evidence for proposed changes in specific programmes. These may give rise to minor changes to programme schedule or content or assessment instrument that may be made by the NPB.
- 4) To improve efficiency and reduce bureaucracy - they will be combined to produce composite reports which will be supplemented by and contribute to the periodic reviews of the programme and of the occupational profile.
- 5) By the ETBI National QA Monitoring and Enhancement Panel in the monitoring of new apprenticeship programmes across the ETB sector.
- 6) To include a description of the follow-up action undertaken from previous reports.

## 4.2 Programme Maintenance Cycle – Report Production Process

City of Dublin ETB QA procedures are designed to inform relevant bodies of the process, to suggest changes or confirm progress, and to initiate action.

The processes are:

- 1) The **Production of the Report** is where the raw data is generated from any of the stakeholders involved in the apprenticeship. These reports are agreed with the Collaborating Providers and will be standardised across the sites. The individual Provider Programme Leaders will provide the reports to the National Programme Coordinator who will bring the reports to the NPB, National Examination Board and/or the CSG as outlined in the report summary table below. They will also remain comparable from year to year to allow longitudinal comparisons and consolidation over the period of the validation.
- 2) The **Analysis** of the data is undertaken by the appropriate personnel within the Collaborating Provider. The analysis will be an examination of the process, the confirmation that it is proceeding as planned or proposals for changes in process or necessary corrective action. The NPB will initiate any corrective action required.
- 3) The purpose of the Review is to ensure that the reports are produced and analysed, and that any agreed-upon action is taken. In some cases, the response to the reports may be delayed until the report has been considered by the AQT.
- 4) Where the action is minor then the **Response** can be agreed and directed by the NPB. Where it is more substantial, it will be referred to the CSG

### 4.3 Types of Reports Summary

The reports are summarised in the tables below.

Name	Content*	Source	Frequency*	Recipient	Review	Action
Admission Report	Numbers, gender, non-standard, nationality (Irish, EU, International), qualifications, evaluation of induction and admission process per site	Provider <sup>1</sup>	Following each new cohort of apprentice	NPB	See Consolidated Admissions Report below	See Consolidated Admissions Report below
Consolidated Admissions Report	Overall figures and suggestions for admission induction process changes	Provider Admission reports	On receipt of Provider Admission Report	NPB	CSG	NPB
Local Examination Board Reports and Results Recommendation Report	Results of the examinations at a site, comments from teachers/trainers/instructors/tutors and other stakeholders on results and on examination process. Details of any issues that arose during the assessment process	Following examinations and local results recommendation panel meetings	NEB	NEB, NPB	NEB, NPB,	NEB, NPB
External Authenticator Report	Standardise report from an independent expert that aims to provide independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards	External Authenticator	Following each assessment period	Provider, NEB, City of Dublin ETB QA unit	Provider, NEB, NPB, AQT, City of Dublin ETB QA unit	NEB, NPB, City of Dublin ETB QA unit

Name	Content*	Source	Frequency*	Recipient	Review	Action
Apprentice feedback	Standard survey form on content, delivery and management of programme	Initiated by employer Mentors/assessors and generated by apprentices	Annually	NPB and Providers	NPB and providers	NPB and Providers
Consolidated Apprentice Feedback	Consolidated comments from apprentices	Individual Provider Reports consolidated by Provider Programme Leader	Annually	CSG, NPB, AQT	CSG, NPB	NPB directed by CSG
Individual Complaints	Matters relating to the training of apprentices, through a formal process. This excludes informal or anonymous complaints	Apprentice or Teacher/trainer /instructor/tutor or another stakeholder	Occasionally	As detailed in these <a href="#">procedures</a>		See appendix F  <a href="#">Appendix F</a>
External Appeals	Matters relating to examinations	Apprentice	Following examination	National Programme Coordinator	NPB	<a href="#">Appendix E</a>  <a href="#">(City of Dublin ETB Appeals procedures are updated annually)</a>

\* Content and frequency of reports may differ depending on the apprenticeship

<sup>1</sup> Provider refers to both Coordinating and Collaborating Provider ETB

#### 4.4 Stakeholder, Programme and QA Efficiency and Effectiveness Reports

The stakeholder reports are intended to give an overview of the programme outcomes following the completion of the programme by a cohort of apprentices. The reports outlined below, with the exception of the first, these combined into a single report by the National Programme Coordinator and brought by the National Programme Coordinator to the AQT and/or the CSG.

Name	Content*	Source	Frequency*	Recipient	Review	Action
Apprentice Graduate Report	Employment status, year of graduation, career expectations, attitude to programme, etc.	Graduates	Six months following graduation of each cohort	Collaborating Provider	NPB	See Consolidated Graduate Report below
Consolidated Apprentice Graduate Report	Overall figures and suggestions for admission induction process changes	Provider Graduate Reports	On receipt of Provider Graduate Report	NPB	CSG, regulator	NPB
Employer Report	Comments on operation of programme, employment of graduates, changes to programme	Linked Employers	Annually or biannually (TBD)	CSG or Provider Programme Leader for CSG	CSG,	NPB
Staff Report	Operation of the programme, of the NPB and of QA systems, changes to programme	Staff including Employer Mentors/assessors	Annually or biannually (TBD)	NPB	CSG	NPB
Provider Report	Operation of the programme, of the NPB and of QA systems, changes to programme	Providers	Annually or biannually (TBD)	NPB		



## 4.5 Employer and Provider

Summary Table: Employer and Provider Responsibilities

1. Recruitment, Registration and Induction	
<b>Employer</b> <ul style="list-style-type: none"> <li>Recruit the apprentice and present the apprentice for registration</li> <li>Ensure that the apprentice is a suitable candidate for training.</li> <li>Make the apprentice available for this induction process if it occurs in advance of the off-the-job period.</li> <li>Introduce the new apprentice to the community of practice within the enterprise and ensure that the apprentice is recognised as a novice member of the community.</li> <li>Provide individualized support to the apprentice where necessary especially in the early stages of the apprenticeship.</li> </ul>	<b>Provider – ETB</b> <ul style="list-style-type: none"> <li>Acquaint the apprentice with the details of the training schedule, of the assessment procedures and the academic and apprentice regulations and the supports available.</li> <li>Provide adequate induction to the programme. This will include assessment of any deficits in prior learning which can be addressed by suitable support.</li> <li>Introduce the apprentice to the wider community of practice outside the enterprise as far as it is possible.</li> </ul>
2. On-the-job Training Curriculum	
<b>Employer</b> <ul style="list-style-type: none"> <li>Ensure that the apprentice is given the learning opportunities required for the programme. These opportunities should include skills knowledge and competencies designed to achieve the intended programme outcomes.</li> <li>Co-operate with the provider in implementing the quality assurance procedures.</li> <li>Ensure that the apprentice is freed up to take advantage of training opportunities required by the programme that are not available in the enterprise.</li> </ul>	<b>Provider - ETB</b> <ul style="list-style-type: none"> <li>Acquaint the employer with the curriculum of the on-the-job phases of the programme, of the assessment processes and of the indicative schedule of training.</li> <li>Ensure that the employer accepts the quality assurance procedures for the programmes.</li> <li>Identify deficiencies in provision available from the employer and arrange the permanent or temporary transfer of the apprentice to an alternative employer.</li> </ul>
3. On-the-job Training – Employer Mentors/assessors and Supporting the Apprentice	
<b>Employer</b> <ul style="list-style-type: none"> <li>Appoint experienced and qualified staff as employer Mentors/assessors to the apprentice and free them for any necessary employer Mentor/assessor or assessment training and for necessary attendance at</li> </ul>	<b>Provider - ETB</b> <ul style="list-style-type: none"> <li>Ensure that there are sufficient employer Mentors/assessors, that they are suitably qualified and that they receive appropriate training as employer Mentors/assessors and in assessment.</li> </ul>

*Auctioneering and Property Services Apprenticeship Quality Assurance Procedures*

<p>NPB meetings.</p> <ul style="list-style-type: none"> <li>▪ Ensure that the employer Mentor/assessor carries out his/her duties with respect to the apprentice and to the provider. In this regard they will liaise with the provider.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide training for the employer Mentor/assessor, acquaint the employer Mentors/assessors with the curriculum, the assessment system and the reporting and communication lines between employer Mentor/assessor and programme team.</li> </ul>
<h3>On-the-job Training – Management</h3>	
<p><b>Employer</b></p> <ul style="list-style-type: none"> <li>▪ Appoint a member of staff as contact person for the National Programme Coordinator and Provider Programme Leader.</li> <li>▪ Allow programme team members access to and observation of the apprentice at work.</li> <li>▪ Ensure that the apprentice keeps continuous records of experience and assessment and makes them available to the provider.</li> </ul>	<p><b>Provider - ETB</b></p> <ul style="list-style-type: none"> <li>▪ Appoint programme team members who will be observing the apprentice and liaising with the employer Mentors/assessors.</li> <li>▪ Ensure that the programme team members do not disrupt the normal operation of the enterprise.</li> </ul>
<h3>4. Off-the-job Training</h3>	
<p><b>Employer</b></p> <ul style="list-style-type: none"> <li>• Release the apprentice for scheduled training.</li> </ul>	<p><b>Provider - ETB</b></p> <ul style="list-style-type: none"> <li>▪ Schedule the training for the apprentice.</li> <li>▪ Inform the apprentice and the employer of any changes to the schedule.</li> <li>▪ Ensure that the apprentice is fully briefed on the requirements of the off-the-job element of the programme and provide the apprentice with the materials and information necessary for the successful completion of the element</li> </ul>
<h3>5. Programme Development, Periodic Review and Programme Revalidation</h3>	
<p><b>Employer</b></p> <ul style="list-style-type: none"> <li>▪ Ensure that the provider is informed about relevant changes and/or requirements in the occupation.</li> <li>▪ Co-operate with the periodic review of the programme.</li> <li>▪ Support the CSG in its activities.</li> </ul>	<p><b>City of Dublin ETB</b></p> <ul style="list-style-type: none"> <li>▪ Ensure that the programme is subject to ongoing development, in collaboration with NPB and CSG.</li> <li>▪ Organise the periodic review of the programme.</li> <li>▪ Organise and manage the NPB.</li> <li>▪ Lead the revalidation of the programme with QQI</li> </ul>

## 5. Quality Assurance of Employers and Collaborating Providers

<b>Title</b>	Quality Assurance of Employers and Collaborating Providers
<b>Date approved</b>	April 2023
<b>Effective From</b>	1 <sup>st</sup> September 2023
<b>Date for Review</b>	April 2028
<b>Summary</b>	This section outlines the policies and associated procedures for the assurance of the quality and standards of provision. It sets out the provider's commitment to quality in terms of programme provision.

City of Dublin ETB has primary responsibility for the quality of its apprenticeship programme in terms of implementation and evaluation of its Quality Assurance Procedures. This includes the procedures used for verifying that a collaborating provider has the capacity to deliver the programme as well as determining the provider's capacity to train apprentices.

The process is supported by monitoring by QQI, which involves both routine and once-off evaluations, analysis, observations and recording of provider activities demonstrating the effective implementation of QA procedures.

### 5.1 Procedures for Verification of Collaborating Provider Capacity

A Provider who wants to offer the programme must apply to City of Dublin ETB to become a Collaborating Provider. Once approved the Provider will enter a formal agreement with City of Dublin ETB and sign the required Memorandum of Agreement which establishes the governance, communication and reporting arrangements for the programme. Specific requirements and criteria are outlined in the programme documentation.

Collaborating Providers must undertake to comply with the programme approval procedures.

### 5.2 Determining Provider's Suitability for Apprenticeship

City of Dublin ETB must be satisfied that Collaborating Providers can demonstrate the capacity to deliver the programme. The criteria and procedures for the approval of a provider are set out in the **Collaborating Provider Approval Procedure**, in [Appendix G](#).

Collaborating Providers are required to identify who will undertake the roles in the delivery, assessment and internal verification processes for the programme. The Collaborating Provider must:

- Identify the Provider Programme Leader (see role above)
- Appoint a staff member to quality assure programme delivery for both on and off-the-job elements.

Personnel must be appropriate to the specific apprenticeship programme and the level of assessment activities both on and off-the-job. Details of the requirements and responsibilities of each role involved in the assessment, verification and examinations processes are set out in the Collaborating Provider Approval Procedure document.

Collaborating Provider approval is valid for five years, subject to on-going compliance monitoring. Approved providers can apply for re-approval after the five-year period has elapsed.

The full approval procedure will apply to those providers who have not provided examinations or assessments for a viable number of apprentices within the five-year period, and/or who have had approval suspended or withdrawn because approval criteria were no longer met.

City of Dublin ETB will require the Collaborating Provider to conduct a self-evaluation against City of Dublin ETB criteria and make a **written declaration** that they meet the criteria. Such a declaration, together with the completed self-evaluation, will be included with the **Memorandum of Agreement** that will be signed between City of Dublin ETB and the Collaborating Provider before the programme commences on that site.

#### 5.2.1 Determining Provider's Capacity to Train Apprentices

If a Collaborating Provider meets the criteria set out in the Collaborating Provider Approval Procedure, that Collaborating Provider is required to ensure that each employer, for whom they are responsible, has participated in the Workplace Mentor training organised by their Provider Programme Leader, and that provider is required to monitor the on-the-job employer Mentoring.

#### 5.2.2 Admission and Exclusion of Employers into Consortium Steering Groups

It is the responsibility of the Apprenticeship Council, in collaboration with SOLAS, to establish operating guidelines and procedures for the admission of new employers into CSGs and for the exclusion of providers. Parameters have been set nationally for the number of new apprenticeship places.

### 5.3 Resourcing Apprenticeship: Staffing, Facilities and Equipment and Experience

#### 5.3.1 Staffing

All ETBs are required to comply with staff recruitment and selection processes as laid down by the Minister for Education and Skills. City of Dublin ETB recognises that the competencies of its staff are a key determinant in the systematic approach to staff recruitment and further professional development.

City of Dublin ETB will appoint a National Programme Coordinator to oversee the apprenticeship programme.

As part of the implementation of the Provider Approval procedure, City of Dublin ETB examines the information provided in the Provider Approval Form to ensure the Collaborating Provider has suitably qualified Teacher/Trainer/Instructor/Tutor(s) to deliver and assess the programme by identification of the knowledge, skills, competencies and experience levels required of staff for the apprenticeship programme.

Each Provider will establish the identity of the Internal Verifier for the programme. The Collaborating Providers will record the Internal Verifier on the Programme Provider Approval Form and confirm qualifications of same.

### 5.3.2 Staff Development

Each ETB recognises that the competencies of its staff are a key determinant in the provision of the quality of its training programmes and related services and is committed to a systematic approach to further professional development for staff. The National Programme Coordinator is responsible for developing and implementing a national staff training plan.

Teachers/Trainers/Instructors/Tutors are encouraged and supported to undertake ongoing professional development. A Teacher/Trainer/Instructor/Tutor can identify a specific training course relevant to his/her professional development, and may be eligible for financial support.

### 5.3.3 Facilities and Equipment

As part of the Collaborating Provider Approval Process, the Collaborating Provider must confirm they have necessary facilities and equipment required for delivery of the programme as outlined in the specific validated programme documentation.

Each Collaborating Provider involved in delivering the programme reviews and evaluates its capital equipment requirements.

Apprentices will have access to a list of training materials as identified in the Programme Specification. Providers must provide training materials specified in the programme to the apprentice.

All apprentices must have access to a PC/Laptop/Tablet and internet connectivity and will be provided with access to Moodle for inputting evidence of on-the-job assessments.

## 6. Access, Transfer and Progression

<b>Title</b>	Access, Transfer and Progression
<b>Date approved</b>	April 2023
<b>Effective From</b>	1 <sup>st</sup> September 2023
<b>Date for Review</b>	April 2028
<b>Summary</b>	This section summarises the pathways available to apprentices to commence a new apprenticeship programme, the process by which they may transfer from one programme to another and the process by which they may progress from one programme to another where each programme is of a higher academic level than the preceding programme

City of Dublin ETB is dedicated to providing an optimal education experience to the apprentice by creating innovative and creative programmes in an apprentice centric environment. The key objective is to provide a dynamic learning environment which encourages and supports the apprentice to realise their full potential. The Provider Programme Leader is responsible for managing the implementation of this Access, Transfer and Progression policy and for ensuring the availability of relevant information to apprentices.

As Co-ordinating Provider, City of Dublin ETB will ensure that

- a. Apprentices commencing apprenticeship programmes are informed of the name of the awarding body and the title, award-type and framework level designation of the associated award
- b. The following information is published in a standard and accessible format
  - i. The arrangements for eligibility to enter, including the Occupational Profile outlining the knowledge, skill and competence needed by the apprentice
  - ii. A statement of arrangements available for recognition of prior learning, for entry to each of their programmes, and for access to an award
  - iii. Support available for target groups such as apprentices with disabilities, or apprentices whose first language is not English
- c. Entry arrangements are clear, decisions on allocation of places on programmes are transparent, and all applicants are treated in a fair, equal and consistent manner
- d. Appropriate arrangements are made for an appeals process
- e. There is clear definition of the awards in the framework that are recognised as demonstrating eligibility for entry and, where relevant, the attainments required in these awards

Co-ordinating Providers implementation of access, transfer and progression is monitored through programme validation and through review processes for provider's quality assurance arrangements.

## 6.1 Apprenticeship Entry/Access Criteria

The entry requirements for admission to an apprenticeship programme are set out and agreed at validation. The requirements define a minimum admission standard and also a standard for English Language and Maths where applicable. While these are the minimum statutory entry requirements, the Co-ordinating Provider shall set entry requirements specific to and appropriate for each new apprenticeship programme which are detailed in the validated programme documentation.

The statutory minimum entry requirements to apprenticeship programmes is that Apprentices must be at least sixteen years of age and have a minimum of grade D in any five subjects in the Junior Certificate or equivalent.

In some cases, an applicant will not have achieved the standard entry requirements. Those applicants are deemed 'non-standard' and their application must be assessed by the Co-ordinating Provider or the Collaborating Provider for suitability for admission to the apprenticeship.

Non-standard applicants are considered on a case-by-case basis.

## 6.2 Procedure for Access to the Auctioneering and Property Services Apprenticeship Programme for a Non-Standard Applicant

- 1) Applicants will have reached a minimum age of 19 years and will be seeking to develop their skills to the level associated with the occupational profile of the programme related area.
- 2) Applicants and their employer are informed of entry requirements including reference to the prerequisite 3 years relevant work experience in the programme related area.
- 3) Admission is determined through a considered review of the candidates' qualification and experience and other relevant admission data by the Provider Programme Leader and if relevant the Subject Matter Expert (including reference to work activities carried out with previous and current employer as appropriate):
- 4) A record of the informative interview outcomes are maintained on record
- 5) Applicants and employer informed of interview outcome
- 6) Successful applicants registered as apprentices

## 6.3 Transfer

City of Dublin ETB is committed to enabling and facilitating the apprentice to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

In the context of further development of the National Framework of Qualifications, routes of transfer and progression will be established for all awards including Advanced Certificate. City of Dublin ETB will work closely with the Collaborating Providers to facilitate transfer between programmes.

## 6.4 Progression

City of Dublin ETB will work in collaboration with the CSG and NPBs to identify progression opportunities and pathways for new apprenticeship programmes. Progression opportunities will be identified and made known to the apprentices.

Specific transfer and progression opportunities are detailed in the programme documentation.

## 6.5 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the generic term for mechanisms for assessing prior learning that are used in the awarding of credit/exemptions to apprentices on the basis of demonstrated learning that has occurred prior to admission.

RPL cannot be used by learners to achieve credit towards the Advanced Certificate in Auctioneering and Property Services Award. This means that advanced entry to the Auctioneering and Property Services Programme is not allowed.

Further details on the policy and procedures for the management and operation of RPL are attached in Appendix D.

## 6.6 Transfer between Employers

An apprentice may need to transfer between employers for various reasons including specific skills enhancement or redundancy.



### 6.6.1 Temporary Transfer for Skills Enhancement

- a) City of Dublin ETB will endeavour to ensure that apprentices have an opportunity to obtain the necessary workplace skills and competencies specified in the programme.
- b) Through the monitoring of on-the-job activity it may emerge that an employer does not have the capacity to provide the apprenticeship with the full range of skills and competencies. This may also be brought to the attention of the Teacher/Trainer/Instructor/Tutor, or Authorised Officer by the apprentice. In this event, the Provider Programme Leader will:
  - Seek information from both the employer and apprentice why the obligations agreed in the Employer Suitability to Train Agreement are not being met.
  - Explore with the employer the possibility of identifying another employer for the temporary transfer of the apprentice for specified skills training and assessment.
  - Advise the apprentice of his or her responsibility to actively seek another employer to facilitate a temporary transfer for skills enhancement.
  - Encourage alternative approved employers to facilitate apprentices in a temporary transfer for specified skills training and assessment.

### 6.6.2 Redundancy/deferral due to personal circumstances/request for permanent transfer

In the event of the National Programme Coordinator or Authorised Officer being advised of the redundancy/deferral due to personal circumstances/request for transfer of a registered apprentice, both will work collaboratively to:

- Seek information from both the employer and the apprentice on the background to the reason for the redundancy/deferral due to personal circumstances/request for transfer.
- Remind the employer of their obligation under the Labour Services Act 1987 – Apprenticeship Rules 1997, Section 7 (2) to take all reasonable steps to have the obligations under the contract of apprenticeship transferred to another employer;
- Explore alternative employment through the employer CSG;
- Update the SOLAS Apprenticeship System to record the apprentice's status;
- Advise the apprentice of their responsibility to seek employment with another employer;
- Identify and encourage alternative approved employers, who may be in a position to take on the apprentices, and provide relevant information to the apprentice and/or existing employer (as appropriate) of the alternative employer's details. Where a learner is required to defer their place due to illness or other circumstances, this will have an impact on the employment relationship. Thus approval lies with the employer. If approval is given, City of Dublin ETB will arrange for the re-entry of the apprentice on to the programme at an appropriate time following discussions with the apprentice and employer.

## 7. Teaching, Learning and Assessment Strategy

<b>Title</b>	Teaching, Learning and Assessment Strategy
<b>Date approved</b>	April 2023
<b>Effective From</b>	1 <sup>st</sup> September 2023
<b>Date for Review</b>	April 2028
<b>Summary</b>	This section summarises the approach to learning and teaching and the variety of learning methodologies which will be used on National Apprenticeship Programmes

### 7.1 Teaching and Learning Strategies

City of Dublin ETB operating in a learner/student-centred learning environment understands that education supports social cohesion, economic growth and economic competitiveness and that reliable governance is instrumental for quality education.

It is the policy of City of Dublin ETB to manage the development of a teaching and learning strategy to deliver relevant, high-quality programmes to apprentices and to enhance apprentice learning and progress, both on and off-the-job.

All new national apprentice programmes are required as part of QQI validation process to have an associated set of Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs).

MIPLOs and MIMLOs are used as the basis for deciding approaches to teaching and learning, and to assessment. The new apprenticeship programmes offered by City of Dublin ETB are structured to facilitate the learning process and has taken into account external reference points on knowledge, skill and competence standards as expressed in the QQI Professional Awards Standards.

Teaching and learning methods employed by City of Dublin ETB are intended to facilitate apprentices taking ownership of, and responsibility for, their own learning in partnership with their employers and education provider. Universal Design for Learning (UDL) underpin various learning methodologies that are used to communicate and develop concepts and theories. These include but are not limited to:

- Classroom based delivery
- Guest lectures
- Formative assessment
- Problem solving
- Inquiry-based learning
- Personal development portfolio

- Employability skills development
- Tutoring
- Mentoring
- Seminars
- Workshops
- Group work
- Case Study Analysis
- Research supervision and project work
- Simulation activities (e.g. I.C.T. based Business Situation simulations)
- Use of other ICT based interaction with students (blogs, quizzes)
- Video role play and feedback
- E-learning
- Field trips (including in company visits)
- Work-based learning
- Reflections
- Self-directed learning

As Co-ordinating Provider, in collaboration with the NPB, City of Dublin ETB developed and applied an appropriate range of teaching methods, supported by effective assessment mechanisms, which match the learning outcomes and enable apprentices to take responsibility for their own learning. Active apprenticeship participation is encouraged throughout all programmes in the City of Dublin ETB to ensure an apprentice-centred approach. Guest trainers/speakers are included to expose apprentices to contemporary knowledge and expertise. Self-directed learning is actively encouraged with virtual learning platforms (Moodle and MS suite) and a range of TEL tools are provided to enhance the learning experience and develop 21<sup>st</sup> century skills and competencies. Apprentices are also directed to a range of library references and Internet sources to provide them with the ability to follow autonomous learning paths and to encourage an ethos of life-long learning.

Learning objectives will be fostered through appropriate teaching and learning methodologies and assessment procedures. These include the ability to evaluate critically, to identify problems as well as solutions, to work independently and in multidisciplinary teams. Readings, desk research and the use of the Internet as a research tool is an important components of the apprentices' learning experience.

City of Dublin ETB recognises that the personal development of apprentices is essential if they are to succeed in the industry. They must not only acquire knowledge but should also develop attributes, traits and competencies which will enhance their performance. In the teaching of all modules, Teachers/Trainers/Instructors/Tutors will be conscious of the need to develop these personal attributes and transversal skills and to reinforce and build upon learning which takes place in a more focused way through the communications and personal development components of the programme.

Classes will be available for individuals and small groups, as appropriate, to meet with Teachers/Trainers/Instructors/Tutors to progress development, especially where one-to-one support is required.

Detailed Teaching, Learning and Assessment Strategies specific to each apprenticeship programme are documented in the validated programme documentation.

City of Dublin ETB is committed to using technology where it adds value to the learning environment and engages in active evaluation of new technologies on an ongoing basis. The adoption of the E-learning platform, Moodle, has provided Teachers/Trainers/Instructors/Tutors and apprentices with a

virtual learning environment to complement, enrich and support the more traditional learning environment. This has made it possible for lecturers to create new learning opportunities for students and has allowed use of many innovative learning techniques.

To ensure that materials to be delivered as part of the programme's online learning content are appropriate and fit-for-purpose, they will be subject to review by programme colleagues in the same subject area and the External Authenticator before being published online.

City of Dublin ETB acknowledges that apprentices have diverse learning styles, apprentices may be referred for academic support for a variety of reasons – for example English language supports, academic writing support or numeracy support. The objective of this service is to diagnose individual apprentice difficulties as they relate to all aspects of academic work and provide feedback and guidance to apprentices in meeting academic performance variances. Collaborating Providers will ensure these supports are available to the apprentice in their own ETB.

## 7.2 Assessment Strategy

City of Dublin ETB recognises that assessment is an integral part of the process of teaching and learning and supports an understanding of core theory and practice for the apprentice. It is a positive activity, which contributes to and enhances apprentice development and progression. It employs a broad and balanced range of assessment techniques, with an interdisciplinary approach being adopted where possible.

The programme assessment strategy is documented in the validated programme specification. The programme assessment strategy provides guidance for the Teachers/Trainers/Instructors/Tutors, apprentices and the on-the-job and off-the-job Mentors who are involved with the programme.

The National Examination Board will ensure that over-assessment of the apprentice is avoided. They will play a key role in ensuring that assessment is valid, reliable, fair, transparent and authentic. Within each programme, a range of assessment instruments will be used to avoid over-reliance on any single instrument and support the learner to develop a range of 21<sup>st</sup> century skills and competencies required in the work place.

Where the Apprentice has **failed an assessment** they will be given the opportunity to **repeat** an assessment on **three additional occasions** in order to achieve the learning outcomes.

Where a learner requires a repeat attempt at an assessment instrument for a module, the overall mark for that module **will be capped at a Merit**.

The **maximum number of modules that the apprentice is permitted to carry forward to award stage is two**.

The National Programme Board for this apprenticeship programme will undertake periodic evaluations of the range of teaching methods and assessment methods to identify best practice as well as areas for improvement, and, where necessary, training and resource requirements. The Provider Programme Leader will ensure such information is available to the National Programme Board.

New national apprenticeship programmes are divided into stages. The modules are self-contained and interact with each other. Structuring the national apprenticeship programme in this way assists both teaching and learning through supporting the re-use of learning. The integration of learning is facilitated and assessed in a key module scheduled at the closing stage of the programme. The assessment associated with this key module provides for a final competency of assessment. Assessment of the final competency in the programme is designed to judge whether the award standard has been met.

A final assessment of competency/capstone assessment is designed to provide an opportunity for the apprentice to integrate learning attained across all phases of the programme and to demonstrate professional competency.

Following the programme evaluation process, the National Programme Board will consider the totality of the apprentice learning experience and identify how the blend of teaching methods and assessment serves the overall aims and intended outcomes.

### 7.3 Design of Assessment Instruments

Assessment instruments, which are a key element of the programme design process, measure the ability of the apprentices to demonstrate the integration of knowledge, skills and competencies acquired in all areas of the programme.

Practical assessments test skills acquisition and improvement and allow a structured opportunity for critical reflection on practice in a business context. Projects and team assignments enable apprentices to undertake a detailed examination of issues and develop the skills of teamwork, problem identification, information collection and analysis, and written and verbal communication.

The National Examination Board will generate a bank of assessments, examinations, assignments and marking schemes. These will be maintained and controlled on behalf of the NEB by City of Dublin ETB and made available to all providers. The National Examination Board will review the assessment instruments to ensure that there is a good fit between the assessment tasks required of apprentices, the assessment strategy and the MIPLOs.

The PMDG considers the reports on outputs from the Programme Board and the National Exam Board review and ensures that assessment complies with the regulatory framework and the programme validation process.

#### 7.2.2 Off-the-job Assessment

Off-the-job assessment will be conducted by the Teachers/Trainers/Instructors/Tutors as per the validated programme document taking consideration of the provisions of the ETBI Sectoral Assessment Procedures Documents.

The Teacher/Trainer/Instructor/Tutor will:

- a) Request assessment documentation, including assessment instruments, from the National Programme Coordinator.

- b) Conduct assessments as specified in the validated programme documentation, assessment instrument specification and in compliance with the agreed Assessment Procedures.
- c) Conduct examinations as specified in the assessment instrument specification and in compliance with the agreed Assessment Regulations.
- d) Mark the assessment in compliance with the validated programme documentation.
- e) Provide written feedback to the apprentice following each assessment.
- f) Provide the apprentice with the opportunity to repeat if they do not reach the specified standard in the assessment in compliance with the agreed Assessment Regulations.
- g) Where a learner requires a repeat attempt at an assessment instrument for a module, the overall mark for that module should be capped at a Merit.
- h) The maximum number of modules that the apprentice is permitted to carry forward to award stage is two.
- i) Input apprentice results as required.
- j) Input information on attendance and participation.

Assist the apprentice in completing the Request for Assessment Support document if additional supports are required.

### 7.2.3 On-the-job Assessments

- a) On-the-job assessments will be conducted by trained Workplace Mentors who will be given appropriate support and guidance to make work-based assessment decisions by liaising and engaging with the relevant tutor/s and the Provider Programme Leader  
 Workplace Mentors are required to undertake a Workplace Mentor Training Programme and the Apprenticeship Programme Specific Employer Mentor Training Programme coordinated by City of Dublin ETB.
- b) The Provider Programme Leader will conduct a follow-up briefing with the on-the-job assessors.
- c) The Workplace Mentor will:
  - Assess the apprentice on each task as specified in the on-the-job assessment instrument specification and when he/she deems the apprentice to have reached the specified standard, complete and sign off the assessment sheet. The assessment sheet will be forwarded to the college/training centre for grading by the relevant module teacher in conjunction with the learning log as outlined in each module specification.
  - Guide the apprentice in the completion of his/her programme workbook.
  - Monitor the apprentices recording of their daily experiences in the Workbook.
  - Provide the apprentice with written feedback following each assessment.

### 7.2.4 Internal Verification

- a) Internal verification is the process by which the provider's assessment processes and procedures related to planning, managing and operationalising all aspects of assessment practices will be internally verified i.e. monitored by the provider itself.<sup>2</sup>
- b) The Provider Programme Leader will collate all the assessment documentation with the Teacher/Trainer/Instructor/Tutor and with the Workplace Mentors:
- c) Internal verification of results for both on and off-the-job will be conducted by each ETB as per the ETB's QQI Quality Assurance policies and procedures.

### 7.2.5 External Authentication

External Authenticators are considered an indispensable element of peer judgement in monitoring the quality and standard of each apprenticeship programme and their expertise and experience should be such as to enable fulfilment of his/her responsibility in the maintenance of the academic standards of the apprenticeship programme.

City of Dublin ETB will appoint an External Authenticator, including those with national or international expertise, for the programme to ensure that all assessments associated with the programme are fair, valid, consistent, and meet the requirements of the validated programme. It is the responsibility of the External Authenticator to declare an interest if placed in a position of making a judgement about any student with whom there has been previous direct contact.

External authenticators should be drawn from academia and where relevant, from business, industry and professional practice. Expertise and breadth of experience may be denoted by the:

- present (or last, if retired) post and place of work
- range and scope of experience across further education and training
- current and recent active involvement in research/scholarly/professional activities in a relevant field of study.

### Role of the External Authenticator

- Complete the EA report and submit it to the local centre, national co Ordinator and the City of Dublin FET QA team - email [ea.reports@fet.cdetsb.ie](mailto:ea.reports@fet.cdetsb.ie)
- Visit the centre (virtually or in person) and meet with appropriate staff and learners
- Examine and evaluate all assessment instruments and marking schemes to ensure all learning outcomes have been assessed via the instruments, and that the instruments meet the national standards of the award to which the module leads.
  - These are outlined in the City of Dublin ETB programme descriptor for the award
- Review and comment on internal verification report(s) and authenticate the findings/outcomes
- Confirm that the assessment of learners is fair and consistent with the City of Dublin ETB's procedures and with [QQI policy on quality assuring assessment](#)
- Select a sample of learner evidence in accordance with the City of Dublin ETB sampling strategy and moderate this evidence against the relevant standards. This may result in the EA proposing a change in grades awarded
- Identify any issues/irregularities in relation to the assessment process

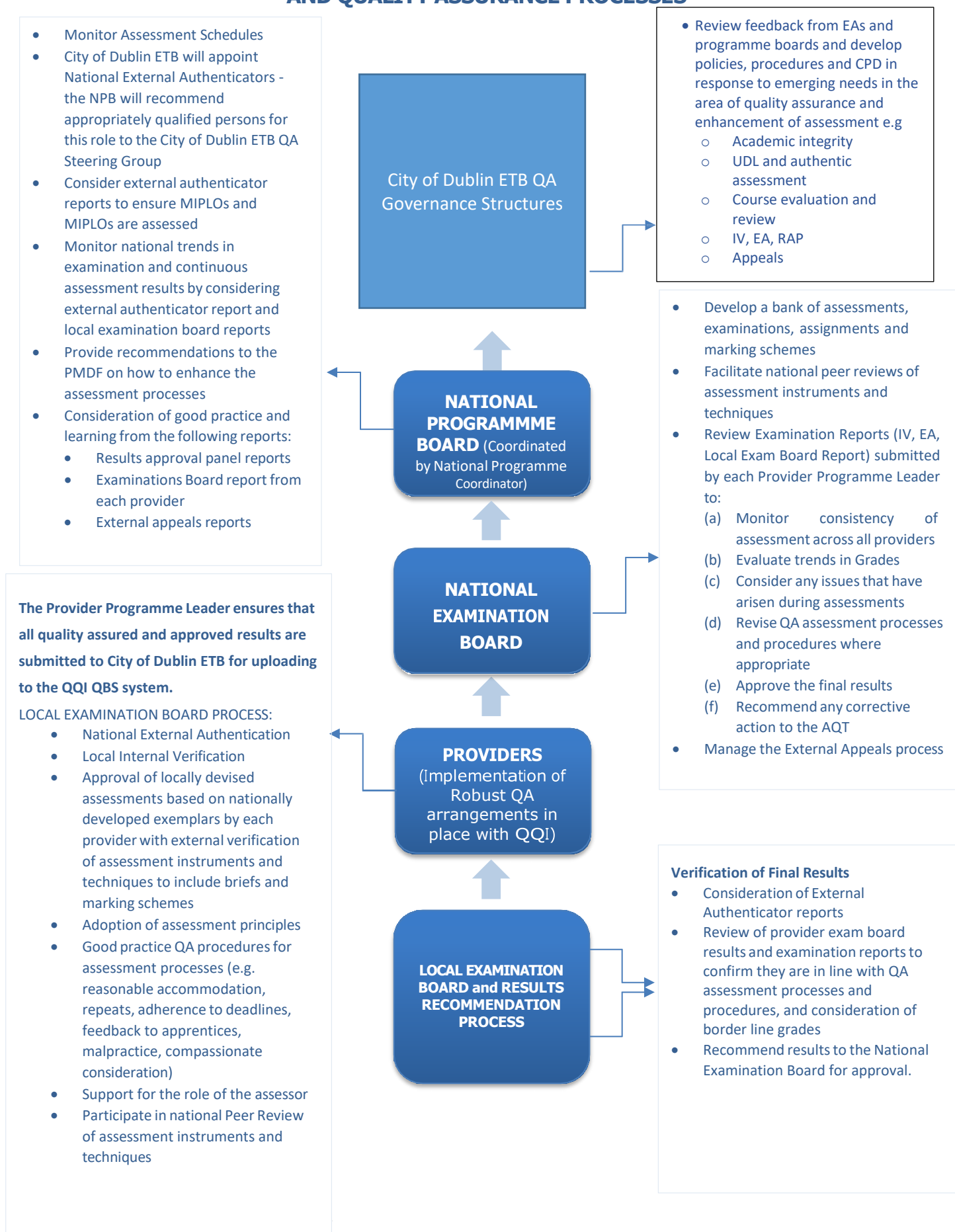
- Liaise with centres, and assessors with requests for further information, discuss findings and provide feedback
- Recommend results for approval

The city of Dublin ETB EA handbook and procedures are available [here](#)

The diagram below outlines the role of the various governance groups in the assessment process.



## ASSESSMENT AND RESULTS OVERSIGHT, STANDARDS, AND QUALITY ASSURANCE PROCESSES



### 7.3 Apprentice Wellbeing and Pastoral Support

The College/Training Centre Supervisors and Provider Programme Leaders are responsible for the pastoral care of apprentices registered with that provider.

The provision of literacy, numeracy, IT and other apprentice supports such as English language support for international students are good quality assurance practice and common practice within City of Dublin ETB Further Education colleges/Training Centres.

For all new apprenticeship programmes, weekly apprentice support/study skills workshops will be scheduled and offered to apprentices if required. A dedicated support/resource/study room will be made available in the off-the-job premises to enable one-to-one meetings between the Adult Literacy Officer and apprentices, and to provide a space where apprentices can work on their assessment tasks. If it is not feasible, within available resources, the Provider Programme Leader will source external expertise to resource the establishment of the workshops.

All Collaborating Providers for the new apprenticeship programme will be required to confirm to City of Dublin ETB that appropriate apprentice supports are being made available. An apprentice learning support handbook has been developed and will be used to support apprentices on the Programme.

In addition to the scheduled workshops, request for specific apprentice support needs can be made by an individual to the Teacher/Trainer/Instructor/Tutor. An application form and process is in place to apply for this individual apprentice support. This information is made available to apprentices at their induction.

### 7.4 Apprentice Rights and Responsibilities Charter

- 1) Apprentices must comply with the statutory Apprentice Obligations<sup>3</sup> as outlined in the Industrial Training Act, 1967 (as amended) and any Apprenticeship Rules (which may apply in respect of the relevant Apprenticeship Programme from time to time).
- 2) The SOLAS Apprenticeship Code of Practice and Disciplinary Procedures apply to all apprentices. The apprentice is primarily an employee and as such is expected to be a productive and dutiful member of the employer's staff. The apprentice is the focus of the programme and as such his/her progress is of interest to programme deliverers and managers.
- 3) As Co-ordinating Provider City of Dublin ETB recognises that the apprentice has certain rights and duties over and above the normal employment rights and responsibilities.
- 4) The **New Apprentice Rights and Responsibilities Charter** has been adopted by City of Dublin ETB and is agreed with New Apprentices at induction.
- 5) The apprentice is expected to follow diligently the prescribed programme of training in the workplace and is entitled to a schedule of training. This schedule of training will be prescribed by the National Programme Coordinator. It will be organised by the employer/supervisor. The employer Mentor/assessor will support the apprentice in following the training programme. The

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<sup>3</sup> Ref: Apprentice Code of Practice

apprentices will be observed on the job on occasion by members of the programme team and can receive further support from them if necessary.

- 6) The apprentice must complete the on-the-job assessment instruments to achieve the full award.
- 7) The apprentice will attend the off-the-job activities. He/she will complete all work assigned to him/her. He/she will complete all assessment tasks and attend such meetings as may be required.
- 8) The apprentice will move to another employer temporarily where that is deemed necessary for the provision of certain skills or experiences.
- 9) The apprentice will be requested to complete surveys and feedback forms as required by the local Programme Manager.
- 10) For issues relating to employment, the apprentice will be subject to the employer's complaints and disciplinary procedures. In such cases the employer or the apprentice will inform SOLAS and the National Programme Coordinator through the Authorised Officer.
- 11) For issues relating to the programme, the apprentice will be subject to the City of Dublin ETB's [complaints](#) and disciplinary procedures. In such cases the Provider Programme Leader will inform the Authorised Officer and the employer.

## 7.5 New Apprentice National Complaints Procedure

This procedure applies to all apprentices registered on New Apprenticeship Programmes where City of Dublin ETB is the Co-ordinating Provider. **This procedure does not cover academic appeals for which there is a separate procedure (See Assessment Appeals Procedure in Appendix E).**

There are up to four formal stages allowing for a complaint to be escalated and includes an appeals stage.

Full details are in **Appendix F 'Apprentice National Complaints Procedure'**.

## 7.6 Apprentice Community of Practice

In developing their skills and expertise within their specific occupation, City of Dublin ETB recognises the importance of providing opportunities for collective learning for the new apprentice and in the apprentice developing an affinity with the community of practice. City of Dublin ETB will facilitate this process in a number of ways:

- Organised discussions in class will be facilitated for peer groups;
- the apprentice will be exposed to the industry community both through the on-the-job learning and through visits or talks by prominent or successful members of the profession;
- apprentices will be encouraged to share experiences and will through the on-the-job elements of the programme be exposed to senior colleagues in the occupation.

## 7.7 Programme and Learner Support System (PLSS)

The Programme and Learner Support System (PLSS) is a national joint initiative between SOLAS and the Education and Training Boards. It is a live database of ETB courses and programmes. The elements are the National Programme Database, the National Course Database and the apprentice Database. The three databases will collectively provide an integrated approach to collection of key data on Further Education and Training Programme outputs, outcomes and performance. PLSS Functionality

for new apprenticeship programmes is to be developed.

## 8. Ongoing Monitoring of Programmes

<b>Title</b>	Ongoing Monitoring of Programmes
<b>Date approved</b>	April 2023
<b>Effective From</b>	1 <sup>st</sup> September 2023
<b>Date for Review</b>	April 2028
<b>Summary</b>	This section provides an outline of the policies on monitoring the quality of its programmes and how they are delivered. This can include a review of the Occupational Profile, Consortium Review, Annual Programme Board Review and Programmatic Review.

### Ongoing Periodic Reviews

These reviews are necessary to ensure that the new apprenticeship programme maintains currency and validity and is normally a requirement of the validation conditions and will be performed in advance of any submission to QQI for revalidations. Revalidation of a national apprenticeship programme is required every 5 years.

City of Dublin ETB, as Co-ordinating Provider, recognises the importance of periodic reviews in giving an opportunity for an extensive reconsideration of the apprenticeship programme, its purpose, outcomes, effectiveness and the necessity for its provision. It will conduct periodic programme reviews of new apprenticeship programmes within a maximum period of 5 years, in line with QQI requirements.

Reviews of the apprenticeship programme and Quality Assurance Procedures are routinely monitored throughout the academic year to ensure that:

- Programmes are progressing satisfactorily both operationally and academically
- Teaching and Learning Strategies are appropriate to facilitate the achievement of the learning outcomes of the module and programme
- Assessment methods are appropriate to determine the achievement of learning outcomes for the different modules and are distributed appropriately throughout the academic year
- Academic procedures are being followed
- The suitability of the existing apprenticeship programme meets the current and future needs of both apprentices and employers

Data and feedback is collated and reviewed by the National Programme Coordinator and can include

- External reports such as validation and review
- External Authenticator Reports
- Programme team feedback
- Apprentice feedback
- Graduate surveys
- Industrial liaison and employer feedback
- Workplace Mentor feedback
- Authorised Officer feedback
- Professional body reviews

Information collated through the monitoring activities may result in amendments and/or improvements to delivery and assessment of programme modules during the academic period. In some instances, the information is used to enhance the programme academic quality and the apprentice experience within the boundaries of the formal programme structure.

## 8.1 Occupational Profile Reviews

An Occupational profile review allows for a detailed look at the activities, skills and techniques of practitioners within a particular occupation. It also re-examines the position of the practitioners in the industry. This may involve looking at broader changes in the industry in terms of its operations and organisation. It also allows for a reassessment of the demand for apprentices in the occupation.

The occupational profile review is a critical input to the programme review for apprenticeship programmes. The purpose is to ensure that the programme remains relevant to the occupation and also to the career aspirations of the apprentices. It is also an opportunity to develop interest and support from employers and the industry.

If necessary, changes in the occupation in other jurisdictions can be examined if it is felt that these might affect the career prospects of the apprentices and the operation of the industry in Ireland. There may be a need for flexibility to ensure that the profile reflects the changing requirements.

The CSG is responsible for ensuring that the occupational profile review is carried out when deemed necessary. The CSG will either commission a review from the industry or carry out the review itself. The CSG might ask the Co-ordinating ETB, to act for them. The person or persons undertaking the review should have knowledge of the industry and access to those involved in the industry.

**The process & guidelines the CSG will use to undertake the review is the responsibility of SOLAS.**

The Occupational Profile Review Report should be detailed and cover the full extent of the occupation. It should emphasise the additional skills which are necessary and critically examine the existing profile to ensure that redundant skills are no longer included. The draft report should be circulated to the industry by the CSG to ensure that it has got wide acceptance. If satisfied, the CSG should formally adopt the report. It should be sent to the Co-ordinating Provider as an input to the programme review.

## 8.2 Consortium Steering Group Review

The function of the Consortium Steering Group review is to give them an opportunity to review its activities and structure and may allow the group to address any major issues which have arisen in the intervening period.

Objects of the review would be to consider:

- the efficiency and effectiveness of the consortium
- the relationship with the Co-ordinating Provider
- the form of agreements with the employers
- necessary changes to membership or structure of the consortium
- other issues agreed by the consortium

The review shall be conducted by members of the consortium. They shall seek input from relevant stakeholders who may include:

- Members of the consortium
- the Co-ordinating Provider
- partner employers
- partner providers

Following this input, a brief report, outlining the issues if any, will be circulated to all the members of the consortium. The report will be considered at a meeting of the consortium and necessary changes will be decided upon.

### 8.2.1 Annual Programme Evaluation

City of Dublin ETB has the primary responsibility for the quality of its programme provision and the implementation and evaluation of its QA procedures and its on-going enhancement of procedures. It is committed to the on-going evaluation of its new apprenticeship programmes to ensure continued relevance to stakeholders and to facilitate continuous improvement. They will ensure the continued relevance and effectiveness of the programme to address labour market requirements, social cohesion and economic competitiveness at a national, geographical, sectoral, organisational and individual level.

Quality assurance self-evaluation is a formal and structured process, undertaken by City of Dublin ETB's AQT, in consultation with relevant stakeholders, which includes employers, the National Programme Board, the Consortium and apprentices directly involved in a programme.

The National Programme Coordinator shall establish an annual schedule for the evaluation of each new apprenticeship programme. The scheduled of reports and data will provide evidence to the evaluation process.

The AQT will carry out the evaluation in a formal, inclusive and evidence-based way and will:

- include the findings of all programme reviews and feedback from all providers;
- include evaluation contributions from apprentices, staff and other key stakeholders;
- use standardised quality assurance self-evaluation checklists to ensure that the relevant policy and procedures are being implemented;

- involve an External Authenticator for the programme. This External Authenticator is independent of programme delivery and capable of comparing the quality of the programme being evaluated with that of a similar programme available elsewhere;
- Produce a standardised Programme Self-Evaluation Report which identifies strengths, areas for improvement and recommendations in relation to:
  - o Programme design and content
  - o Programme delivery
  - o Assessment of learning
  - o Associated services and resources
  - o Attainment of programme objectives and learning outcomes
- Produce a Standardised Programme Improvement Plan based on recommendations from the Self-Evaluation Report and which specifies the following:
  - o Identification of improvement actions agreed
  - o Responsibilities for improvement actions required
  - o Agreed timeframe for implementation of improvement actions
  - o Implementation of improvement actions
- Submit the Programme Self-Evaluation Report and the Programme Improvement Plan to the CSG for consideration and agreement. Recommendations for improvement shall be implemented by the National Programme Board, following adoption of the report by the AQT.

### 8.3 Programmatic Review

The programmatic review is an important part of the quality assurance system. It is designed to ensure that continuing validation of the programme and will ensure that the programme continues to be fit for purpose over the following 5 years. It is an opportunity to reconsider all aspects of the programme, its outcomes, its delivery processes and its assessment.

City of Dublin ETB's AQT will direct the programmatic review, in conjunction with the Consortium Steering Group and the National Programme Board and it will be conducted in line with QQI requirements.

The AQT will determine the terms of reference of the review and may add special items for consideration. This may be done after consultation with the consortium, SOLAS and/or QQI. They will direct the National Programme Coordinator to oversee the review and to present the review to the AQT for consideration.

The National Programme Coordinator will establish a team to conduct the review, including members of the programme team and Workplace Mentors. If necessary, the employers will act in an occasional capacity. Representatives of the other providers will also be part of the review team.

The key objectives of Programmatic Review are to:

- Analyse the proficiency of the validated apprenticeship programme including detail of apprentice numbers, attrition and retention rates
- Review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments
- Evaluate the feedback mechanisms for apprentices and the processes for acting on this feedback



- Evaluate the physical facilities and resources provided for the provision of the apprenticeship programme
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance and currency of its programmes
- Evaluate feedback from graduates and employers of the programmes' graduates

The review will result in a revised **programme submission** including the **occupational profile review** and the **programme review** and will be submitted to the QQI programme revalidation process. It may also be submitted to SOLAS and/or the Apprenticeship Council.

#### 8.3.1 Inputs to the Review

- 1) A critical input to the programme review is the occupational profile review conducted by the Consortium Steering Group. Specific changes to the skills set required for the occupation may require changes to the module outcomes. More major skills changes may require and updating of the programme outcomes and consequent changes to the modules. Major shifts in the activities of the industry may require reconsideration of the structure and module set of the industry. Any changes indicated by the occupational review must be dealt with in the revised programme.
- 2) Statistical information will be available from the SOLAS apprentice information system on registration, progression and assessment of apprentices. This will give an overall figure for the efficiency of the programme. An analysis of this will ascertain whether the graduation rate is in line with expectation and with similar programmes and whether the outcomes from individual modules are satisfactory. It will also allow for comparison between providers and deliverers of modules, which will assist in the establishment of best practice. This might trigger a review of content or delivery of modules.
- 3) Survey of employment of apprentices will indicate how effective the programme has been. This, combined with occupational profile review input, will give an employment rate as well as the perceptions of the graduates as to the relevance of the programme to their current employment. This information may suggest a broad reconsideration of programme structure and content.
- 4) The annual survey of apprentices and the annual programme reports to the AQT, including External Authenticator reports, will be used to prompt changes that have been delayed until the programme review. The review also is an opportunity to re-examine the effects of minor changes introduced during the preceding period. Delivery and assessment processes could be affected by this data.
- 5) Reports from government agencies and industry bodies will be used to ascertain future possible changes to occupation and the industry,
- 6) A SWOT analysis process will allow programme team members and employer Mentors/assessors an opportunity to highlight strengths and weaknesses of the programme. The SWOT analysis will be undertaken when the data from sources 1) to 5) have been gathered and examined by the team. Besides the outcomes and processes, the SWOT will allow an examination of the facilities necessary for the programme as well as necessary skills development of staff and employer Mentors/assessors in the occupational area as well as in delivery and support to apprentices.

## 8.4 Provision of Information to the Public

City of Dublin ETB is committed to the provision of effective communications systems and information for all stakeholders. It recognises the importance of providing information to prospective and current apprentices, the general public, staff and other stakeholders.

### Prior to commencement/application stage

Prior to commencement, prospective apprentices can access information from a number of sources as outlined below. This information will be provided by and monitored by City of Dublin ETB to ensure that it is consistent and accurate

- The City of Dublin ETB Website
- Collaborating ETB website
- SOLAS National Apprenticeship website and marketing campaign
- Participating employer websites
- An information brochure for each new apprenticeship programme

### On registration

Once an apprentice has registered they will have access to a number of materials, some of which are restricted to registered apprentices and some which is publicly available via the student area of the City of Dublin ETB website. They will be provided with

- A Programme Handbook
- Programme MOODLE Pages
- Module MOODLE Pages
- MS 365 suite

Every new apprentice will attend an induction programme with the Provider ETB.

## 8.5 Feedback Systems

Feedback on all new apprentice programmes is conveyed through apprentice, employer, Teacher/Trainer/Instructor/Tutor and employer Mentor/assessor reports which the National Programme Coordinator/Programme Manager organises.

### 8.5.1 Apprentice Participation and Feedback

The Apprentice will be provided with timely, accurate and constructive feedback on their assessments by their Teacher/trainer/Instructor/Tutor and on-the-job employer Mentor/assessor.

Apprentices will be encouraged to participate meaningfully in the ETB QA processes and groups, including the AQT and National Programme Boards.

The Co-ordinating Provider shall use programme surveys to gain feedback on the programme. These are implemented on an annual basis and will be submitted to and collated by the Co-ordinating ETB from Collaborating Providers.

Apprentice feedback will also be sought, as part of periodic monitoring, on the existing and potential support services. Apprentices will participate in self-evaluation and external QA review processes for new apprenticeship programmes.

#### 8.5.2 Teacher/Trainer/Instructor/Tutor Participation and Feedback

- a) The design, development, implementation and ongoing improvement of each new apprenticeship programme will include inputs from a range of stakeholders including Teachers/Trainers/Instructors/Tutors from all of the collaborating providers on the National Programme Board.
- b) Teachers/Trainers/Instructors/Tutors will also participate in the ETB's self-evaluation and programmatic review processes for the new apprenticeship programmes.
- c) The Teachers/Trainers/Instructors/Tutors will be provided with feedback from the Internal Verifier/Peer Reviewer and the External Authenticator on the consistency of their assessment judgements across apprentices' performances.

#### 8.5.3 Employer Mentor/assessor/ Participation and Feedback

- a) The Employer Mentor/assessor will be provided with feedback from the Internal Verifier/Peer Reviewer on the consistency of their assessment judgements across apprentices' performances.
- b) The Employer Mentor/assessor will provide feedback on apprentice performance in the workplace to the National Programme Coordinator and the Authorised Officer on scheduled workplace monitoring visits.

#### 8.5.4 Feedback Processes

- a) The Internal Verifier/Peer Reviewers will provide feedback to the National Programme Coordinator on how the Teacher/Trainer/Instructor/Tutor and on-the-job employer Mentor/assessor are maintaining the standard of assessment for the programme across all apprentices.
- b) The External authenticator shall provide independent confirmation of fair and consistent assessment of apprentices in line with QQI requirements and to ensure consistency of assessment results with the MIPLO and award standards.
- c) The National Programme Coordinator will collate the feedback received from the apprentice, the Teachers/Trainers/Instructors/Tutors, the on-the-job employer Mentor/assessor, the internal verifier/peer reviewer, the External Authenticator, the employers and the authorised officers, and make this collated information available to the AQT, the National Examination Board, the NPB and the CSG for the purpose of continuous improvement of the programme and services.
- d) The NPB considers the views and suggestions from those directly engaged in apprenticeship formation and the apprentice body, together with the reports referenced above, in both the programmatic and occupational reviews.
- e) The NPB and the CSG contributes to both programme and occupational review processes. Drawing from their expertise as a community of practice of organisations engaged in apprenticeship formation, they consider and advise on issues relating to assessment design, assessment operation on multiple sites, and actions that should be undertaken to strengthen consistency of assessment and sharing of practice between employer Mentors/assessors and Teachers/Trainers/Instructors/Tutors to strengthen practice in the delivery and assessment of the programme.

- f) The AQT will be provided with feedback from all of parties engaged in the process. They will review and approve new assessment instruments and direct the National Programme Coordinator to inform the NPB and Collaborating Providers on actions to be taken which will address any inconsistencies in assessments identified by the review process.
- g) The external ETBI National Monitoring and Enhancement Panel provides feedback to the Co-ordinating Provider AQT, as outlined in the Governance procedures.

## 9. Collaborations and Agreements

### 9.1 Providers

- a) City of Dublin ETB, as Co-ordinating Provider, requires that all Collaborating Providers enter a formal Memorandum of Agreement to provide the new national apprenticeship programme.
- b) The Memorandum of Agreement is signed off on by the Chief Executive or FET Director. Collaborating ETB Memorandums of Agreement are expected to be signed by the Chief Executive or FET Director of those ETBs.
- c) The ETBI Co-ordinating & Collaborating ETB Provider Memorandum of Agreement Template is provided in Appendix A.

### 9.2 Employers

- a) The elements of the relationship between the Co-ordinating Provider and Employers have been outlined below.

### 9.3 Consortium Steering Group

As outlined in the template in Appendix B, the Purpose of this agreement is to ensure the delivery of a statutory national apprenticeship programme in the occupation area. The agreement recognises the central position of employers/enterprises in the Irish apprenticeship system and recognises the named Co-ordinating Provider as the sole Co-ordinating Provider of the National apprenticeship programme.

## 10. Appendices

Appendix A	City of Dublin ETB and Collaborating ETB Memorandum of Agreement Template
Appendix B	MOA between the ETB as Co-ordinating Provider and CSG
Appendix C	External Authenticator Report Form Template
Appendix D	Recognition of Prior Learning (RPL) Policy and Procedure
Appendix E	Assessment Appeals Procedure
Appendix F	Apprentice National Complaints Procedure
Appendix G	Collaborating Provider Approval Procedure for Apprenticeship Programme

**Memorandum of Agreement for the Delivery of**

**The Auctioneering and Property Services Apprenticeship Programme**

**between**

**City of Dublin Education and Training Board, as Co-ordinating Provider**

**and**

**Cork Education and Training Board**

### 10.1.1 Purpose of the Agreement

The Purpose of this agreement is to ensure that the off-the-job services and those services proper to a Provider as specified below are delivered to apprentices registered on the Auctioneering and Property Services programme and with the Cork Education and Training Board, and that these services are delivered in a professional manner and to the standards required by QQI, the regulator and the consortium.

The agreement also facilitates the involvement of the Collaborating Provider in the development of the programme and as part of the National Programme Board in the management of the programme.

The agreement is not a legally-binding agreement and is not exhaustive in its identification of the two organisations' responsibilities. Further necessary responsibilities identified during the agreement will be negotiated between the ETB partners.

Names of Partners to the Agreement

### 10.1.2 This agreement is between the

#### **Coordinating Provider**

City of Dublin Education and Training Board  
Town Hall  
Merrion Road  
Ballsbridge  
Dublin 4

**AND**

#### **Collaborating Provider**

Cork Education and Training Board  
Lavitts Quay  
Cork

### 10.1.3 Duration of the Agreement

The duration of this Agreement will be until the next periodic review of the Agreement. In the event of Cork ETB as Collaborating Provider being unwilling or unable to accept an intake of apprentices, the agreement may be suspended. In this case, City of Dublin ETB as Co-ordinating Provider will continue to provide services for current apprentices until they complete their programme.

### 10.1.4 Reviewing the Agreement

The Agreement will be reviewed when the programme is being reviewed. It may also be reviewed annually on request by either party.

### 10.1.5 Amendment of the Agreement

This Agreement may be amended following agreement between the parties. As similar agreements are made with other providers, it is accepted that many changes will be applied to all such agreements. In these cases, joint negotiations between the providers and the Co-ordinating Provider will propose changes.

### 10.1.6 Managing Disputes Related to the Agreement

In the event of disputes relating to the Agreement, both parties will attempt to resolve the issues by discussion and negotiation. In the event of a failure at this stage, matters may be referred to an agreed



third party or a person with appropriate expertise. When agreement cannot be reached, this Agreement may be suspended.

#### 10.1.7 Suspension of the Agreement

In a situation where there is serious dispute which cannot be resolved, the Agreement can be suspended by either party. Where the Collaborating Provider is unwilling or unable to accept a new cohort of apprentices, the Agreement may be suspended. It may also be suspended by the Co-ordinating Provider when the Co-ordinating Provider feels that the numbers are such that the provision of the programme in that site is made unrealistic.

In either case, both parties will continue to provide services to all continuing apprentices. Following negotiations, a suspended Agreement may be reinstated by mutual consent of both parties.

#### 10.1.8 Termination of the Agreement

This Agreement will terminate when the last cohort of apprentices recruited prior to the periodic review of the programme graduate. It may also terminate on agreement of both partners. In this case also both partners will agree to provide services to continuing apprentices.

#### Details of the Signatories

##### Co-ordinating Provider

City of Dublin Education and Training Board

Title Name \_\_\_\_\_

Position \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

##### Collaborating Provider

Cork Education and Training Board

Title Name \_\_\_\_\_

Position \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

#### Terms Used

**Co-ordinating Provider** – the provider ETB designated by the Consortium Steering Group as lead provider with primary responsibility for the national apprenticeship programme.

**Collaborating Provider** – the Collaborating Provider offering the national apprenticeship programme.

**Programme** – the validated national apprenticeship programme to be delivered.

**National Programme Board**– this National Programme Board is managed by the Co-ordinating Provider and has representatives of the employers and of each provider.

**Auctioneering and Property Services Apprenticeship Programme** – this is the name of the new national apprenticeship programme as validated by QQI.

#### 10.1.9 General Principles

- a) Both parties agree that the Co-ordinating Provider is ultimately responsible for ensuring that the programme as agreed is delivered and assessed to the standards specified in the validated programme document.
- b) Both parties agree that as far as possible, responsibility for the local delivery and assessment of the programme will be devolved to the Collaborating Provider.
- c) Both parties agree that the Co-ordinating Provider has the authority to oversee the delivery of the programme and assessment of apprentices in the Collaborating Provider's facilities, and to enquire into any matter affecting the quality of the standards achieved by enrolled apprentices on the programme. This authority will be exercised in the context of principle b) above.
- d) Both parties agree that the operation of principles a) to c) above will be done in a spirit of collegiality and that they will seek to find a balance between autonomy and necessary accountability.
- e) Both parties agree that the operation of the National Programme Board and all reports to it will be transparent to all ETBs/providers and that all parties will maintain necessary confidentiality.

#### 10.1.10 Responsibilities of the Co-ordinating Provider City of Dublin ETB

- a) Ensure that the programme is delivered and assessed as validated by QQI.
- b) Designate a National Programme Coordinator with overall responsibility for the programme.
- c) Oversee the quality of delivery and assessment of the programme.
- d) Report to the CSG and City of Dublin ETB AQT on the operation of the programme.
- e) Manage the National Programme Board.
- f) Appoint External Authenticator(s) and deal with issues raised in their reports.
- g) Agree, with other collaborating ETBs/providers, the reports to be submitted to the NPB.
- h) Manage the National Examinations Board.
- i) Manage the Appeals.
- j) Report to QQI on the programme and propose successful apprentices for awards.
- k) Release staff for necessary career and skills development as agreed.
- l) Liaise and engage with the ETBI New Apprenticeship QA Monitoring and Enhancement panel.

#### 10.1.11 Responsibilities of Collaborating ETBs/Providers

- a) Register and induct apprentices as per the programme validation document.
- b) Provide off-the-job training as specified in the programme document.
- c) Liaise with employers of apprentices.

- d) Ensure that the on-the-job parts of the validated programme are being followed by employers of apprentices registered with them.
- e) Support Mentors of apprentices.
- f) Appoint a member of the programme team to liaise with the Mentor, confirm assessments made on-the-job, and observe the apprentice on-the-job.
- g) Appoint a Provider Programme Leader responsible for the day to day running of the programme and responsible for reporting to the National Programme Board.
- h) Appoint a member to the National Programme Board who can speak with authority for the ETB on matters associated with the programme.
- i) Give City of Dublin ETB and the External Authenticators reasonable access to data, persons and apprentices associated with the programme when this is required.
- j) Attend National Programme Board and National Examination Board meetings as required.
- k) Will deliver the programme under their own QQI Quality Assurance processes and procedures.
- l) Will develop assessment instruments to the standard set by the National Examination Board.
- m) Provide reports on the internal verification and local exam board process in respect of this programme
- n) Facilitate the City of Dublin ETB Appeals procedures overseen by the National Exam Board.

#### 10.1.12 Financial Matters

City of Dublin ETB and the Collaborating Providers will, through the FARR planning process, seek the necessary resources from SOLAS for management and delivery of the new apprenticeship programme.

**Memorandum of Agreement for the Delivery of**  
**The Auctioneering and Property Services Apprenticeship Programme**  
**between**  
**City of Dublin Education and Training Board, as Co-ordinating Provider**  
**and**  
**the Auctioneering and Property Services National Consortium Steering Group**

### 10.2.1 Purpose of the Agreement

The Purpose of this Agreement is to ensure the delivery of a statutory apprenticeship programme in the occupational area of Auctioneering and Property Services. The agreement recognises the central position of employers/ enterprises in the Irish apprenticeship system. It identifies the Consortium Steering Group as the entity representing industry for the purposes of the apprenticeship programme. It also recognises the critical role of City of Dublin Education and Training Board (City of Dublin ETB) in the provision of the programme.

The Agreement recognises City of Dublin ETB as the sole Co-ordinating Provider of the Auctioneering and Property Services Apprenticeship Programme. The Agreement sets out the responsibilities of both parties. It recognises that the Consortium Steering Group has a responsibility to ensure that Industry is provided with well-trained staff. It recognises that City of Dublin ETB, as an autonomous educational body, has a responsibility to QQI to provide the programme as validated and to adhere to QQI policies for the delivery and assessment of apprentices.

The Agreement is not a legally-binding Agreement and is not exhaustive in its identification of the two organisations' responsibilities. Further necessary responsibilities identified during the agreement will be negotiated between the partners.

### 10.2.2 Names of Partners to the Agreement

This agreement is between the

Auctioneering and Property Services Consortium Steering Group  
Name:  
Address 1  
Address 2  
Address 3

City of Dublin ETB  
Town Hall  
Merrion Road  
Ballsbridge  
Dublin 4

### 10.2.3 Duration of the Agreement

The duration of this Agreement will be until the next Periodic Review of the Consortium Steering Group. In the event of the Cork Education and Training Board as Collaborating Provider being unwilling or unable to accept an intake of apprentices, the agreement may be suspended. In this case, City of Dublin Education and Training will continue to provide services for current apprentices until they complete their programme.

### 10.2.4 Reviewing the Agreement

This review will take place in conjunction with the occupational and programmatic review of the programme or after five years, whichever is the sooner. It may also be reviewed annually on request by either party.

### 10.2.5 Amendment of the Agreement

This Agreement may be amended following agreement between the parties. This Agreement may also be replaced by standard national agreements designed to regularize the relationships between Consortium Steering Groups and Co-ordinating Providers.

#### 10.2.6 Managing Disputes Related to the Agreement

In the event of disputes relating to the Agreement, both parties will attempt to resolve the issues by discussion and negotiation. In the event of a failure at this stage, matters may be referred to an agreed third party such as ETBI, QQI or SOLAS or a person with appropriate expertise. When Agreement cannot be reached, this Agreement may be suspended.

#### 10.2.7 Suspension of the Agreement

In situations where there is a serious dispute which cannot be resolved, the Agreement can be suspended by either party. In either case, both parties will continue to provide services to all continuing apprentices. Following negotiations, a suspended Agreement may be reinstated by mutual consent of both parties.

#### 10.2.8 Termination of the agreement

This Agreement will terminate when the last cohort of apprentices recruited to the programme graduate. It may also terminate on agreement of both partners. In this case, also both partners will agree to provide services to continuing apprentices.

#### 10.2.9 Details of the Signatories

City of Dublin ETB  
Steering Group

Auctioneering and Property Services Consortium

Title Name \_\_\_\_\_

Title Name \_\_\_\_\_

Position \_\_\_\_\_

Position \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

#### 10.2.10 Terms Used

**Apprenticeship Quality Council** – this is the Council which oversees all apprenticeship programmes.

**Co-ordinating Provider/ETB** – the provider/ETB designated by the consortium as lead provider with primary responsibility for the programme.

**Collaborating Provider/ETB** – the Collaborating Provider/ETB offering the programme.

**Programme** – the apprentice programme to be delivered.

**National Programme Board/National Programme Board**– the National Programme Board is managed by the Co-ordinating Provider and has representatives of the employers and of each collaborating provider.

**National Examination Board** – the National Examination Board is organized by the Co-ordinating Provider for the Property Servicers Provider New Apprenticeship Programme.

**Property Servicers Provider New Apprenticeship Programme** – this is the name of the new apprenticeship programme as validated by QQI.

#### 10.2.11 General

- a) The Property Servicers Provider Consortium Steering Group appoints City of Dublin ETB as the sole Co-ordinating Provider for the Property Servicers Provider Apprenticeship programme.
- b) City of Dublin ETB recognises the central role of the Property Servicers Provider Consortium Steering Group in representing the interests of employers and industry in the Property Servicers Provider Apprenticeship Programme.
- c) City of Dublin ETB recognises the role of the Property Servicers Provider Consortium Steering Group in the governance of the Property Servicers Provider Programme, as detailed in these Quality Assurance Procedures.
- d) The Auctioneering and Property Servicers Consortium Steering Group recognises City of Dublin ETB as being responsible to QQI and to other statutory authorities for the management delivery, assessment and maintenance of the programme.
- e) Both parties agree that City of Dublin ETB may appoint Collaborating Providers to assist it in the provision of the programme. Such providers will be appointed subject to the agreement of the Property Servicers Provider Consortium Steering Group.
- f) City of Dublin ETB agrees to provide Property Servicers Consortium Steering Group with all data and reports necessary for its proper operation subject to the normal requirements of data protection and confidentiality.
- g) Both parties agree that the operation of principles a) to f) above will be done in a spirit of collegiality and that they will seek to find a balance between autonomy and necessary accountability.

#### 10.2.12 Secretariat and Communication

- a) If requested by the Auctioneering and Property Servicers Consortium Steering Group, City of Dublin ETB will provide the secretariat to the Consortium Steering Group. The extent of these services will be agreed by the parties.
- b) Normally the communications between the parties will be through the Programme Manager, who will be a member of the Consortium Steering Group.

#### 10.2.13 Particular Responsibilities of the Auctioneering and Property Servicers Consortium Steering Group

- a) Advise the Property Servicers Provider National Programme Board on trends identified by SOLAS and other State agencies to ensure that adequate numbers of places are available both nationally and regionally to meet demand.
- b) Support SOLAS in evaluating new employers' training capacity and where necessary in removing employers who are no longer deemed to have the capacity to adequately train apprentices.
- c) Support City of Dublin ETB and SOLAS in dealing with surges and collapses in occupational recruitment and in responding to the redundancy of individual apprentices.
- d) Act as a conduit for employer input to curriculum development.
- e) Act to inform employers of training opportunities in their region.
- f) Act in support of employers in the induction and registration of apprentices.
- g) Develop the occupational profile and inform the Property Servicers Provider National Programme Board of significant changes to the role.
- h) Carry out a review of the occupational profile periodically and initiate a review of the programme based on the new profile.
- i) Advise City of Dublin ETB on the development of the programme and approve its structure and MIPLOs.
- j) Appoint two employers as members of the National Programme Board.
- k) Propose to the National Programme Board new employers for participation in the programme.
- l) Consider reports from the National Programme Board on admissions, examinations and apprentice and employer feedback, and inform the National Programme Board of its opinions on these matters where necessary. In the case of some reports, it may request action by the Co-ordinating Provider.
- m) Act in support of City of Dublin ETB in promoting the programme to employers and to potential apprentices.

#### 10.2.14 Particular Responsibilities of the Co-ordinating Provider

- a) Develop the programme in conjunction with the Auctioneering and Property Servicers Consortium Steering Group and submit the programme to QQI for validation.
- b) Manage the programme.



- c) Ensure that the programme is delivered and assessed as agreed with QQI.
- d) Deliver the off-the-job elements of the programme in conjunction with Collaborating Providers, where necessary.
- e) Report to the Auctioneering and Property Servicers Consortium Steering Group regularly on the operation of the programme. These reports include admissions, examinations and apprentice and employer feedback.
- f) Appoint Collaborating Providers, where necessary.
- g) Liaise with individual employers and support them in the delivery of the on-the-job elements of the programme.
- h) Support the Auctioneering and Property Servicers Consortium Steering Group in its work and respond to concerns that the Property Servicers Provider Consortium Steering Group may have in relation to the programme.

#### 10.2.15 Financial Matters

City of Dublin ETB, as Co-ordinating Provider will seek the necessary resources from SOLAS for management of the new apprenticeship programme, through the FARR planning process. There are no additional fees charged to other collaborating ETBs or providers.

The Apprenticeship Council may at a later stage determine a fee schedule to be applied to Collaborating Providers for access to the programme and supporting quality assurance services.

Appendix C: City of Dublin ETB External authenticator Report Template

### 10.3.1 REPORT of External Authenticator for New Apprenticeship Programme

[To be submitted by the External Authenticator to the National Programme Coordinator and the City of Dublin ETB FET development unit annually]

The City of Dublin ETB will register and brief the EAs appointed to this programme.

The EA will be given a copy of the City of Dublin ETB EA guidelines, EA report and other necessary forms.

These documents are to be found on the City of Dublin QA website in the area of quality assuring the assessment process <http://cdetbcdu.ie/index.php/quality-assurance/>

Link to the [City of Dublin ETB EA guidelines 2023-2026](#)

## Appendix D: Recognition of Prior Learning (RPL) Policy and Procedures

### Context

- a) Recognition of Prior Learning (RPL) is the generic term for learning assessment mechanisms which are used to describe the awarding of credit/exemptions to apprentices on the basis of demonstrated learning that has occurred prior to admission.
- b) RPL is an important element of national and EU policy for widening access to qualifications and supporting lifelong learning.
- c) The Qualifications (Education and Training) Act 1999 established the right for an applicant to get recognition for prior learning. The Act reflects a national commitment to widening participation to education and is supported by the QQI guidelines. A major objective of QQI is to give equal recognition to all learning. The philosophy underlying RPL is to enable and encourage people to enter or re-enter formal education, leading to qualifications recognised within the National Framework of Qualifications. This was reinforced in the Qualifications and Quality Assurance (Education and Training) Act 2012.
- d) RPL involves awarding the applicant recognition in the form of initial or advanced admission to a programme, credits within a programme, exemption(s) from element(s) of a programme, or a full award.
- e) The prior learning can be certified or experiential (non-certified).
  - **Prior Certified Learning** is learning that has already been accredited by an awarding body such as Quality and Qualifications Ireland (QQI) or other state recognised universities, colleges and/or institutes. Prior certified learning can also include qualifications awarded by bodies abroad, such as the City & Guilds of London Institute.
  - **Prior Experiential Learning (Non-Certified Learning)** is learning acquired through experience or learning achieved from non-accredited bodies e.g. learning acquired in the workplace.
- f) For New National Apprenticeship Programmes in the ETBs, the co-ordinating ETB, in conjunction with collaborating ETB, shall ensure that all apprentice applicants are made aware of the potential benefits of RPL. Appropriate support services relating to portfolio preparation must be available within the ETB to interested apprentices.

### Procedures for Management of RPL

*RPL Applications seeking Exemption(s) or Advanced Entry to a New National Apprenticeship Programme(s):*

- a) Applications for advanced entry or exemptions may only be considered in the case of an apprenticeship programme with duration longer than two years.
- b) RPL cannot be used by learners to achieve credit towards the Advanced Certificate

in Auctioneering and Property Services Award. This means that advanced entry to the Auctioneering and Property Services Programme is not permitted.

#### Foreign Qualifications

Apprentices seeking RPCL for foreign qualifications should contact Qualifications Recognition ([www.qualificationsrecognition.ie](http://www.qualificationsrecognition.ie)) to have their qualifications aligned with the appropriate Irish qualification. Qualifications Recognition is the QQI body responsible for the recognition of foreign qualifications.

#### Recognition of Prior Experiential Learning (RPEL)

##### Prior Experiential Learning for Access to the Programme:

- a) In the case of an applicant seeking to use Prior Experiential Learning for access to the programme, providers shall adjudicate on such applications through a structured interview process, in accordance with the following criteria:
  - i. Applicants will have reached a minimum age of 19 years and will be seeking to develop their skills to the level associated with the occupational profile of the programme related area.
  - ii. Applicants and their employer are informed of entry requirements including reference to the prerequisite 3 years relevant work experience in the programme related area.
  - iii. Applicants are interviewed (including reference to work activities carried out with previous and current employer as appropriate) by the ETB Provider Programme Leader and where appropriate with the assistance of a Subject Matter Expert.
  - iv. The interviewers will score the applicants on the basis of their:
    - Knowledge of Programme
    - Work Experience
    - Articulated Career Direction
    - Other Learning (informal/semi-formal)
- b) Successful applicants will be allowed entry to the programme where the interviewers are satisfied that the learning they have achieved and articulated through the interview process, would enable them to successfully pursue the programme.

## Appendix E: National Apprenticeship Assessment Appeals Procedure

City of Dublin ETB, as Coordinating Provider will manage the External Appeals process to:

- a) Deal with all reviews, appeals and disputes in relation to assessment matters in accordance with the principles of natural and constitutional justice.
- b) Provide arrangements in relation to reviews, appeals and disputes in relation to assessment matters which ensure that they are dealt with fairly, transparently and in a timely way
- c) Ensure that any potential lessons are learned from the processing of rechecks, reviews and appeals and where appropriate that this learning is captured in revised processes and procedures.

### Glossary

- b) **Result:** the decision taken by the Local Examination Board in relation to an apprentice's progression or eligibility for award or the outcome of any recheck, review of or appeal against such decision.

**Recheck:** the marks awarded for a particular module or part of a module can be the subject of a recheck. A recheck is carried out to ensure that there have been no arithmetical or clerical errors, that the marks awarded are appropriate and that all the marks to which the apprentice is entitled have been included in the final total.

**Review:** re-consideration of a decision of the Local Examination Board in the light of additional information provided by the apprentice or the National Programme Coordinator in relation to the assessment process.

**Appeal:** re-consideration by the City of Dublin ETB External Appeals Office of the outcome of a review.

**Outcome:** a decision in relation to a recheck, review or appeal.

### Status of Results

- a) A result that is the subject of recheck, review or appeal is provisional and remains so while within any recheck/review/appeal process.
- b) A provisional result will not be the basis for a QQI Award.
- c) A provisional result becomes an approved result when it has been ratified by the Local Examination Board.
- d) In order that awards be made, the Local Examination Board shall forward results to QQI in such format as shall be agreed from time to time between QQI and providers, which format will show for each result the marks and/or grades and/or performance indicators which support it. QQI will not accept any result that for any reason is not supported by the marks and/or the grades and/or performance indicators that relate to it.
- e) A provisional result may be changed arising from the completion of the recheck/review/appeal process. The provisional result can then be approved by the Local Examination Board. The Provider Programme Leader will ensure that all approved results are forwarded to QQI in order that awards can be made.

## Assessment Appeals Procedure

### 1.1. For appeals/queries made prior to the provisional or final statement of results

During the course: Where results are available, apprentices can talk to teachers/trainers/instructors/tutors informally to identify how marks were assigned, and resolve any issues informally. This approach is to be encouraged, and any issues should be resolved as early as possible.

### 1.2 Following the statement of results:

1. Apprentices will be sent a statement of results and letter advising them of their right to appeal and grounds for appeal, and the relevant staff member to contact.
2. Should an apprentice wish to appeal, the apprentice should contact the Provider Programme Leader, who will advise them on **Grounds for Appeal** as follows:
  - a. Apprentice believes marks were not added correctly or were not recorded properly;
  - b. Apprentice believes the assessment was marked inappropriately;
  - c. Apprentice believes assessment conditions did not comply with specification and the apprentice reported the situation immediately to the relevant staff member.
3. In deciding whether or not to make an appeal, apprentices may wish to view their examination scripts.
4. Apprentices will have a minimum of 10 working days to make their appeal. Every effort should be made by the College/Training Centre to ensure that results are sent out in time to allow apprentices a minimum of 10 working days to make their appeal.
6. The first step in any appeals process is that a re-check is done to ensure that marks were added correctly and recorded properly. This will address above Ground (a) for Appeal and will be done by the relevant staff member who receives the appeal application. If a totting error is discovered, the College/Training Centre will inform QQI via the QBS/Q-Help facility.
7. Thereafter, **all** appeals will be sent to be re-checked by an external reviewer in the City of Dublin ETB External Appeals Office.
8. The College/Training Centre is required to check the relevant component specification/module descriptor to ensure that all the appropriate assessment evidence produced by the apprentice is available for the appeal. Only evidence that has previously been presented by the apprentice, and has been securely retained in the College/Training Centre following the initial assessment, can be considered as part of an appeal. No new evidence can be submitted.

## Statement of External Appeal Outcome from External Appeals Office to College/Training Centre

1. This statement will be issued by the National Programme Coordinator to the Provider Programme Leader along with appeals collected by College/Training Centre
2. The College/Training Centre retains the statement for their own records and issues the apprentice with a separate letter communicating the appeal outcome i.e. the College/Training Centre must not issue this statement to the apprentice.

### Statement of External Appeal Outcome from City of Dublin ETB External Appeals Office to College/Training Centre

College/Training Centre Name: \_\_\_\_\_ Roll No.: \_\_\_\_\_

Apprentice Name: \_\_\_\_\_

Apprentice PPSN: \_\_\_\_\_

#### OUTCOME OF EXTERNAL APPEAL

Component Code	Component Title	ORIGINAL GRADE	APPEAL GRADE

QQI have been informed of the appeal outcome and will amend statements of results where the appeal has resulted in the original result being upgraded. QQI will issue the apprentice with a new Certificate in due course.

3. The Provider Programme Leader must directly inform apprentices of appeal outcome within a reasonable timeframe.
4. Following the completion of the External Appeals Process, QQI will be informed by the City of Dublin ETB External Appeals Office of appeal outcomes. QQI will make any required amendment to a grade on the QQI Business System.

#### 12.1.5 External Appeals Office Procedures

1. A panel of external reviewers will be set up by City of Dublin ETB, consisting of subject matter experts ***per broad Field of Learning***.
2. City of Dublin ETB will employ the services of a relevant subject matter expert, based on broad field of learning. The Appeals Examiner who re-examines an Apprentice appeal will not be the



teacher/trainer/instructor/tutor who made the original assessment decision, or the External Authenticator who signed off on the original assessment decision.

3. Only evidence that has previously been presented by the Apprentice, and has been securely retained in the College/Training Centre following the initial assessment, can be considered as part of an appeal. No new evidence can be considered.
4. Each result being appealed should be accompanied by:
  - a. Relevant module descriptor
  - b. Relevant authentication report
  - c. Assessment Evidence (including marking sheets and briefs)
  - d. Outline Solutions/Suggested answers
  - e. Examination Paper where relevant
  - f. Learner Answer Book(s) where relevant
  - g. Disk / Printouts / Tape / USB/ CD
  - h. Name of original Authenticator.
5. The City of Dublin ETB External Appeals Office will communicate the outcome of the appeal directly to QQI. Where an appeal has been successful, the Provider Programme Leader will inform QQI of the amended grade.
6. In cases where an appeal is successful, QQI will amend the original result on the QQI Business System and will issue a new Certificate directly to the College/Training Centre.
7. Apprentices will be informed of the success or otherwise of their appeal within two weeks of the re-check.
8. The Provider Programme Leader will communicate the outcome of the appeal directly to the learner.
9. All amended grades will be noted as an addendum to the minutes of the original Results Approval Panel (RAP) meeting, and will be formally noted and signed off at the next meeting of the RAP. Details of the RAP meeting and any appeals will be included in the Local Exam Board report and will be given to the National Programme Coordinator.

## Appendix F: Apprentice National Complaints Procedure

### New Apprentice National Complaints Procedure

#### Introduction

- a) This is a national apprentice complaints procedure which applies to all apprentices registered on New Apprenticeship Programmes run by City of Dublin ETB as Co-ordinating Provider.
- b) **This procedure does not cover academic appeals for which there is a separate procedure (See Assessment Appeals Procedure in Appendix E).**
- c) No apprentice will be disadvantaged through availing of the complaint procedure. However, City of Dublin ETB expects that in raising possible issues of complaint, apprentices themselves will have observed their obligations and responsibilities in keeping with the Apprentice Rights and Responsibilities Charter. City of Dublin ETB also expects that apprentices will not engage in frivolous or vexatious complaints.
- d) The intention is that problems can be dealt with locally, in a spirit of conciliation. Thus the formal complaints procedure should be seen as a last resort in the search for a solution.
- e) Any party involved in a complaint has the right to be accompanied and represented by a person of his/her choice at every relevant stage of the procedure. Apprentices may choose a representative, but they must make their own arrangements in this matter.
- f) The procedure is intended to produce a speedy and efficient resolution. The aim is to prevent unnecessary delay, whilst ensuring a full and fair assessment of the particular circumstances of any individual complaint.
- g) Complaints provide an important source of feedback. The Apprenticeship Quality Council will monitor the registration of complaints and the progress towards resolution. The National Programme Coordinator will include a section on complaints in his/her annual report to the Apprenticeship Quality Council to ensure complaint trends are monitored and that relevant quality issues are identified and addressed. Information that would identify any of the parties involved will not be included in this report.
- h) All complaints should be made within 21 days of the alleged incident, matter or concern.
- i) The complaints procedure is based on the principle of Natural Justice. Consequently, anonymous complaints will not be accepted.

#### Stage I

- a) Apprentices who feel that they have been treated unfairly or inequitably have the right to express their complaint.
- b) The apprentice should first try to address the issue with the subject of their complaint or with the immediate manager/supervisor of the service.
- c) Stage I will generally be an oral process and a written record will not be made. However, staff members involved will be encouraged to share their experience of the process to the benefit of their colleagues.

#### Stage II

- d) If the complaint is not resolved locally, then Stage II of the procedure should be followed.

- a) The relevant Provider Programme Leader will explain to the apprentice the operation of the remaining stages of the Complaints Procedure.
- b) At this point the apprentice should complete a complaint form. The completed form should be forwarded to the apprentice's Provider Programme Leader. The complaint should be specific and comprehensively documented. The form must detail the apprentice's name and contact details, any relevant documentation, and dates, locations and witnesses as appropriate and details of previous efforts to resolve the matter.
- c) Where the National Programme Coordinator is the subject of the complaint, the form should be forwarded to the City of Dublin ETB FET Director. The National Programme Coordinator will identify an appropriate manager within City of Dublin ETB to deal with the complaint.
- d) The Provider Programme Leader will acknowledge receipt of the complaint within 5 working days. The aim is that all complaints under Stage II will be resolved within 21 working days.
- e) At this point the Provider Programme Leader will advise the person who is the subject of the complaint and provide that person with a copy of the complaint.
- f) The Provider Programme Leader will arrange to meet with the apprentice to discuss the complaint. The apprentice may, if so desired, be accompanied by a fellow apprentice or a representative. The Provider Programme Leader will make a written record of the meeting.
- g) To establish the facts of the complaint, the Provider Programme Leader will hold a separate meeting with the person who is the subject of the complaint (who may be accompanied by a colleague or representative), and may also meet any witnesses. The Provider Programme Leader will make a written record of the meeting(s).
- h) The Provider Programme Leader will notify both parties in writing, of the result of the complaint and the reasons for the decision. Where the result of the complaint includes consequent action or recommendations, the Provider Programme Leader shall notify the appropriate person(s) or committee, internal or external, without undue delay who will ensure that actions are undertaken.

### **Stage III**

- a) If the complaint remains unresolved either party may write to the Provider Programme Leader, outlining how the complaint resolution process has progressed in their view and seeking further consideration of their complaint.
- b) The Provider Programme Leader will forward the complaint and the accompanying information to two members of the senior management executive team of the provider (nominated by the Chief Executive) for their consideration.
- c) The Chief Executive's nominees will examine the material and may seek further information from the apprentice to clarify matters concerning the complaint. They may decide, if in their opinion the evidence justifies it, to uphold (or not to do so) a complaint without proceeding further with the complaint process.
- d) The Chief Executive's nominees will meet, separately, the apprentice and the subject of their complaint and any appropriate witnesses. The apprentice may be accompanied by a

fellow apprentice or a representative. The staff member may also be accompanied by a colleague or representative.

- e) The Chief Executive's nominees will agree a written record of these meetings which will be forwarded to the Provider Programme Leader.
- f) The provider aims to complete this stage of the complaints procedure within 14 working days. The parties to the complaint will be informed if delays are expected.
- g) The Provider Programme Leader will notify both parties in writing of the decision and the reasons for it, together with any recommended consequent action.
- h) The Provider Programme Leader shall notify the appropriate person(s) or committee without undue delay of changes recommended or required as a consequence of the complaint.
- i) The Provider Programme Leader will submit a complaints report to the National Programme Coordinator detailing all stages of complaints for that provider to be submitted to the NPB who may recommend to the AQT that a review or further investigation of the issues is required. Following the review or investigation the AQT may make recommendations, agree changes and if agreed, ensure that they are carried out.

#### **Stage IV (Appeal)**

- a) Either party may appeal the outcome of Stage III within 14 working days of receipt/knowledge of the decision. The relevant party must make the request for appeal in writing to the Chief Executive of City of Dublin ETB.
- b) The Chief Executive will seek advice on the composition of a complaints committee and the protocol to be adopted before establishing the committee to examine the appeal.
- c) Typically the complaints committee will have four members, chaired by the Chief Executive (or his/her nominee) and include an experienced manager from another ETB, a member of City of Dublin ETB senior executive and an external nominee. No member of the committee will have been previously associated with the complaint.
- d) The committee will receive the documentation so far generated by the complaint and will consider that documentation and hear other evidence at a hearing.
- e) The hearing will enable the committee to consider the way in which the complaint has been handled at any previous stage of the procedure and/or to reconsider the appropriateness of the result of the previous stage of the procedure. However, the hearing will not be conducted as an alternative to any part of the disciplinary procedures which apply to members of staff.
- f) The decision of the committee will be final as far as City of Dublin ETB's Apprentice Complaints Procedures are concerned.
- g) The Chief Executive will inform both parties, in writing, of the decision of the committee and the reasons for the decision.

If the committee decides that certain actions have to be taken the Chief Executive will nominate an individual to monitor such actions.

### 13.1.2 National Apprenticeship Programme: Apprentice Complaint Form

#### New Apprentice Complaints Form

This form should only be completed by Apprentices who wishes to pursue a complaint beyond Stage I of the Apprentice Complaints Procedure. At this point, the relevant Provider

Programme Leader /National Programme Coordinator should have explained the remaining stages of the complaints procedure to you.

#### Apprentice's Details

Name	
ETB (off-the-job)	
Programme Year	
Address for Correspondence	
Email	
Phone	

Details should be specific, well-documented including dates, locations and witnesses as appropriate.

Please outline the substance of the complaint

--

Please outline previous efforts to resolve the matter

--

How would you like the complaint resolved?

--

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

***The completed Complaint Form should be returned to your relevant Provider Programme Leader/National Programme Coordinator.***

## Appendix G: Collaborating Provider Approval Procedure

### Introduction

In order to deliver the Auctioneering and Property Services Apprenticeship Programme, the applicant Education and Training Provider must demonstrate to City of Dublin ETB, that it meets the specified criteria for the validated National Apprenticeship Programme.

This guide provides full details of the criteria and requirements for a Provider to become an approved Auctioneering and Property Services Apprenticeship Programme Provider.

The applicant provider must provide City of Dublin ETB with evidence that it meets the approval criteria in four key areas of operation:

- Quality Assurance
- Staff Resources
- Environment and physical resources
- Assessment on and off-the-job

This will demonstrate whether the applicant provider has the **overall** systems and people in place to deliver the Auctioneering and Property Services Programme.

### 14.1.2 Collaborating Provider Approval Process for Auctioneering and Property Services Programme

Application procedures for Collaborating Provider Approval together with approval criteria and examples of supporting evidence are detailed below. An Application Form for Collaborating Provider Approval (Form ETB 01), with guidance for its completion, can be found in Section

Once Collaborating Provider Approval is granted, it will be valid for a period of five years, subject to ongoing compliance monitoring, in line with the Collaborating Provider Approval criteria. After the five-year period has elapsed, a Provider must re-apply for renewal of the programme approval, but approval will normally be a desk-based procedure unless:

- The Provider has not provided examinations or assessments for a viable number of apprentices within the five years and/or
- The Provider has had approval withdrawn because the Collaborating Provider Approval criteria were no longer being met.

### 14.1.3 What is a Provider?

The Auctioneering and Property Services Apprenticeship Programme may only be offered by QQI approved providers.

A Provider may be one of the following:

- Education and Training Board
- Institute of Technology
- Independent Education and Training Provider

Only QQI approved providers may apply to offer the Auctioneering and Property Services Apprenticeship Programme.

The following programme related documentation applies:

- i. QQI Validated Programme
- ii. Apprenticeship Quality Assurance Procedures

This programme-related documentation details the programme as validated, specifically:

- i. The programme's assessment strategies and procedures
- ii. The programme's teaching and learning strategies
- iii. Specifications regarding the programme's staffing requirements
- iv. Precise specifications of the programme's physical resource requirements
- v. Documented procedures for the operation and management of the programme

#### 14.1.4 Applications from an Education and Training Board or an Institute of Technology

The application process for an ETB or an Institute of Technology will differ from that for an Independent Education and Training Provider, which will normally be a private organisation operating on a for-profit basis. In all cases, it is the City of Dublin ETB's responsibility to ensure that it is satisfied that each Collaborating Provider can deliver the programme appropriately. However, ETBs and IoTs are experienced providers with quality assurance systems in place and while they may not have direct experience in the area in question, they have the capacity to develop the systems required to deliver the programme under their own QA procedures.

In these cases, City of Dublin ETB will require the ETB or IoT to conduct a self-evaluation against City of Dublin ETB criteria and make a written declaration that they meet the criteria. This declaration, accompanied by the completed self-evaluation, will be included in the Memorandum of Agreement that will be signed between City of Dublin ETB and the Collaborating Provider, before the programme commences on that site.

#### 14.1.5 Advisory Visits

An Education and Training Provider can request an advisory visit before applying for Collaborating Provider Approval, or after approval has been granted.

The purpose of the advisory visit can be to:

- Provide general advice on Collaborating Provider Approval criteria.
- Identify and clarify specific areas of provider approval that need further attention.
- Provide opportunities for the nominated Education and Training Provider staff to ask questions and resolve queries.

#### 14.1.6 Programme Approval Application Information

Collaborating Provider Approval is granted based on information that the Applicant organisation submits at the time of applying for approval.

***Note: Failure to notify City of Dublin ETB of changes may affect the provider's approved status.***

#### 14.1.7 Roles of key Assessment, Verification and Assessment/Examination Personnel

When submitting applications for Collaborating Provider's Approval, all Education and Training Providers must identify who will be undertaking roles in the assessment, verification and assessment processes. These should be appropriate to the Auctioneering and Property Services Programme and the level of assessment activities both on and off-the-job.

#### 14.1.8 This section gives details of the requirements and responsibilities of each role involved in the assessment, verification and assessment/examinations processes.

An applicant Provider should identify members of staff to fulfil roles appropriate to the level of assessment activities being undertaken as described below.

Two or more roles may be undertaken by the same person, e.g. Teacher/Trainer/Instructor/Tutor and internal verifier. However, it should be noted that Internal Verifiers who are also Teachers/Trainers/Instructors/Tutors cannot internally verify their own assessments.

Please refer to the Auctioneering and Property Services Programme specific documentation for the level of expertise required by the Teachers/Trainers/Instructors/Tutors and Internal Verifiers.

#### 14.1.9 Collaborating Provider – Collaborating Provider's Programme Leader

The Collaborating Provider's Programme Leader is the person responsible for ensuring that the management, administrative and quality assurance systems for the programme are properly maintained. The operational role will be managed by the Collaborating Provider's Provider Programme Leader, liaising with the National Programme Coordinator, its Authorised Officer, the Quality Assurance Personnel, the Teacher/Trainer/Instructor/Tutor(s) and the Internal Verifier(s).

The Collaborating Provider's Programme Leader or their nominated subject matter expert representative will screen employers for suitability to train apprentices and ensure that all SOLAS approved employers sign the Co-ordinating ETB-Employer Memorandum of Agreement (Reference SOLAS Employer Suitability to Train Process).

The Collaborating Provider's Provider Programme Leader will work closely with the National Programme Coordinator on the day to day management and administration of the Programme.

The Collaborating Provider's Provider Programme Leader must:

- Have an appropriate background in assessment management, administration and quality assurance, and possess the necessary authority within the provider's structures to ensure that management, administrative, assessment and internal verification procedures both on and off-the-job are implemented correctly and consistently across the Provider as a whole.



- Work closely with employers, maintain a database of employers and Mentors and forward employer and Mentor details to the National Programme Coordinator, as required by the Memorandum of Agreement.
- Ensure only suitably qualified staff are used in the assessment, internal verification and appeal processes both on and off-the-job and organise Mentor training for Workplace Mentors and/or assessors, where necessary.
- Ensure staff involved in training, assessment and/or internal verification have access to and regularly participate in activities for continuing professional development.
- Ensure Teachers/Trainers/Instructors/Tutors, Internal Verifiers and On-the job Mentors comply with the requirements of the programme.
- Attend meetings of the National Examination Board as required.

#### 14.1.10 The ETB Authorised Officer

The ETB Authorised Officer provides an independent brokerage through which the integrity of the overall Apprenticeship programme is maintained on behalf of SOLAS.

- Establish the employers' suitability to train apprentices, and the Authorised Officer may consult with the Consortium representative as required to establish suitability.
- Conduct an assessment site visit to assess employers' suitability to train apprentices.
- Brief employers on their roles and responsibilities in relation to the on-the-job elements as an initial briefing on behalf of the statutory regulator.
- Approve an employer in a specific statutory apprenticeship in which that employer has no previous record of training apprentices.
- Advise an employer accordingly if that employer fails to meet the criteria for suitability to train apprentices, and give details of shortcomings and invite for re- assessment for reconsideration when all the criteria specified is met.
- Brief the apprentices on their roles and responsibilities in relation to the on-the-job elements of the apprenticeship.
- Monitor the apprentices' activities in the on-the-job element of their apprenticeship.
- Employers and prospective apprentices are both required to complete an Apprenticeship Registration Form within two weeks of the Apprentice commencing employment. The Registration Form is checked by the Authorised Officer and, providing all requirements are satisfied, the application is approved and the apprentice registration details are entered on to the Apprenticeship System.
- Collaborate and communicate with the National Programme Coordinator in the day-to-day delivery of the Programme as required.

#### 14.1.11 Quality Assurance Personnel

Quality Assurance Personnel must be nominated to the programme to be responsible for ensuring that:

- Registrations, examination results and claims for certification are processed in accordance with Collaborating Providers own Quality Assurance Procedures.
- Appropriate arrangements are in place for the conduct of assessments and to refer appeals to the National Examination Board.
- Appropriate records, results or other evidence of achievement are released to other Providers or the apprentice (as applicable) in cases where apprentices transfer to new Providers.
- Results and/or certificates are properly issued to apprentices.

#### 14.1.12 Teacher/Trainer/Instructor/Tutor

The Teacher/Trainer/Instructor/Tutor will have a qualification in the area as outlined in the programme validation document and have the requisite experience to deliver the off-the-job elements of the validated programme. He/she will maintain a strong collegiality with Mentors and will be involved in the verification of on-the-job assessment.

The Teachers/Trainers/Instructors/Tutors will engage with colleagues on the National Programme Board and in the National Examination Board in a self-development role and in developing the community of practice for the benefit of all involved in the programme.

They will report to the Collaborating Provider's Provider Programme Leader, who will in turn report any issues to the Co-ordinating Provider.

It is the responsibility of the Teacher/Trainer/Instructor/Tutor to:

- Participate in peer monitoring and review meetings organised by the National Examination Board.
- Provide subject matter expertise to the development of assessment exemplars developed by City of Dublin ETB.
- Introduce the apprentice to the off-the-job training location and to provide a full briefing on the validated programme including the programme structure, content and assessment both on and off-the-job.
- Explain the programme content and the qualification they will have achieved following successful completion of the programme.
- Ensure that each apprentice is aware of his/her responsibility in relation to their own learning.
- Explain the meaning of equal opportunities with reference to Irish Equality Legislation.
- Provide the apprentice with continuous feedback.
- Follow assessment guidance in accordance with QA requirements of the Co-ordinating Provider's Quality Assurance Office/Provider Quality Assurance Personnel.
- Monitor the apprentice's performance in the workplace and in off-the-job locations, and verify apprentice assessment evidence on Moodle.
- Ensure validity, authenticity, currency and sufficiency of evidence produced by apprentices as part of the assessment process.

- Provide apprentices with prompt, accurate and constructive feedback.
- Maintain accurate records of apprentices' achievement.
- Attend Examination Board Meetings and assist in conducting re-checks or reviews as required by the Collaborating Provider's Programme Manager.
- Co-operate with reviews of the programme.

#### 14.1.13 **Employer Mentor**

The employer Mentors should be occupationally qualified with appropriate experience to deliver the on-the-job elements of the validated programme. He/she will be required to complete the SOLAS online Mentoring programme in addition to the Co-ordinating ETB's Mentoring programme, prior to commencement of the apprentice's on-the-job training.

The Mentor should work closely with the Teacher/Trainer/Instructor/Tutor and internal verifier and bring any issues to the attention of the Provider's Provider Programme Leader.

It is the responsibility of the Employer Mentor to:

- Ensure that the sequence of course work set out in the validated programme document is covered in the schedule of training and that the apprentice gets opportunities to gain experience in all of the relevant techniques.
- Ensure that the apprentice is trained in the techniques and skills of the occupation on-the-job as per the programme specification and guide the apprentice in completing his/her programme workbook.
- Assess the apprentice on the on-the-job assessment tasks.
- Facilitate the apprentice's learning in the workplace by shadowing, coaching, observing and guiding, ensuring that the apprentice is conversant with the normal work practices, and include the apprentice in the community of practice within the workplace.
- Support the apprentice in communicating with the employer on training-related issues.
- Develop a sense of professionalism in the apprentice, including attributes such as dependability, maturity, politeness, respect, loyalty and the ability to communicate effectively.
- Ensure the apprentice uploads all assessment documents and evidence of workplace assessment on Moodle.
- Attend Programme Board and Examination Board meetings if required and co-operate with reviews of the programme.

#### 14.1.14 **Internal Verifier**

Internal Verifiers monitor the work of all Teachers/Trainers/Instructors/Tutors and/or Mentors involved with the Programme both on and off-the-job, to ensure the accuracy and consistency of assessment activities and decisions. He/she will work closely with the Collaborating Provider's Provider Programme Leader and the National Programme Coordinator to enhance the quality of delivery of the programme.

The responsibilities of the Internal Verifier include to:

- Ensure that Teachers/Trainers/Instructors/Tutors and Mentors follow the programme assessment guidance provided and that learning has been assessed using the techniques and instruments as indicated in the validated programme.
- Monitor the consistency of assessment decisions and maintain accuracy.
- Maintain up to date records of internal verification and sampling activities.
- Assist in conducting re-checks, reviews or appeals as required by the Collaborating Provider's Provider Programme Leader.

Note: Internal Verifiers will possess occupational experience in the programmes they are internally verifying.

#### 14.1.15 [Quality Assurance Personnel](#)

The internal verification of assessment results on a sampling basis will be carried out by Quality Assurance Personnel before submitting results to the Local Examination Board.

This includes:

- Checking on a sample basis that assessment evidence is available for all apprentices and that results are recorded accurately and grades are assigned according to QQI requirements.
- Marks are totalled and percentage marks are calculated correctly.
- Percentage marks and grades awarded are consistent with QQI grading bands.

#### 14.1.16 [External Authenticators](#)

City of Dublin ETB will appoint an External Authenticator, to ensure that all assessments undertaken by Providers are fair, valid, consistent, and meet the requirements of the validated programme.

Collaborating Providers will cooperate fully with the appointed External Authenticator and provide all appropriate information requested.

#### 14.1.17 [Quality Control](#)

When approved, the Collaborating Provider will manage the programme through their own Quality assurance procedures. The Collaborating Provider, if it is an ETB or IoT will provide a Statement of Assurance that all their QA procedures have applied to this programme. City of Dublin ETB will maintain the right to appoint a Quality Assurance Monitor to ensure that Collaborating Providers comply with the Collaborating Provider Approval criteria. The Monitor will operate to specific terms of reference which will be set at the time and complete a report to the National Programme Coordinator who will collate and bring reports to Programme Board.

#### 14.1.18 [Access and Equal Opportunities](#)

Each Approved Provider will be committed to equality of opportunity and fair access to assessment for all Programmes. Guidance on access and equal opportunities is provided in the Apprentice handbook.

#### 14.1.19 [Reviews, Appeals, Complaints and Infringement of Rules](#)

City of Dublin ETB always seek to establish and maintain excellent working relationships with our Collaborating Providers. However, on rare occasions, disputes over approved status and other matters may arise. The procedures for handling such disputes are outlined in the MOA.

#### 14.1.20 [Online Assessment Management System](#)

Approved Providers will be provided with access to Assessment Management Systems which will enable it to access:

- Moodle System
- Programme Curriculum
- Apprentice Resources and Materials
- Assessment Instruments
- Grade book

#### 14.1.21 [Procedures for Collaborating Provider's Approval](#)

#### 14.1.22 [Initial application from Providers other than an ETB or IoT](#)

Where a Provider wishes to apply to deliver the programme

Complete an **Application for Collaborating Provider Approval** (Form The ETB 01)

- Visit Request (Form 04 If applicable)
- E-mail forms to: The ETB's National Programme Coordinator

The ETB's National Programme Coordinator will:

- Review the completed forms (The ETB 01/04 if applicable)
- Send an acknowledgement of receipt of the application, and advise if any further information is required.
- Send copies of the forms, with necessary information, to the Co-ordinating ETB's Apprentice Quality Committee, who may also request additional information.
- Arrange for the representative to undertake an approval visit.
- Confirm to the applicant provider in writing the outcome of the application, normally within four six weeks of receipt.

#### 14.1.23 [Approval Visit](#)

Where the applicant provider is not an ETB or an IoT, a visit will be undertaken by a City of Dublin ETB representative or its nominated representative who will have expertise in the relevant Programme area or within the family of Programmes, to review specific programme resource as outlined in the Collaborating Provider Approval form.

*Please also note that if a Provider intends to deliver this programme in more than one location the Co-ordinating ETB representative will need to visit **each** location to ensure compliance with the approval criteria.*

### **Prior to the visit**

The City of Dublin ETB representative will:

- Contact the education and training provider nominated contact person and agree the visit schedule.
- Indicate any points within the application which need clarification/discussion.
- Identify the members of staff<sup>4</sup> which the Co-ordinating ETB representative wishes to meet.

### **During the visit**

The City of Dublin ETB representative will:

- Look for evidence to confirm that the provider meets, or has the potential to meet, the Collaborating Provider Approval criteria.
- Seek a briefing on the Providers Quality Assurance policies and procedures to ensure that they are in line with awarding body requirements.
- Ensure that systems exist for advising all staff involved with conduct of assessments/examinations, and assessment and verification of their roles and responsibilities.
- Ensure that Workplace Mentors will be appropriately trained.
- Provide any help, support or advice required.

### **At the end of the visit**

The City of Dublin ETB representative will:

- Complete a report on the visit which will include an action plan.
- Send a copy of the report to City of Dublin ETB's National Programme Coordinator who will forward the application to the City of Dublin ETB Apprenticeship Quality Council. The Quality Council will make a recommendation to the Director of Further Education and Training who will make the decision.

#### **14.1.24      Notification of Approval Decision**

City of Dublin ETB will notify the Applicant Provider of the outcome of their application.

There are only three possible outcomes of a Collaborating Provider Approval application:

##### **a) Collaborating Provider Approval Granted**

The Director of Further Education and Training will formally notify the Applicant Provider in writing that Collaborating Provider Approval has been granted and issue the MOA and

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<sup>4</sup> These will include the Collaborating Provider's Programme Manager and personnel involved in the delivery of the programme and its assessments including the Teachers/Trainers/Instructors/Tutor (s), Quality Assurance Personnel and Internal Verifier(s) for the programme.

provide the applicant with access to all necessary Programme documentation and materials.

**b) Collaborating Provider Approval Withheld**

Where insufficient evidence to satisfy City of Dublin ETB has been provided, the National Programme Coordinator will advise the Applicant Provider of the areas that need to be developed further and any additional evidence required. Once the Applicant Provider has provided the information requested, City of Dublin ETB will review the information and report to the Quality Assurance Council who will make a recommendation to the FET Director.

**c) Collaborating Provider Approval Refused.**

An Applicant Provider has the right to appeal against a decision to refuse Collaborating Provider Approval to the City of Dublin ETB Chief Executive who will establish a panel of at least two external independent experts to adjudicate on the appeal and the grounds on which it was refused.

The panel will make a recommendation to the Chief Executive who will make the final decision. Notwithstanding this it is open to an applicant provider to initiate a new application following a period of time determined by the City of Dublin ETB Apprenticeship Quality Council.

**14.1.25**      **Period of Approval**

Once granted, Collaborating Provider Approval is valid for a period of **five years** unless withdrawn.

***Please note that Providers are subject to inspection visits at any time that the Apprenticeship Quality Council deems appropriate, including at assessment/examination time, to ensure compliance with the approval criteria.***

**14.1.26**      **Re-Approval**

An approved provider must apply for re-approval by completing the appropriate *Application for Re-approval* (Form The ETB 03), at least six weeks prior to the approval expiry date.

Re-approval will normally be a desk-based procedure unless a Provider has undergone significant changes in staffing or has had approval withdrawn.

**14.1.27**      **Updating Collaborating Provider Approval Information**

If there are changes to the details provided at the time of application, for example, a change of Programme Teacher/Trainer/Instructor/Tutor or personnel involved in assessment or an organisational change that has affected its ability to satisfy the approval criteria, the provider must notify the National Programme Coordinator immediately to ascertain if an ETB Form 03 is required?

***Failure to notify the ETB of changes may result in withdrawal or suspension of Collaborating Provider's Approval.***

## 14.1.28 Withdrawal and Suspension of Approval

### 14.1.28.1 Withdrawal

Collaborating Provider Approval may be withdrawn at any time by City of Dublin ETB, giving one month's notice in writing, for reasons including the following:

- The Provider fails to comply with the terms of the agreement with City of Dublin ETB, with the approval criteria or with any of the City of Dublin ETB's policies, regulations, requirements, procedures and guidelines which are in force from time to time and which have been sent to the person nominated by the training provider.
- There are major deficiencies in the assessment process and City of Dublin ETB Apprenticeship Quality Council reasonably believes that the appropriate quality of assessment provision can no longer be ensured.
- There is any change in the legal status of the Provider.
- In the event that an approved Provider becomes bankrupt or insolvent or goes into liquidation, or any resolution or order is made for the purposes of voluntary or compulsory winding-up, City of Dublin ETB will normally immediately withdraw approval to run the programme.

### 14.1.28.2 Suspension of approval

The Director of Further Education and Training may suspend all or any of a Provider's involvement with delivery of the programme for a specified period of time or indefinitely.

This may occur where:

- Time is required to determine whether the event that triggered the withdrawal of approval can be remedied.
- The Apprenticeship Quality Council feels that it is appropriate to do so in order to protect apprentices and makes a recommendation to the Director of Further Education and Training for example where the Provider is the subject of an investigation or breaches of assessment security.

## 14.1.29 Provisions applying to withdrawal and suspension of approval

In the event of a withdrawal or suspension of approval, in order to help affected apprentices, providers must provide them, within the time-frame specified by City of Dublin ETB, with whatever information (about how they can complete their Programme, for example) or supports City of Dublin ETB consider reasonable.

Providers **must** return to the National Programme Coordinator, the originals and any copies of any documents which belong to City of Dublin ETB.

Withdrawal or suspension does not affect any earlier claims, or give rise to any new ones, as between the Provider and the City of Dublin ETB, except that:

- The City of Dublin ETB will seek compensation from Providers to make good any loss which it may suffer as a result of the withdrawal or suspension if it occurs as a result of anything which the Provider has done or failed to do.



- An Applicant Provider has the right to appeal against a decision to refuse or withdraw Collaborating Provider Approval to the City of Dublin ETB Chief Executive who will establish a panel of at least two external independent experts to adjudicate on the appeal and the grounds on which it was refused.
- The panel will make a recommendation to the Chief Executive who will make the final decision. Notwithstanding this it is open to a provider to initiate a new application following a period of time determined by the Apprenticeship Quality Council.

## 14.2 Collaborating Provider Approval Criteria and Examples of Supporting Evidence

Applicant Education and Training Providers will need to demonstrate how they satisfy the following criteria.

The following is a sample list of the types of evidence that the City of Dublin ETB representative will review on the site visit.

- Quality Assurance
- Provider Management and Administrative Systems
- Evidence that apprentice records and details of achievements will be accurate, kept up to date, securely stored and forwarded to the National Programme Coordinator.
- Evidence of how attendance records of the apprentice will be maintained
- The roles, responsibilities, authorities and accountabilities of the assessment/examination team across all assessment locations are clearly defined, allocated and understood
- There are procedures to ensure effective communication between staff involved with the administration, delivery, assessment and examination of the Apprenticeship Programme both on and off-the-job.

In these circumstances the provider needs to list the type of evidence it will provide, as suggested above, and then at the time of the approval visit show/explain what systems/procedures it has/will put in place to ensure the accuracy and security of apprentice records.

### **Examples of evidence**

- Procedures for maintaining and updating databases (IT or manual)
- Procedures for maintaining evidence files/portfolios
- Security and access arrangements
- Organisational chart showing all assessment locations and staff
- Documented and signed agreements indicating the lines of accountability of partner organisations in relation to the management of assessment and internal quality assurance
- Records of staff having access to/having copies of all necessary documentation
- Organisational/communication flowcharts

- Written procedures/oral explanation
  - The Provider has access to the Co-ordinating ETB's access policy and assessment regulations and they are understood by staff and apprentices
  - Procedures, accommodation and equipment are fit for purpose to ensure the security of all assessment/examination and external test materials and apprentice scripts, assignments, projects or portfolios, in accordance with QQI requirements.
  - There are procedures to ensure assessments/examinations are conducted by appropriate staff in accordance with the City of Dublin ETB assessment regulations as they relate to Auctioneering and Property Services programme.
  - The apprentice will have access to a copy of the City of Dublin ETB assessment appeals procedure.
  - There are procedures to ensure that City of Dublin ETB is notified of any changes which may affect the Provider's ability to meet the approval criteria.
  - Examples of how evidence of the above list can be demonstrated:
    - Access and fair assessment policy
    - Details of security and access arrangements (safe or non-portable, lockable steel or metal cabinet, secure room/area)
    - Records of appropriate staff accessing or having copies of Assessment Regulations and any other documentation relating to the administration and conduct of assessment
    - Written/Oral explanation of procedures for notification of changes to the assessment, and/or verification team and/or other resources, etc.
  - Resources necessary to satisfy the requirements for the Apprenticeship Programme and assessment and examination are/will be identified and provided.
  - Equipment and accommodation used for assessment and examination purposes comply with the requirements of relevant health and safety legislation.
  - Accommodation is provided for apprentice undertaking assessment/examinations which is suitably quiet, in an undisturbed location, with adequate heating, lighting and ventilation and complies with the relevant rules and regulations of the Co-ordinating ETB.
  - Staff have sufficient time, resources and authority to perform their roles and responsibilities effectively.
  - A staff development Programme to support the delivery of the programme is established in line with identified needs for Teachers/Trainers/Instructors/Tutors and Mentors.
- Examples of how evidence of the above list can be demonstrated:
- Records of available resources
  - Procedures used to identify and report deficiencies to senior management

- Evidence of additional resources obtained as necessary
- Records of accommodation checks
- Equipment maintenance records/schedules including Health & Safety schedules
- Health and safety policies and audit reports
- Details of accommodation to be used
- Records of accommodation checks
- Copies of the Co-ordinating ETB Assessment Regulations
- Arrangements for assessment planning (practical assessments)
- Record of/plans for Teacher/trainer/instructor/Tutor apprentice allocation
- Internal Verifier/Teacher/Trainer/Instructor/Tutor apprentice ratios
- Procedures for staff induction (new Teacher/Trainer/Instructor/Tutor)
- Procedures for identifying and meeting staff development needs
- Records of meetings, briefings and updates
- Records of individual development plans
- Procedures for taking remedial action to support staff having difficulty.

#### 14.2.1 Physical resources

- Accommodation and equipment required to deliver the National Apprenticeship programme as validated, having regard to the number of apprentices in a class group in the off-the-job element of the programme.
- Resources necessary to satisfy the requirements for the Apprenticeship Programme and assessment and examination are/will be identified and provided
- Equipment and accommodation used for assessment and examination purposes comply with the requirements of relevant health and safety legislation
- Examples of evidence of the above
  - Details of accommodation to be used and available equipment.
  - Procedures used to identify and report deficiencies to senior management
  - Evidence of additional resources obtained as necessary
  - Records of accommodation checks
  - Equipment maintenance records/schedules including Health & Safety schedules
  - Health and safety policies and audit reports
  - Records of accommodation checks
  - Copies of The ETB Assessment Regulations
  - Arrangements for assessment planning (practical assessments)

### 14.2.2 Forms and Guidance for Completion

**The forms provided in this section should be treated as Master Documents.**

*Application for Collaborating Provider Approval for the Auctioneering and Property Services Programme (Form ETB 01)*

### 14.2.3 Guidance on Completing the Application for Collaborating Provider Approval

#### **Form ETB 01**

There is a master copy of this form at the end of this section. Please read the following guidance notes and refer to other sections of this guide as appropriate.

- Please enter the appropriate details. All formal correspondence and any documentation will be sent to the address provided **[Insert Address]** here.
- The applicant Provider will need to nominate a person(s) to be responsible for the quality assurance of the Auctioneering and Property Services Programme for which it is seeking approval and show what position that person holds within the Provider (official position). Please refer to Section 12.8.14 (Quality Assurance Personnel).
- Please ensure all fields are complete.

#### **Assessment**

Procedures are in place to ensure assessment is conducted in accordance with the requirements of the Auctioneering and Property Services Programme and by appropriately qualified and occupationally expert staff.

Examples of evidence

- Details of the assessment team, including occupational background and experience.
- CVs of assessment team.

#### **Quality assurance**

An effective system for Quality Assurance of assessment is in place.

Examples of evidence

- Documented quality assurance procedures and completed personnel organisational flowcharts covering all assessment locations and showing roles, responsibilities and reporting lines
- Documented procedures used for reviewing and evaluating quality assurance arrangements
- Certificate of Accreditation for a nationally recognised Quality Assurance Programme
- Records of meetings/reviews

The applicant provider must nominate assessment personnel to be responsible for apprentice entries and facilitation of the assessment/examinations materials for the assessment event.

Please identify the type of evidence the Provider has and will make available to City of Dublin ETB to the criteria specified (examples are listed in below).

- The items of evidence listed are examples only and alternative evidence that satisfies the criteria will be accepted.
- The Provider will not be expected to produce different items of evidence where one will satisfy a number of criteria.
- It is not a requirement to include specific evidence in the application, but it is essential that the Provider provide as much detail as possible on the form.
- It is essential that the Provider provides evidence that it can or will be able to satisfy all the criteria.

List all staff who will be training/tutoring apprentices for the Auctioneering and Property Services Apprenticeship Programme. Please tick the appropriate boxes to confirm that they have relevant experience and have current CVs which will be available for inspection by The ETB at any time required.

If there is insufficient space, please list additional names and required details on a separate sheet of paper and attach it to this form (ETB 01), making sure you have ticked the box showing you have done so.

If assessments/examinations will take place at any locations other than that listed on page one, full address(es) and telephone number(s) of the location(s) are required.

Please read the declaration in this section very carefully. Before signing, make sure full consideration has been given to the implications as a Provider. The head of the Provider must sign it.

All Providers will be subject to ongoing compliance audits with Collaborating Provider Approval criteria.

#### 14.3 *Application for Collaborating Provider Approval to deliver the Property Services.....*

(Form ETB 01)

It is preferential that this form is completed electronically.

If completing this form by hand use **black ink** and **block capitals**.

The postal address will be used for all communications	
Name of Education and Training Provider	
Address	
Telephone number	
Fax number	
Email address	

Website	
<b>Name of the Collaborating Provider's Provider Programme Leader responsible for the Quality Assurance of all the national apprenticeship programme</b>	
Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
If different from above, telephone number	
Email address	

<b>Name of the ETB Authorised Officer</b>	
Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
If different from above telephone number	
Email address	
<b>Name of person nominated to be the Quality Assurance Officer</b>	
Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
If different from above telephone number	
Email address	
<b>Please tick the appropriate box(es) to declare if your organisation has had a previous application for approval refused or withdrawn by The ETB or any awarding/examinations body</b>	
Approval Withheld	Yes <input type="checkbox"/> No <input type="checkbox"/>
Approval Withdrawn	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please provide date and details	
<b>Please tick (✓) the appropriate box to indicate whether practical assessment and/or the sitting of assessment/examinations will be conducted at any address(es) other than that specified on point one</b>	
Practical Assessment	Yes <input type="checkbox"/> No <input type="checkbox"/>
Sitting Assessments/Examinations	Yes <input type="checkbox"/> No <input type="checkbox"/>
Number of locations	
If yes, briefly describe the relationship between your organisation and the other locations	
Briefly explain the geographical spread of the locations	

<b>Is your organisation currently offering qualifications through other local or international awarding/examining bodies?</b>		
Yes <input type="checkbox"/>	No <input type="checkbox"/>	
If yes, please state the names of the main bodies concerned and the Provider number allocated		
Awarding/examining body	Provider No	
<b>Is your organisation accredited/approved/recognised by</b>		
The state education/training authorities	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Any national quality assurance programme	Yes <input type="checkbox"/>	No <input type="checkbox"/>
By any professional associations	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please state the authorities, quality assurance initiatives(s), organisation(s), agency(ies) concerned and indicate the date of your latest inspection		
Name:	Date of last inspection:	
<b>Identify the evidence you will provide to satisfy the Co-ordinating Provider Approval criteria</b>		
<b>Management and administration systems criteria</b>	<b>Evidence</b>	
<b>SC1</b> Is there a Governance system in place for quality assurance oversight of the Auctioneering and Property Services Apprenticeship Programme		
<b>SC2</b> The roles, responsibilities, authorities and accountabilities of the assessment/examination team across all assessment locations are clearly defined allocated and understood for the Auctioneering and Property Services Apprenticeship Programme		
<b>SC3</b> There are procedures to ensure effective communication between all staff involved with the administration, delivery and assessment of the programme		
<b>SC4</b> A Collaborating Provider's Provider Programme Leader has been identified to manage the day to day delivery of the programme and liaise with the Co-ordinating Provider – the ETB		
<b>SC5</b> An Authorised Officer is identified to approve employers, register apprentices and monitor employers		
<b>SC6</b> A subject matter expert is identified to screen employers for suitability to train apprentices		
<b>SC7</b> The Provider will comply with the ETB policies and procedures for equal opportunities and access to assessment		
<b>SC8</b> Procedures, accommodation and equipment are fit for purpose to ensure the security of all assessment/examination or external test materials		



and Apprentice scripts, assignments, projects or portfolios, in accordance with the ETB assessment regulations	
<b>SC9</b> There are procedures to ensure assessments/examinations are conducted by appropriate staff both on and off-the-job in compliance with the ETB Assessment regulations	
<b>SC10</b> Apprentice records and details of achievements are to be accurate, kept up to date, securely stored and available for verification and auditing by the ETB	
<b>SC11</b> There are procedures and structures in place to carry out external appeals of provisional examination.	
<b>SC12</b> There are procedures to ensure the ETB is notified of any changes which may affect the Provider's ability to meet the approved Provider criteria	
<b>Physical and staff resources criteria</b>	<b>Evidence</b>
<b>SC13</b> Resources necessary to satisfy the requirements for the Auctioneering and Property Services Apprenticeship Programme and assessments/examinations are/will be identified and provided	
<b>SC14</b> Equipment and accommodation used for assessment and examination purposes comply with the requirements of relevant health and safety legislation and as specified in the programme specification	
<b>SC15</b> Accommodation is provided for Apprentices undertaking assessments/examinations which is suitably quiet, in an undisturbed location, with adequate heating, lighting, and ventilation, and complies with the ETB assessment regulations	
<b>SC16</b> Staff have sufficient time, resources and authority to perform their roles and responsibilities effectively	
<b>SC17</b> A staff development programme to support the delivery of the programme is established in line with identified needs	
<b>SC18</b> Information, advice and guidance about qualification procedures and practices are provided to apprentices and potential apprentices	

<b>SC19</b> Apprentices' development needs are matched against the requirements of the qualification and an agreed assessment plan is established				
<b>SC20.</b> Apprentices have regular opportunities to review their progress and goals and to revise their assessment plan accordingly				
<b>SC21.</b> Particular assessment requirements of apprentices are identified and met where possible				
<b>SC22</b> Queries about the programme specification/delivery, assessment guidance or related material are recorded and notified to the Co-ordinating Provider				
<b>Assessment criteria</b>	<b>Evidence</b>			
<b>SC24</b> Procedures are in place to ensure assessment is conducted in accordance with the requirements of the validated programme and by appropriately qualified and occupationally expert staff both in the Training Location and the Employer Location in compliance with the ETB assessment regulations				
<b>SC25</b> The Training and Education Provider will comply with the ETB Quality Assurance Procedures for the Auctioneering and Property Services Apprenticeship Programme				
<b>SC26</b> Assessment decisions and practices will be regularly sampled both on and off-the-job, findings acted upon to ensure quality, consistency and fairness and records made available to the Co-ordinating Provider				
<b>Title of Programme for which Collaborating Provider is seeking approval</b>				
<b>Details of programme for which you wish to enter apprentices for assessment/examination</b>				
Title (including level if appropriate)	Programme Number(s)	Date of first assessment/examination	No. of entries (approx.)	
			Year 1	Year 2
<b>Please provide details of group size for your proposed apprentice intake</b>				
<b>Please tick if you will facilitate repeat assessment for apprentices from other Providers</b>				
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
<b>Please provide details of every Teacher/Trainer/Instructor/Tutor, Quality Assurance Officer, and Internal Verifier for the award indicated, and tick (✓) appropriate boxes to show that they have relevant experience and to confirm curricula vitae are available.</b>				

Name	IV/Ins/ Tr/M	Location Reference	Relevant Occupational/Experience	Teaching/Training Experience	Assessing Experience	CV Available for Experience
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
<b>NOTE:</b> Workplace Mentors and Employers can be notified to the ETB prior to Programme commencement						
<b>Please provide details of your proposed apprentice intake for these assessment and examinations</b>						
<b>If applicable please list names, addresses and telephone numbers of all locations at which assessments and examinations will take place</b>						
15.1 Loc Ref			15.4 Location Ref			
15.2 Loc Ref			15.5 Location Ref			
15.3 Loc Ref			15.6 Location Ref			
<b>Declaration (to be signed by Head of Provider/ETB FET Director)</b>						
<p>I declare that the information contained in this application is correct and current and that I am authorised to sign on behalf of the Collaborating Provider. The Collaborating Provider agrees that:</p> <p>This application will, if accepted by City of Dublin ETB, complement the Memorandum of Agreement between the Training and Education Provider and City of Dublin ETB, and that the Provider will submit an approval application update if there are any changes to the information in it.</p>						
Mr/Mrs/Ms/Dr			Choose an item.			
Surname						
Forename						
Official Position						
Signature						
Date						

#### 14.3.1 [Guidance on completing the Application for Collaborating Provider Approval for Cognate Programme](#)

(Form ETB 02)

**Please treat the form provided in this section as a Master Document.**

Complete the form in accordance with the following guidance notes and refer to other sections of this Collaborating Provider Approval guide as appropriate. You must submit an original and one copy of the qualification approval form and retain one copy for your records.

- 1) If you are currently a Provider of the Auctioneering and Property Services Apprenticeship Program and wish to offer another cognate program with a Co-ordinating Provider you must fill out the form in Section 12.10.2. If your organisation is already an approved Collaborating Provider for the Auctioneering and Property Services Apprenticeship Programme, please enter your Provider QQI number.
- 2) Please refer to Section 12.8.10 (Roles of key Assessment, Verification and Assessment/Examination Personnel) of this guide for information on the roles of the internal verifier, coordinator, QA manager and enter the appropriate details. Where there is only one internal verifier involved with the qualification, please enter the name as requested. In this case, he/she will need to carry out the liaison function of the internal verifier coordinator, as described in Section 12.8.17
- 3) Complete as requested.

### 14.3.2 Application for Collaborating Provider Approval for Cognate Programme

(Form ETB 02)

You should submit this form for Collaborating Provider Approval for a cognate programme with a lead provider other than the Auctioneering and Property Services Apprenticeship Programme where the form The ETB 02 should be used. It should be completed in accordance with the relevant guidance notes and the Programme Syllabus.

It is preferential that this form is completed electronically. If completing this form by hand use **black ink** and **block capitals**.

Title of Award Level and Award Code of the programme for which approval is sought	
Title	Number
Title	Number
Title	Number
Provider Details	
Name of Provider	
Provider QQI Number	
Name of the Collaborating Provider's Programme Manager to be responsible for the Programme	
Mr/Ms/Mrs/Dr	Choose an item.
Surname	
Forename	
Official Position	
Telephone Number	
E-mail Address	
Name of the Quality Assurance Officer to be responsible for the Programme	
Mr/Ms/Mrs/Dr	Choose an item.
Surname	
Forename	
Official Position	
Telephone Number	
E-mail Address	

Please tick (✓) the appropriate box(es) to declare if your organisation has had a previous application for approval refused or withdrawn by The ETB or any awarding/examinations body				
Approval Withheld		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Approval Withdrawn		Yes <input type="checkbox"/>	No <input type="checkbox"/>	
If yes, please provide date and details				
Details of the Programme you wish to offer				
Title (including level)	Programme Award Number	Date of first practical assessment (approx.)	No. of registrations (approx.)	
			Year 1	Year2

<b>Please provide details of your proposed apprentice intake for qualifications</b>				
<b>Please tick if you will facilitate repeat assessment for apprentices from other Providers</b>				
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
<b>If applicable please list names, addresses and telephone numbers of all locations at which assessment/examination will take place (a separate Form 01 must be attached for any additional location)</b>				
9.1 Loc Ref		9.4 Loc Ref		
9.2 Loc Ref		9.5 Loc Ref		
9.3 Loc Ref		9.6 Loc Ref		

**Details of each Internal Verifier/Teacher/Trainer/Instructor/Tutor/Mentor who will be involved with the qualification(s). Please provide location reference and tick (✓) appropriate box(es) to indicate that they have relevant experience and to confirm a current curriculum vitae is available for inspection**

Name	IV/Ins/Tr/M	Location Ref.	Relevant Occupational Experience	Teaching/ Training Experience	Assessing Experience	CV Available for Experience

**NOTE:** Workplace Mentors and Employers can be notified to the ETB prior to Programme commencement

**Identify the type of evidence you will present in order to satisfy the programme approval criteria**

<b>Management and administration systems criteria</b>	<b>Evidence</b>
<b>SC1</b> Is there a Governance system in place for oversight of the Apprenticeship Programme	
<b>SC2</b> The roles, responsibilities, authorities and accountabilities of the assessment/examination team across all assessment locations are clearly defined allocated and understood for the Programme qualification	
<b>SC3</b> There are procedures to ensure effective Communication between all staff involved with the administration, delivery, assessment and examination of the Programme Qualification	
<b>SC4</b> A Collaborating Provider's Programme Manager has been identified to manage the day to day delivery of the programme and liaise with the lead provider	
<b>SC5</b> An Authorised Officer is identified to approve employers, register apprentices and monitor employers	
<b>SC6</b> A subject matter expert is identified to screen employers for suitability to train apprentices	
<b>SC7</b> The Provider complies with the lead provider policies and procedures for equal opportunities and access to assessment	

<b>SC8</b> Procedures, accommodation and equipment are fit for purpose to ensure the security of all assessment/examination or external test materials and Apprentice scripts, assignments, projects or portfolios, in accordance with the lead provider assessment regulations	
<b>SC9</b> There are procedures to ensure assessments and examinations are conducted by appropriate staff both on and off-the-job in compliance with the lead provider Assessment regulations	
<b>SC10</b> Apprentice records and details of achievements are to be accurate, kept up to date, securely stored and available for verification and auditing by the lead provider	
<b>SC11</b> There are procedures and structures in place to carry out external appeals of provisional examination.	
<b>SC12</b> There are procedures to ensure the lead provider is notified of any changes which may affect the Providers ability to meet the approved Provider criteria	
<b><i>Physical and staff resources criteria</i></b>	<b><i>Evidence</i></b>
<b>SC13</b> Resources necessary to satisfy the requirements for the Programme and assessments/examinations are/will be identified and provided	
<b>SC14</b> Equipment and accommodation used for assessment and examination purposes comply with the requirements of relevant health and safety legislation and as specified in the programme specification	
<b>SC15</b> Accommodation is provided for Apprentices undertaking assessments and examinations which is suitably quiet, in an undisturbed location, with adequate heating, lighting and ventilation, and complies with lead provider assessment regulations	
<b>SC16</b> Staff have sufficient time, resources and authority to perform their roles and responsibilities effectively	
<b>SC17</b> A staff development programme to support the delivery of the programme is established in line with identified needs	



<b>SC18</b> Information, advice and guidance about qualification procedures and practices are provided to apprentices and potential apprentices	
<b>SC19</b> Apprentices' development needs are matched against the requirements of the qualification and an agreed assessment plan is established	
<b>SC20</b> Apprentices have regular opportunities to review their progress and goals and to revise their assessment plan accordingly	
<b>SC21</b> Particular assessment requirements of apprentices are identified and met where possible	
<b>SC22</b> Queries about the programme specification/delivery, assessment guidance or related material are recorded and notified to the Lead Provider	
<b>SC23</b> Any additional specified criteria relating to this award	
<b>Quality Assurance criteria</b>	<b>Evidence</b>
<b>SC24</b> Procedures are in place to ensure assessment is conducted in accordance with the requirements of the qualification and by appropriately qualified and occupationally expert staff both in the Training Location and the Employer Location in compliance with the lead provider assessment regulations	
<b>SC25</b> The Training and Education Provider will comply with the lead provider Quality Assurance Procedures for the Auctioneering and Property Services Programme	
<b>SC26</b> Assessment decisions and practices are regularly sampled both on and off-the-job, findings acted upon to ensure quality, consistency and fairness and records are made available for the purpose of auditing	
<b>Declaration (to be signed by Head of Provider/FET Director or equivalent)</b>	
<p>I declare that the information contained in this application is correct and current and that I am authorised to sign on behalf of the Provider.</p> <p>The Provider agrees that it will submit an Approval application update if there are any changes to the information in this application and, if qualification approval is given, the terms of the Collaborating Provider Approval agreement will apply.</p>	
Mr/Mrs/Ms/Dr	Choose an item.
Surname	

Forename	
Official Position	
Signature	
Date	

### 14.3.3 Guidance on completing the Approval Application Update

(Form ETB 03)

You should complete and submit an ETB 03 form whenever there has been a change affecting the information on the Application for Collaborating Provider Approval for Auctioneering and Property Services (Form The ETB 01), Application for Collaborating Provider Approval for Cognate Programme (Form The ETB 02) or a previous Approval application update (Form The ETB 03).

Complete the form in accordance with the following guidance notes and refer to other sections of this Provider guide as appropriate. Complete Section 1 of the form, then 2 and/or 3 as applicable, to indicate information has changed, and provide details in Section 4.

Please fill in the details required.

#### **Collaborating Provider Approval Update**

Complete this section if there have been changes to information previously provided by ticking (✓) the appropriate box(es).

Assessment and Examination site (2.7 on Form The ETB 03) may include changes concerning:

- The name, address or telephone number of the location

Other information (2.8 on Form The ETB 03) should include changes to information relating to the overall operation of your Provider. This may include policies, practices or procedures for:

- Managing and administering qualifications
- Equal opportunities
- Assessment and internal verification

#### **Programme approval update**

You can use this section of the form to identify:

- Changes relating to a maximum of three qualifications or groups of qualifications
- If there is insufficient space to list all the qualifications concerned, please use an additional copy of the form

Amended/additional information:

- Number all sheets submitted, as indicated in the top right hand corner, e.g. page [ 1 ] of [ 2 ].
- Complete the columns with the
  - Award details (the qualifications you are offering)
  - Reference – this is the number which corresponds to the items in sections 2 and 3
  - Amended or additional information.

The example below illustrates how this section should be completed.

Please read the declaration in this section very carefully.

Before signing, make sure full consideration has been given to the implications for your Provider. The Collaborating Provider's Programme Manager must sign it on behalf of the Provider. In signing the declaration and submitting an Approval application update, you are demonstrating your commitment to establishing and maintaining the arrangements necessary to satisfy the approval criteria.

Remember, failure to notify us of changes to the information submitted at the time of seeking Provider/Programme approval or on subsequent approval updates may result in withdrawal of Provider and/or Programme approval.

**Approval Application Update (Form ETB 03)**

Please use this form if you have already received Collaborating Provider Approval and wish to renew your application, add a new Apprenticeship Programme or notify The ETB of any other changes. It should be completed in accordance with the relevant guidance notes, the Assessment Regulations and other appropriate sections of the Provider Procedures.

It is preferential that this form is completed electronically.

If completing this form by hand use **black ink** and **block capitals**.

<b>Provider Details</b>		
Name of Provider		
Provider Number		
<b>Collaborating Provider Approval update</b>		
Please tick (✓) the appropriate box(es) if there are changes to the information you have previously provided relating to the following		
2.1 Name of Provider <input type="checkbox"/>	2.5 Name of Quality Assurance Officer <input type="checkbox"/>	
2.2 Address (new letterhead required) <input type="checkbox"/>	2.6 Name of Collaborating Provider's Programme Manager <input type="checkbox"/>	
2.3 Telephone number/fax number/e-mail address <input type="checkbox"/>	2.7 Assessment/Examination site <input type="checkbox"/>	
2.4 Name of Programme manager <input type="checkbox"/>	2.8 Other information, e.g. policies, procedures <input type="checkbox"/>	
<b>Qualification approval update</b>		
Please (✓) the appropriate box(es) if there are changes to the information you have previously provided relating to any of the following		
Programme number <input type="checkbox"/>	Programme number <input type="checkbox"/>	Programme number <input type="checkbox"/>
3.1 Internal verifier <input type="checkbox"/>		
3.2 Staff resources <input type="checkbox"/>		
3.3 Physical resources <input type="checkbox"/>		
3.4 Additional Locations <input type="checkbox"/>		
3.5 Other Locations <input type="checkbox"/>		
<b>Amended/Additional Information</b>		
The following information is submitted with reference to Section 2 and/or Section 3 on the preceding page. Please photocopy this page if more space is required and number all sheets		
<b>Programme Title and No</b>	<b>Ref(s)</b>	<b>Details</b>
<b>Declaration (to be signed by the Collaborating Provider's Provider Programme Leader on behalf of the Provider)</b>		

I declare that the information contained in this Approval application update, and provided in support of it, is correct and current, and acknowledge that, if accepted by The ETB, this application and such information shall form agreed amendments to the agreement between us and The ETB. We will submit a further Approval application update if there are any further changes to information supplied by us to The ETB.

Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
Official Position	
Signature	
Date	

#### **Application for Provider Visit (Form ETB 04)**

Please use this form only if your organisation is not currently approved to offer any Apprenticeship qualifications, and you wish to request an advisory visit.

It is preferential that this form is completed electronically. If completing this form by hand use **black ink** and **block capitals**.

<b>The postal address will be used for all future communications</b>	
Name of Education and Training Provider	
Address	
County	
Postal Address (if different from above)	
Telephone number	
Fax number	
Email	
Website	
<b>Name of person who will be responsible for the quality assurance of all the Apprenticeship qualifications/assessments/examinations your organisation intends to offer. This person will normally be the Collaborating Provider's Provider Programme Leader.</b>	
Mr/Ms/Mrs/Dr	Choose an item.
Surname	
Forename	
Official Position	
Telephone Number if different from above telephone number	
E-mail Address	

<b>Declaration (to be signed by the Collaborating Provider's Provider Programme Leader on behalf of the Provider)</b>	
I declare that the information contained in this application is correct and current and that I am authorised to request an advisory visit on behalf of the Organisation.	
Mr/Mrs/Ms/Dr	Choose an item.
Surname	
Forename	
Official Position	
Signature	
Date	

The ETB will endeavour to arrange visitation within two weeks of receipt of this application.