

## PROPERTY HEALTH CHECK LTD.

### QUALITY ASSURANCE

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## INTRODUCTION

The purpose of this document is to set out key information about Property Health Check Ltd. (PHC), in response to QQI guidelines, and to establish the preparedness of the company in applying to be a provider of QQI-approved programmes.

## PHC GOVERNANCE AND MANAGEMENT

### MISSION STATEMENT

The Mission of the Property Health Check Ltd. (PHC) is to become a nationwide provider of building survey services in Ireland, with engineering staff who are highly knowledgeable in property matters. PHC will provide engineer staff with inhouse, flexible education opportunities, and professional development programmes that reflect current and emerging knowledge and practices relevant to the learner and to the company.

PHC specialises in provision of building surveying services and related programmes of learning for staff. The company is committed to developing engineers with personal and professional knowledge and skills that will enable them take on the roles, responsibilities and challenges posed by the building services market in Ireland.

### PHC VISION

PHC's vision is to be a leading specialist building surveying company in Ireland. We will do this through:

- concentrating on our core business of providing expertise and specialist services in the area of building surveying to customers.
- developing a core group of expert engineering staff who can provide expertise and service to our customers.
- actively educating staff to become experts in a wide range of property-related areas, thereby enabling PHC to expand the range of services offered to our customers.

### PLAN OF ACTION

While PHC aims to become a nationwide provider of building surveying services, there are some challenges to be dealt with to ensure that this is possible, e.g.

- Recruitment of suitably qualified and experienced engineers
- Range of services provided by the company to support a nationwide setup

The approach identified to address these challenges includes the following: -

- Recruit engineering graduates
- Provide a training path within the company to enable engineers to gain experience, knowledge and additional qualifications
- Offer an additional range of services which engineers can be specifically trained for, e.g. BER Assessment, so that less experienced engineers can be productive whilst gaining experience in the building surveying industry
- Become a QQI-approved provider of training to support the training pathway and assist in attracting engineers to the company's employ

PHC's initial step to becoming a provider of QQI-approved courses in areas relevant to building survey services is to prepare to train our engineering staff in BER Assessment. When engineers are qualified assessors this service will be added to the suite of services PHC offer the public.

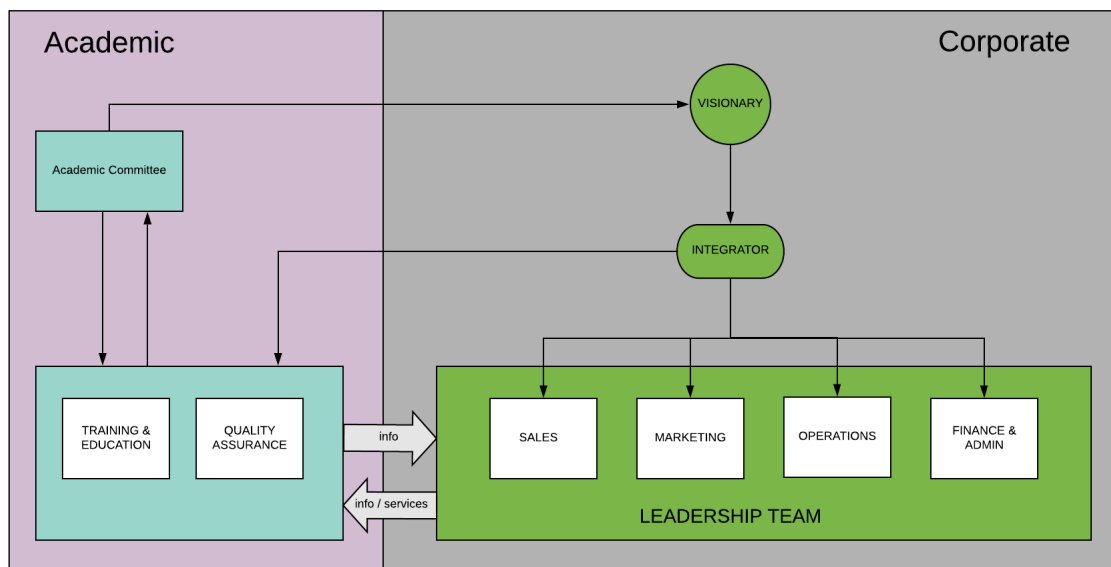
We are currently in the process of identifying other services and training which would support the PHC growth and education plan, including training in Pyrite, Asbestos, Radon, etc.

## ORGANISATIONAL STRUCTURE

Property Health Check Ltd. is an independent company and provider of building survey services. The company is owned and run by Peter Sweeney and Stella Moran (Directors). There are currently 13 permanent staff members.

The governance structure of the company is shown in Figure 1.

The training arm of the company was established in 2020 to be a distinct structure with Academic governance in place as distinct from the Corporate governance structure overseeing the property services element of the company business.



**Figure 1: Property Health Check Ltd. Governance Structure as at November 2020**

## PROGRAMMES OF EDUCATION AND TRAINING

### BACKGROUND

PHC sees the ongoing education and training of staff as a vital component of reaching our goal of expanding the company to become a nationwide provider of building survey services in Ireland. The company currently provides in-depth on-the-job training for engineers and plans to extend that training to include QQI-approved programmes, training engineers to a nationally recognised standard.

PHC provides programmes of education and training to employees only.

### TRAINING & EDUCATION STRUCTURE

An overview of the team and committee structure employed in the provision of QQI-approved programmes can be found in Appendix 1

### TRAINING & EDUCATION TEAM

The Training & Education team are responsible for the management of QQI-approved training and education programmes for PHC employees. The team currently consists of qualified and experienced engineers.

Training will be provided by employees with appropriate subject-matter expertise. Employees will also undertake a Train the Trainer programme prior to training other PHC staff.

The team's terms of reference can be found in Appendix 6.

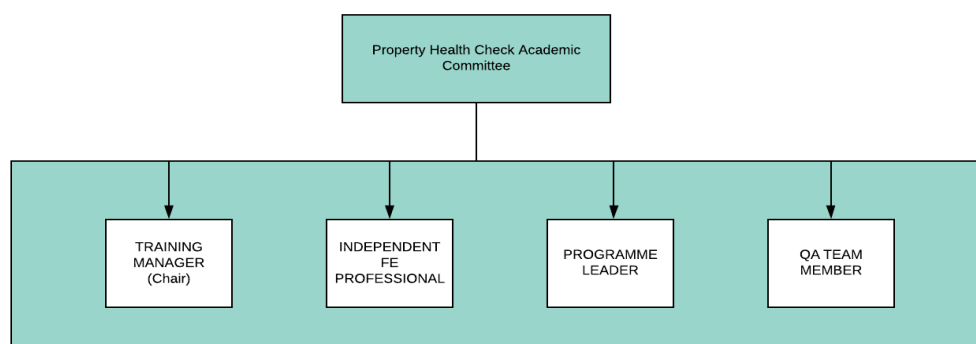
### QUALITY ASSURANCE TEAM

The Quality Assurance Team are responsible for the documentation and maintenance of the quality assurance system for the company. Participating in the academic committees within PHC they are an integral part of the development and management of the quality system and they will promote a quality culture within the organisation.

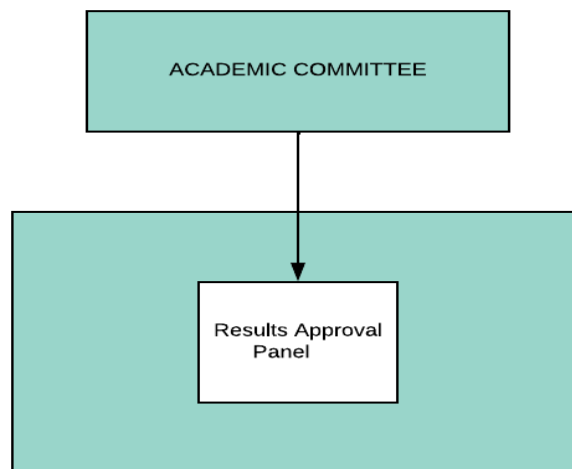
The team's terms of reference can be found in Appendix 7.

### ACADEMIC COMMITTEE

Academic governance is provided by the Academic Committee, which consists of relevant internal and external members distinct from the property services arm of Property Health Check. The Academic Committee will be chaired by the Training Manager.



**Figure 2: Academic Committee**



**Figure 3: Governance Structure relating to Training**

The Results Approval Panel is responsible for ensuring that learner results are approved in a fair and consistent manner.

Terms of reference for the Academic committee and Results Approval Panel can be found in the appendices.

Information on the Roles of external parties involved in the committees can also be found in the appendices.

## PROGRAMME DEVELOPMENT

PHC wish to deliver training programmes to complement our existing building surveying business. The initial programme(s) will be Common Awards System (CAS) courses with existing specifications. The company may wish to provide additional training in the future beyond a CAS course.

### PLANNING

The opportunity for a product / service in the marketplace and its relevance to PHC is assessed by the Leadership Team.

The need for a training programme(s) may be identified by the Leadership Team. Any proposals for training programme(s) must be approved by the Academic Committee before proceeding.

Benchmarking against other similar companies, training providers, programmes will be undertaken as part of the planning process.

The programme development model which will be employed in PHC can be seen in Figure 4 below.

### DESIGN

Development of the programme is undertaken by the Training and Education department, with input from the QA team and external parties. Following approval by the Academic Committee, the final programme design is submitted to QQI for approval.

## IMPLEMENT

The implementation of the programme will be undertaken by the Training & Education team. Firstly, employees are trained and qualified to the relevant standard to enable them to deliver training to other staff members. They are also required to undertake and pass a Train the Trainer course in advance of providing training to other members of staff.

As trainers, engineers will review the existing component specification for the award and review the learning outcomes defined.

Content will be generated and added to the PHC learning management system for delivery to learners.

The training will take place at face-to-face sessions and in the workplace, while course material is available online on the company's Learner Management System. Trainers will conduct training and assignments on-site as they go through their work schedule, using properties being surveyed to illustrate the content and may form part of the assignment material during the training.

Trainee engineer feedback will be gathered and taken on board to feed into monitoring and measuring processes.

Customer feedback will also be gathered and fed into the monitoring and review process so that our training and service can be fine-tuned.

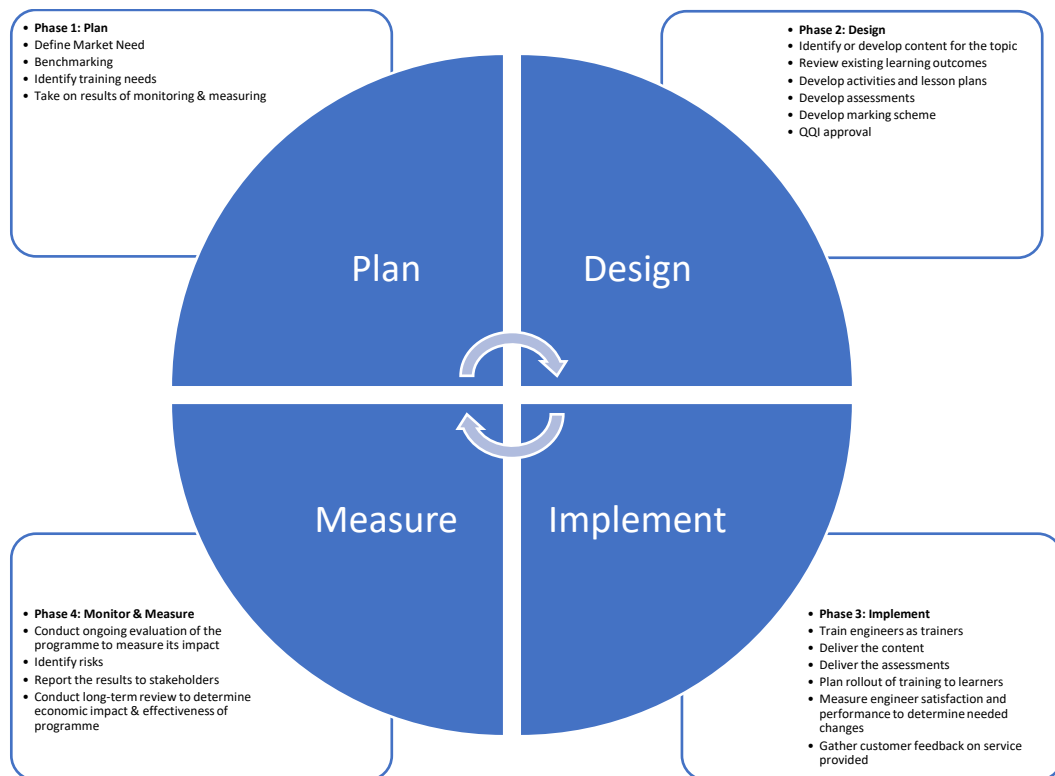
## MONITOR & MEASURE

Ongoing monitoring is built into existing company procedures. These company procedures include regular reviews of our services based on feedback from clients and other stakeholders. The PHC culture is one of continual self-evaluation and process improvement which will be applied to new processes introduced around the provision of QQI approved training.

Monitoring of processes and feedback will be conducted on an ongoing basis by the Training & Education team. Quarterly reviews of all aspects of training programmes delivered will be conducted by the Academic Committee and any required actions for improvements will be included in the Academic Committee action plan.

See Appendix 11 for further information, Programme Development Procedure





**Figure 4: Developing a Programme – Common Awards System**

## LEARNER ADMISSION, PROGRESSION AND RECOGNITION

Training of staff is important to PHC and as such a discussion on the expectations of a staff member to partake in training and continuous upskilling is a key part of the recruitment process.

### Admission

Admission to programme(s) is restricted to PHC employees.

Participation in further training and education may be part of the employees work contract, which consists of: -

- Job Description
- Statement of Terms & Conditions of Employment
- Employee Handbook

Should an employee be required to undertake a specific training programme(s), this will be included in their Statement of Terms & Condition of Employment.

If specific training is not included in the work contract, additional training may be offered by PHC or requested by an employee. Entry to a QQI-approved programme will be discussed between the employee and line manager in the first instance.

To be offered a place on a QQI-approved programme an employee must: -

- satisfy the minimum educational entry criteria
- have minimum 1 year experience in the company
- be working in a related discipline in the company

- be proposed/approved by your Line Manager
- be approved by the Training Manager

### Progression

Progression and transfer routes for learners within PHC, where relevant, will comply with QQI guidelines.

### Information Provision

The PHC Learner Handbook provides full information on QQI-approved training provision within the company. See the PHC Learner Handbook.

Additional information for learners is also available specific to each programme. See Appendix Information for Learners - Sample.

## STAFF RECRUITMENT MANAGEMENT AND DEVELOPMENT

Staff recruitment is managed by the Company Directors, while ongoing human resource processes are carried out by an external HR company. The Academic Committee review and approve the appointment of staff involved in academic processes.

The minimum educational standard required for an engineer to be hired by PHC is BSc in Building Surveying. The further development of engineers employed by PHC is of the utmost importance to the future development of the company. The training and education that engineers will undergo will be planned and implemented by the Training & Education department under the management of the Training Manager.

Engineering staff who are designated to become trainers will undergo external training, as required, to attain the relevant standard and skills for teaching others, if that cannot be provided inhouse.

Clear goals are set for staff and monitored on a regular basis as part of the ongoing staff meeting system in place within the company.

PHC staff undergo an annual performance review, consisting of a meeting with the Line Manager to impart feedback to staff members on their strengths and on areas requiring improvement, which can then be planned for and addressed.

See appendices for further information on Staff Recruitment, Management and Development.

## TEACHING AND LEARNING

Teaching of courses will be undertaken by employees with the appropriate qualification(s). The teaching will incorporate blended learning approaches (see Appendix 15 – Blended Learning in PHC). The teaching will take place in a variety of ways: -

1. The trainer and learner(s) will have face-to-face time allocated throughout a 4-week period
  - This time may be located in the PHC office or take place via Ms Teams meeting(s)
  - The course will start with the trainer introducing the course and ensuring the learner knows the outline and expectations of the course, assignments and exams, and deadlines for such assignments and exams.
  - Initial theory will be covered with the trainer
  - The trainer will be available on a one-to-one basis to provide support and guidance to the learner for the duration of the course.
2. The learner will be allocated time to cover online content and assigned the content to cover by the trainer.
  - Online content, quizzes and assignments will be provided through access to the PHC Learner Management System
3. The learner may accompany the trainer for on-site work experience
  - The learner and trainer to work together on-site where relevant to the programme being undertaken.

See also Appendix 14 for the procedure on monitoring of teaching and learning in the company.

## ASSESSMENT OF LEARNERS

Learners undertaking any QQI-approved training programme within PHC will be assessed throughout the course. For example, in relation to the BER Assessment programme, which may be the first training programme to be offered, four assignments will be undertaken by the learner, followed by a theory exam and a practical exam to take place at the end of the course.

### ASSESSMENT TECHNIQUES

Assessments are designed by the Training & Education team. Assessment techniques which will be employed include assignments and examinations. The table below shows how this could be applied using the example of providing a BER Assessment (Dwellings) training course.

Assessment Technique	Assessment Detail	Learning outcomes assessed
Assignments	Assignment briefs prepared for 4 assignments to be undertaken by learners	The assignments will test the learners' knowledge, know-how, skill and competence in the areas being taught during the course duration.
Examination 1	Examination paper developed with examination questions, including also instructions for the learners	A theory-based examination which will assess the knowledge of the learner in key areas, e.g. EU and national legislation in the area of the Energy Performance of Buildings Directive, Building Regulations, Part L and other relevant Building Regulations, BER assessor Code of Practice.
Examination 2	The learner will undertake a BER assessment and review of a property as presented by the trainer. A report template has been defined and this report and the BER certificate to be produced by the learner for review.	A skills demonstration will test the knowledge and skills of the learner to undertake relevant analysis of a property and, with reference to legislation and SEAI guidelines produce a BER certificate and guidance for clients in relation to the energy performance of their property.

Assessments will be marked and graded by the trainer assigned to the learner. To ensure accuracy and consistency of marking, the marked assessments will be reviewed by a reviewer, another qualified member of the Training & Education team.

Finally, results will be internally verified and externally authenticated before being presented to the Results Approval Panel for final approval before certification is requested from QQI.

Appendices provide further information from an overview of the assessment process to details of all aspects related to assessment in PHC.

## SUPPORTS FOR LEARNERS

When it is confirmed that a learner is to undertake a PHC training course they will be provided with the Learner Handbook, information related to the programme and individual access to the Learning Management System.

Learners have access to online content for their training course from the PHC Learning Management System. In addition to content, lesson plans and quizzes will be available to guide them through the content to be covered.

Learners will have one-to-one training and mentoring from a qualified PHC employee, who is available to provide tutoring, support and guidance during the training period. This support to include training and support in the use of technologies being used that are new to the learner, e.g. Learner Management System, MS Teams, etc.

In addition, learners have access to the wider team of PHC staff with whom they interact on a regular basis and from whom they can gain knowledge throughout their training and employment time in the company.

Should learners have need of specific additional resources this should be raised with their assigned tutor in the first instance.

As employees of PHC, learners will have access to basic requirements such as company laptop/PC, phone(s), company network, etc. which are part of their conditions of employment.

## OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

Property Health Check understands the need to make appropriate use of external persons who are independent of the company and who are expertly qualified to make relevant national and international comparisons.

PHC'S processes include the following external input in key elements of the training development and delivery process: -

- External Authentication included as part of the assessment process.
- External party is included in the Results Approval Panel
- Programme development, design and monitoring to include input from external sources (e.g., relevant industry body (e.g. SEAI), customers, etc.)
- An External Evaluator is included as part of the 5-yearly Self Evaluation process.
- The Academic Committee includes an external independent presence, with expertise in Further Education.

## SELF-EVALUATION, MONITORING AND REVIEW

PHC have in place a system of self-evaluation, monitoring and review built into the existing company culture.



**Figure 5: Development and improvement of PHC Products and Services**

With the planned introduction of a new training arm to the business, i.e. provision of QQI approved courses to PHC staff, a similar, but independent, structure will apply in relation to the development and continual improvement of processes in relation to education and training, see Figure 6 below.



### ***Figure 6: Development and improvement of Education and Training Programmes***

Monitoring takes place on an ongoing basis by gathering feedback from learners, trainers and ultimately clients receiving our services.

The results approval process and training reviews carried out by the Academic Committee ensure that all aspects of training are reviewed at least after the completion of each course.

In addition, the company will conduct a self-evaluation every 5 years. For the Self-Evaluation and Improvement of Programmes and Services process see Appendix 28.

## **INFORMATION AND DATA MANAGEMENT**

Information about the progress of learners through a QQI-approved course is held on the Learner Management System. Additional information and data relating to the process of providing courses, e.g., internal verification reports, minutes of meetings, etc. will be held on the company network. See Appendix 27.

Planning and tracking software, Ninety.io, is used by PHC to track all elements of projects / work agreed for all staff in the company.

Property Health Check comply with GDPR requirements in relation to the management of personal data.

- Our Privacy Policy is available from [www.propertyhealthcheck.ie](http://www.propertyhealthcheck.ie).
- The Employee Handbook, together with the PHC Learner Handbook includes a Privacy Notice as it applies to staff and states how employee data will be used and protected.

Data security and information systems management are undertaken by ITS Ireland on behalf of Property Health Check Ltd.

## **PHC MEETINGS**

The regular meetings that are held in PHC are listed below. This meeting structure will remain in place, with an additional agenda item of Training & Education to be covered at each meeting to ensure related issues are raised, considered and planned for.

PHC are committed to operating a learning culture within the organisation and staff are encouraged to give feedback and suggestions at the regular weekly meetings held to ensure we are continually improving products, services and training.

The feedback and review systems in place to gather information from learners, trainers, clients, etc. will provide input to the established meeting structure where action plans for improvement will be developed and recorded.

- Weekly meetings are held between a Line Manager and team to monitor and review processes, skills and knowledge. Client, or other external feedback is also discussed in this forum, as appropriate. Meetings will also incorporate issues of training, education and work placements of staff, where relevant. The meetings feed into a continual process and knowledge improvement system.



- Weekly Leadership Team meetings are held to discuss overall company matters including strategy, finance, staffing, etc. In addition, formal quarterly and annual planning meetings are held. Meetings feed into a continual planning and process improvement system.
- Quarterly meetings to be held in relation to Training & Education team include the following:
  - - Results Approval Panel (and related) meetings
    - Academic Committee meetings
- The Self-Evaluation process will include meetings in line with the self-evaluation procedures, to be undertaken every 5 years.

Action items resulting from all meetings are recorded on the company tracking software, Ninety.io, where responsibility and deadlines for each item are assigned.

## TABLE OF APPENDICES

Appendix #	Category	Description
1	Governance	Committee and Team Structure
2		Academic Committee Terms of Reference
3		Results Approval Panel Terms of Reference
4		Roles of External Members of Academic Committees
5		Training & Education Team Terms of Reference
6		Quality Assurance Team Terms of Reference
7	Training & Education Structure	PHC Learner Journey
8		Training an Employee to be a Trainer
9	Programmes of Education & Training	Programme Development Procedure
10	Staff Recruitment, Management & Development	Staff Recruitment Process
11		Staff Management and Development Process
12	Teaching and Learning	Teaching and Learning Procedure
13		Blended Learning in PHC
14	Assessment of Learners	Assessment Process Overview
15		Assessment Process
16		Marking Sheet - Sample
17		Results Summary Sheet
18		Internal Verification Procedure
19		Internal Verification Report
20		External Authentication Procedure
21		External Authenticator Terms of Reference
22		External Authentication Report
23		Results Approval Process
24		Appeals Process
25	Supports for Learners/ Public Information& communication	Learner Complaints Process
26		Information for Learners - Sample
27	Information and Data Management	Information and Data Management
28	Self-Evaluation, Monitoring & Review	Self-Evaluation Procedure
29		Training Review Form (Learner)
30		Training Review Form (Trainer)

## APPENDIX 1 – PHC Team & Committee Structure (Training) Overview

Group/Team/Committee	Membership by role	Decision making authority	Line of reporting		Quorum	Meeting Frequency
			In	Out		
Training & Education (T & E) Team	Trainer / Assessor	Training Manager	Trainer Reviewer Assessor	Training Manager	3	Weekly
	Reviewer	Training Manager	Reviewer	Learner		
Q A Team	Quality Assurance  Monitor and Review	Training Manager	Trainer Learner T & E meeting minutes	Academic Committee Training & Education Team	3	Weekly
Results Approval Panel (RAP)	T & E Team member  QA team member  Independent subject matter expert  Independent FE Professional	Majority decision of Results Approval panel	T & E Team Internal verification report External Authenticator's report	T & E Team Academic Committee	3	As required
Academic Committee	Training Manager  QA Team member  Programme Leader (TE Team)	Majority decision of Academic Committee	Learner Customer T & E Team – Trainer, Reviewer, Assessor, Developer QA Team RAP Report	Visionary QA Team T & E Team External Evaluator QQI	3	Quarterly

	Independent FE Professional		External sources of information, e.g. industry, training			
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## APPENDIX 2 - PHC Academic Committee

<b>Responsibilities</b>	<i><b>The Academic Committee is responsible for the governance and management of the academic aspect of education and training programmes delivered by Property Health Check.</b></i>
<b>Membership</b>	<p>Training Manager (Chair)</p> <p>Programme Leader</p> <p>QA Team Member</p> <p>External Independent Professional (Further Education)</p>
<b>Terms of reference</b>	<p>The Academic Committee acts as an independent oversight committee created by the Leadership Team of Property Health Check to provide the primary internal guidance and authority on academic affairs in the company.</p> <p>The Academic Committee (AC) will be chaired by the Training Manager. The AC are responsible for the following: -</p> <p><i>General</i></p> <ul style="list-style-type: none"> <li>• Governance of all academic matters</li> <li>• Monitoring, review and ongoing improvement of all QA policies and procedures</li> <li>• Appoint, review, and monitor functioning of academic governance structure</li> <li>• Modification of governance structure when and if required</li> <li>• Finalise and ratify decisions relating to the work of Results Approval Panel</li> <li>• Appoint and approve external members</li> <li>• Prepare and present an annual Action Plan for the Academic Committee for submission to the PHC Visionary and Integrator</li> </ul> <p><i>New Programmes</i></p> <ul style="list-style-type: none"> <li>• To review and agree new programme proposals</li> <li>• Review Research in support of new programmes proposed</li> <li>• Review and approve new programme submission documents prior to submission to QQI</li> </ul> <p><i>Assessment</i></p> <ul style="list-style-type: none"> <li>• To review and decide on student appeals relating to assessment outcomes (grades/marks);</li> <li>• To review and decide on student complaints relating to assessment methodology and/or implementation;</li> <li>• Approve appointments of external party(ies)</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor the implementation of QQI guidelines, policy and regulations pertaining to the assessment of learners.</li> </ul> <p><i>Ongoing monitoring</i></p> <ul style="list-style-type: none"> <li>• To review the findings and approve of changes generated by the ongoing monitoring procedures relating to academic matters, i.e., module content, teaching &amp; learning strategies and assessment</li> <li>• Review delivery of training programme(s)</li> <li>• Conduct benchmarking against similar programmes / organisations, to include             <ul style="list-style-type: none"> <li>• Learner numbers and profiles</li> <li>• Programmes studied</li> <li>• Modules studied</li> <li>• Numbers achieving certification</li> <li>• Grade averages achieved</li> </ul>             Compare benchmarking outputs against national statistics, where available           </li> <li>• Discuss / suggest improvements to programme(s), processes, etc.</li> <li>• Approval of QA reports prior to publication</li> <li>• Approval &amp; review of mechanisms for stakeholder consultation</li> </ul> <p><i>Self Evaluation</i></p> <p>Self-Evaluation, every 5 years, of all aspects of providing QQI-approved training to PHC staff to ensure continued validation as a QQI provider.</p> <ul style="list-style-type: none"> <li>• Gather information to input to the self-evaluation process, e.g.             <ul style="list-style-type: none"> <li>○ Feedback from learners, trainers, customers</li> <li>○ Internal verification reports</li> <li>○ Complaints / appeals</li> <li>○ Training Review statements</li> <li>○ Minutes of meetings / Action plans</li> </ul> </li> <li>• Complete QQI self-evaluation Checklist</li> <li>• Review all aspects of training using QQI gap-analysis template e.g.             <ul style="list-style-type: none"> <li>○ Programme design</li> <li>○ Programme delivery</li> <li>○ Assessment process</li> <li>○ Training outcomes for staff</li> <li>○ Impact of training on delivery of PHC business</li> </ul> </li> <li>• Produce self-evaluation report</li> <li>• Suggest improvements to processes</li> <li>• Produce Programme Improvement Plan</li> <li>• Present drafts of the Self-Evaluation report and Programme Improvement Plan to the External Evaluator</li> <li>• Present approved documents to QQI</li> </ul>
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	<p><i>Appointment of Independent FE Professional</i></p> <p>The PHC Leadership Team are responsible for the appointment of the Independent FE Professional to the Academic Committee.</p>
<b>Quorum</b>	<p>3</p> <p>(The independent education professional member must be present)</p>
<b>Frequency of Meeting</b>	<p>Quarterly</p>
<b>Decision-making authority</b>	<ul style="list-style-type: none"> <li>○ Majority decision of Academic Committee</li> <li>○ If the votes for and against a proposal are equal , the Chairperson has an additional casting vote as Chair.</li> </ul>
<b>Inputs</b>	<p>Learner</p> <p>Customer</p> <p>T&amp;E Team</p> <p>QA team</p> <p>Results Approval Panel</p> <p>External Evaluator</p>
<b>Outputs</b>	<p>Approvals</p> <p>Reviews</p> <p>Complaints / Appeals decisions</p> <p>Self-Evaluation Report</p>
<b>Outputs communicated to</b>	<p>Visionary</p> <p>Training &amp; Education team</p> <p>Quality Assurance team</p> <p>Learner (re Appeals)</p> <p>QQI, where relevant</p> <p>External Evaluator</p>

## APPENDIX 3 - PHC Results Approval Panel

<b>Responsibilities</b>	<i>Ensuring that learner results are approved in a fair and consistent manner. The panel will ensure that results are fully quality assured and signed-off prior to submission to QQI for certification.</i>
<b>Membership</b>	<p>The Results Approval Panel (RAP) consists of the following personnel: -</p> <p>Training Manager</p> <p>Trainer</p> <p>Independent subject matter expert (Chair)</p> <p>External Authenticator</p>
<b>Terms of reference</b>	<p>Review provisional learner results and evidence</p> <p>Review internal verification report</p> <p>Review External Authenticator's report</p> <p>Approve / sign-off on learner(s) assessment results</p> <p>Discuss / suggest improvements to processes and/or highlight concerns. Include in the RAP report and highlight to the Academic Committee</p> <p>Produce a report confirming approval of assessment results presented to the Panel and noting any issues</p> <p>Notify learners of approved results, including information on the opportunity to appeal</p> <p>Store the internal verification, external authentication, and RAP reports. These reports to be made available to QQI on request</p>
<b>Inputs</b>	<p>The information to be available to the Results Approval Panel is: -</p> <ul style="list-style-type: none"> <li>• Provisional learner results</li> <li>• Learner evidence</li> <li>• Programme / component information</li> <li>• Internal Verification Report</li> <li>• External Authenticator's Report</li> </ul>



<b>Quorum</b>	3 (At least one independent member of the committee – subject matter expert or external authenticator – must be present)
<b>Decision-making authority</b>	<ul style="list-style-type: none"> <li>○ Majority decision of Results Approval Panel</li> <li>○ If the votes for and against a proposal are equal, the Chairperson has an additional casting vote as Chair.</li> </ul>
<b>Frequency of Meeting</b>	Quarterly or as required
<b>Outputs</b>	RAP report
<b>Outputs communicated to</b>	Learner Academic Committee QQI for certification

## APPENDIX 4 - PHC Roles of External Members of Academic Committees

Committee	Position	Role	Criteria for Selection	Appointed By	Term of Office
Academic Committee	Independent Further Education Professional	<p>To provide an expert, independent and external voice on academic matters within the organisation.</p> <p>To provide leadership to the Academic Committee which is responsible for oversight and management of all academic activities within PHC.</p> <p>Ensuring that the organisation is seeking to implement strategies to enhance quality on an ongoing basis.</p> <p>Ensure the programme(s) provided are consistent with national standards for similar programmes.</p> <p>To chair the Academic Committee ensuring that the work of the committee is conducted in a professional, impartial, and fair manner, and in compliance with QQI requirements.</p>	<ul style="list-style-type: none"> <li>• Independent from PHC</li> <li>• Should have experience / involvement in further education and training</li> <li>• Must have education, training / industry expertise in the broad subject area of the programme(s)</li> <li>• Experience in application of QA systems in education and training</li> </ul>	<p>Visionary</p> <p>Approved by the Leadership Team</p>	<p>3 years</p> <p>To serve no more than 2 terms</p>
Results Approval Panel	Independent subject matter expert	To provide independent review of the internal results approval process within the company, ensuring fairness and	<ul style="list-style-type: none"> <li>• Independent from PHC</li> </ul>	Training Manager	3 years

		consistency in the assessment of PHC learners.	<ul style="list-style-type: none"> <li>• Expertise in the subject matter(s) being approved</li> <li>• Experience in assessment at further education level</li> </ul>	Approved by the Academic Committee	To serve no more than 2 terms
Results Approval Panel	External Authenticator	To provide independent confirmation of fair and consistent assessment of learners in line with QQI requirements and national standards.	<ul style="list-style-type: none"> <li>• Independent from PHC</li> <li>• Expertise in the subject matter(s) being approved</li> <li>• Experience in assessment at further education level</li> </ul>	Training Manager  Approved by the Academic Committee	3 years  To serve no more than 2 terms

All external persons involved in the provision of training and education within PHC are bound by strict confidentiality.

## APPENDIX 5 - PHC Training & Education Team

<b>Responsibilities</b>	<p>Development and design of QQI-approved courses, including course content and assessment instruments</p> <p>Delivery of QQI approved course(s) to PHC staff</p> <p>Assessment of learners</p> <p>Monitoring and review of programmes and assessments</p> <p>Commitment to continual improvement of quality-assured programmes</p> <p>Participation in academic committees as appropriate – Academic Committee and Results Approval Panel</p>
<b>Terms of reference</b>	<p><b><i>Programme Development</i></b></p> <p>Research and develop new programme proposals</p> <p>Design new course(s) in line with programme approval provided by the Academic Committee.</p> <p>Develop learning outcomes for the programme. Base the learning outcomes on those outlined in the documented component specification of Common Award System courses as relevant.</p> <p>Develop course materials and content for programmes.</p> <p>Define the expected learner workload for the programme.</p> <p>Keep up to date with industry guidelines/knowledge relating to programme(s) provided and ensure content is updated</p> <p><b><i>Teaching &amp; Learning</i></b></p> <p>Assign trainer to each learner</p> <p>Train PHC staff in QQI approved course(s), including: -</p> <ul style="list-style-type: none"> <li>• Provide introduction to the programme – overview, content, use of LMS, assessments and final assignments together with deadlines</li> </ul>

	<ul style="list-style-type: none"> <li>• Deliver face-to-face portion of the course content</li> <li>• Co-ordinate and schedule the work experience component of the programme. Before the work placement part of the programme the Trainer and Learner, working together, will document a Learning Contract. The Learning Contract will clarify the objectives of the work placement by defining the following: -</li> </ul> <table border="1" data-bbox="544 528 1350 784"> <tr> <td data-bbox="544 528 951 640"> <b>Intended Outcomes</b>  Identify learning goals in conjunction with your Trainer </td><td data-bbox="951 528 1350 640"> <b>Resources and Strategies</b>  What the learner will do to achieve these outcomes </td></tr> <tr> <td data-bbox="544 640 951 784"> <b>Evidence</b>  How the learner will demonstrate achieving the outcomes </td><td data-bbox="951 640 1350 784"> <b>Assessment Criteria</b>  Negotiated / standard </td></tr> </table> <ul style="list-style-type: none"> <li>• Communicate with the learner throughout the delivery period of the programme.</li> <li>• Provide support to the learner throughout the programme</li> <li>• Monitor progress of learner throughout the programme</li> </ul> <p><b><i>Assessment of Learners</i></b></p> <p>Develop assessments for approved QQI courses, including: -</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Marking scheme</li> <li>• Assessments e.g. assignments, exams, etc.</li> </ul> <p>Members of the T&amp;E team will have a variety of roles in the assessment of learners, e.g. Assessor, Reviewer and Appeal Assessor. Activities to include: -</p> <ul style="list-style-type: none"> <li>• Mark learner assignments and assign grades</li> <li>• Review the grading of learner assignments</li> <li>• Produce internal verification report. Report to be peer-reviewed within the team before submitting to the Results Approval Panel.</li> <li>• Report to the Results Approval Panel (RAP) on results awarded to learners</li> <li>• Participate in the RAP, in line with the results approval process</li> </ul>	<b>Intended Outcomes</b> Identify learning goals in conjunction with your Trainer	<b>Resources and Strategies</b> What the learner will do to achieve these outcomes	<b>Evidence</b> How the learner will demonstrate achieving the outcomes	<b>Assessment Criteria</b> Negotiated / standard
<b>Intended Outcomes</b> Identify learning goals in conjunction with your Trainer	<b>Resources and Strategies</b> What the learner will do to achieve these outcomes				
<b>Evidence</b> How the learner will demonstrate achieving the outcomes	<b>Assessment Criteria</b> Negotiated / standard				

	<ul style="list-style-type: none"> <li>Assist in the processing of appeals from learners, reporting to the Academic Committee</li> </ul> <p><b>Academic Committees</b></p> <p>T&amp;E team members will participate in one or more of the academic committees as appropriate</p> <p><b>Information and Data Management</b></p> <p>Develop the use of the PHC Learner Management System</p> <p>Manage the PHC Learner Management System, including content, assessments, progress of learners, learner assignments, awards, engineer records of learning</p> <p>Keep records of learner details, assignments, results, awards</p> <p><b>Monitoring and Review</b></p> <p>Gather feedback from the learner at the end of the programme and provide to the QA team</p> <p>Provide trainer feedback to QA team at the end of each programme</p> <p>Participate in the regular review of training programmes, content and delivery.</p> <p>Participate in the regular review of programme assessment as part of the Results Appeal Committee.</p> <p>Participate in the cyclical process of Self-Evaluation</p> <p>Manage, track and action process improvements relating to programmes in line with suggestions of the academic committee outputs.</p>
<b>Roles</b>	<p><b>Training Manager</b></p> <ul style="list-style-type: none"> <li>Manage T &amp; E team</li> <li>Manage resource allocation - Trainers, Assessors, Programme Leaders, Quality Assurance</li> <li>Liaise with Visionary and Integrator</li> </ul>

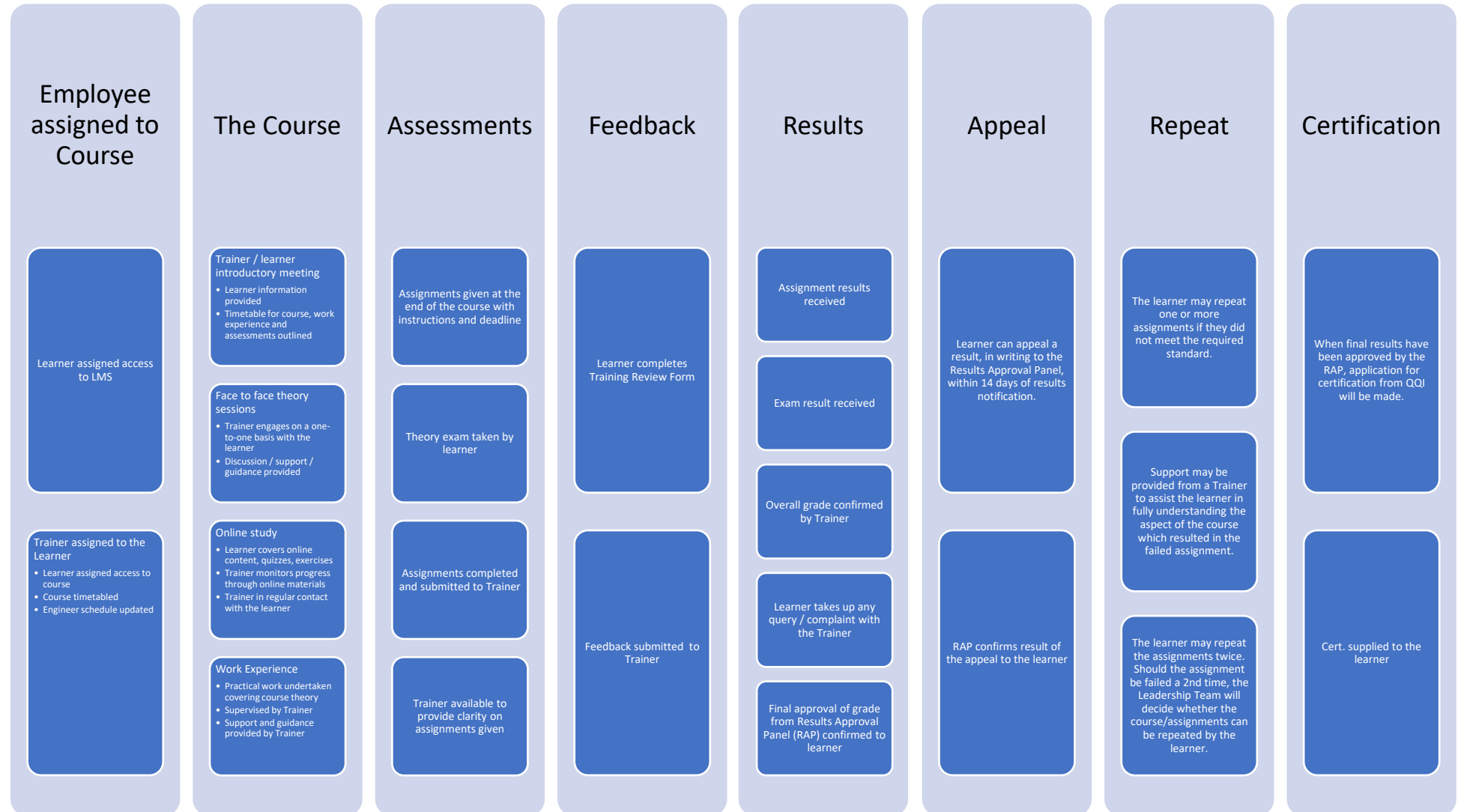
	<ul style="list-style-type: none"> <li>• Manage QA team</li> <li>• Manage relationship with key stakeholders</li> <li>• Provide a link between the Visionary and Academic Committee</li> <li>• Manage non-academic learner issues – supports, access, data, etc.</li> <li>• Approve new programme trainers</li> <li>• Oversee certification process</li> <li>• Oversee the implementation of QA policies and procedures</li> </ul> <p><b><i>Programme Leader</i></b></p> <ul style="list-style-type: none"> <li>• Report on programme(s) to the Academic Committee</li> <li>• Research and develop new programme proposals</li> <li>• Keep abreast of learning and industry changes relating to the programme(s)</li> <li>• Manage sources of programme feedback</li> <li>• Organise Programme Reviews</li> <li>• Be a point of contact for learners/trainers/assessors/etc. with academic issues</li> <li>• Apply for certification for learner from QQI</li> </ul> <p><b><i>Trainer / Assessor / Reviewer / Appeal Assessor</i></b></p> <ul style="list-style-type: none"> <li>• Participation in programme design and development</li> <li>• Programme delivery – including face to face delivery, induction, mentoring, learner support</li> <li>• Programme assessment – in line with QA procedures</li> <li>• Assessment review – peer review of assessment results</li> <li>• Preparation of internal verification report</li> <li>• Work as part of a team with other trainers, management QA plus collaborative education and training partners</li> <li>• Assist in the development of policies and procedures related to programme development and delivery</li> <li>• Engage in appropriate continual professional development</li> <li>• Assist the Academic Committee in the assessment of appeals</li> </ul>
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## APPENDIX 6 - PHC Quality Assurance Team

<b>Responsibilities</b>	<p>Development and maintenance of quality assurance document relating to QQI-approved training provided by PHC</p> <p>Communication of quality assurance processes to all PHC staff</p> <p>Documentation of PHC QA processes</p> <p>Promotion of quality culture in PHC</p> <p>Ensures QQI guidelines are adhered to within PHC</p>
<b>Terms of reference</b>	<p>Develop QA system relating to the provision of QQI-approved training and education</p> <p>Document and maintain QA system and processes</p> <p>Communicate QA processes to PHC staff</p> <p>Ensure QA is integrated into existing and new processes</p> <p>Participate in training &amp; education-related committees, as relevant, e.g.</p> <ul style="list-style-type: none"><li>• Academic Committee</li><li>• Results Approval Panel</li></ul> <p>Conduct QA self-evaluation in line with QQI guidelines</p> <p>Reports into the Training Manager</p> <p>Reporting QA findings to the Academic Committee</p> <p>Continual process improvement</p>



## APPENDIX 7 – PHC Learner Journey



## APPENDIX 8 – PHC Training an Employee to be a Trainer

<b>Procedure</b>	<b>Training a PHC Employee to be a suitably qualified <u>trainer</u> of a QQI – approved course</b>
<b>Assignment of responsibility</b>	<p>Selection and approval to involve Employee, Line Manager and Training Manager</p> <p>Training &amp; Education team to</p> <ul style="list-style-type: none"> <li>• provide induction to employees as trainers and/or</li> <li>• organise and co-ordinate any internal/external training required to ensure the trainer is fully qualified before commencing training of other employees</li> </ul>
<b>Terms of reference</b>	<p>Selection of the employee to become a trainer will: -</p> <ul style="list-style-type: none"> <li>• Take account of the contract of employment</li> <li>• Be proposed by the Line manager</li> <li>• Be agreed with the employee, where appropriate</li> <li>• Be approved by the Training Manager</li> </ul> <p>The selected employee should: -</p> <ul style="list-style-type: none"> <li>• Have a minimum of 1 year experience with Property Health Check</li> <li>• Have subject matter expertise relevant to programmes to be provided within the company or</li> <li>• Undertake external training in the relevant subject area</li> </ul> <p>In addition to subject expertise, the employee must undertake and pass a QQI-approved Train the Trainer course, before s/he can commence providing training to others</p> <p>The Training &amp; Education team to provide induction training for a new trainer</p>
<b>Methodology</b>	<p>Satisfy the selection requirements</p> <p>Learner to receive programme information together with the PHC Learner Handbook</p> <p>Learner to sign Learner Contract available from Learner Handbook</p> <p>Successfully complete training course(s), where appropriate – subject matter and Train the Trainer</p> <p>Complete induction training within Training &amp; Education team</p>

	<ul style="list-style-type: none"><li>• PHC Learning Management System platform</li><li>• Quality Assurance manual</li><li>• Programme development</li><li>• Teaching and Learning approaches in PHC</li><li>• Assessment processes</li><li>• Monitoring and review processes</li></ul>
<b>Frequency</b>	<p>PHC trainers will be trained as required.</p> <p>Ongoing training, support and experience to be provided for trainers to keep abreast of specific subject matter requirements</p> <p>Ongoing training and support to be provided in training &amp; education, as required</p>

## APPENDIX 9 – PHC Programme Development Procedure

<b>Procedure</b>	<i>The programme development procedure seeks to ensure that any new programme is developed, approved and reviewed in line with the QQI validation requirements.</i>
<b>Responsibility</b>	<p>Training &amp; Education team – programme development, design, content, approval, implementation and monitoring</p> <p>Quality Team – development of QA procedures, programme development and review</p> <p>Academic Committee – review /agree new programme proposals. Review research in support of proposed programmes. Approval of new programme documentation before submission to QQI</p> <p>Leadership Team – proposals for new programmes</p>
<b>Methodology</b>	<p><b>Planning</b></p> <p>The need for training programmes is identified by looking at the following: -</p> <ul style="list-style-type: none"> <li>• The marketplace for property services in Ireland</li> <li>• PHC position in that marketplace</li> <li>• Opportunity to provide additional services</li> <li>• Experience and skill of PHC engineering staff</li> </ul> <p>Leadership Team / Academic Committee may propose ideas for new programmes</p> <p>Conduct research relating to proposed new programmes (T&amp;E Team)</p> <p>Benchmark proposal against competitors e.g.</p> <ul style="list-style-type: none"> <li>• Similar programme(s) offered by other training providers</li> <li>• Products offered by competitors in the property marketplace</li> </ul> <p>Review and approval of proposed programme and research by the Academic Committee</p> <p><b>Design</b></p> <p><b>Specification</b></p> <ul style="list-style-type: none"> <li>• Engage with external experts on new programme proposal</li> <li>• The programme to incorporate the Common Award System (CAS) component specification</li> </ul>

	<ul style="list-style-type: none"> <li>• Design to specify the learning outcomes from the programme, based on the CAS</li> <li>• Design to propose structure of the programme and delivery methods</li> </ul> <p><b>Delivery</b></p> <ul style="list-style-type: none"> <li>• Programme design to take account of how PHC engineer's daily work schedule operates.</li> <li>• The training delivery to be integrated with the work schedule.</li> <li>• A mix of face-to-face, on-the-job and online training suits the PHC work environment.</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Research subject matter for course content</li> <li>• Develop content and presentations to be added to the Learner Management System (LMS)</li> <li>• Source additional resources /reading materials to be added to the LMS</li> <li>• Develop information for learner's material to ensure the learner is informed in advance of all aspects of the training course</li> </ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Determine assessment techniques to be used, in line with the CAS component specification</li> <li>• Develop quizzes for learner to test their knowledge of the content</li> <li>• Develop assignments, exams, etc. based on testing defined learning outcomes</li> <li>• Develop assessment criteria and marking schemes for each assignment</li> </ul> <p><b>Quality Assurance</b></p> <ul style="list-style-type: none"> <li>• QA of programme development to ensure compliance with QQI requirements</li> <li>• Documentation / update of QA procedures</li> </ul> <p><b>Approval</b></p> <ul style="list-style-type: none"> <li>• New or updated content, resources and assessments to be peer reviewed within the Training &amp; Education Team</li> <li>• Overall approval of the programme, content and information about the programme to be provided by the Academic Committee prior to submission to QQI for approval</li> <li>• QQI approval</li> </ul> <p><b>Implementation</b></p> <p>Programme implementation to include the following: -</p> <ul style="list-style-type: none"> <li>• Train the trainers, as relevant, e.g.</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Train the trainer course</li> <li>○ Subject-matter expertise</li> <li>● Plan rollout of training to learner(s)</li> <li>● Deliver the content as per the programme design</li> <li>● Integrate the training into the employee's work schedule</li> <li>● Assessments to be undertaken as per programme design</li> <li>● Gather feedback from trainer and learner</li> <li>● Grade assignments and submit to Results Approval Panel</li> <li>● Follow 3-monthly internal verification requirements</li> <li>● Organise external authentication process for the programme</li> <li>● Make new programme information available to all sources who will have input once implemented, e.g. <ul style="list-style-type: none"> <li>○ Training &amp; Education team</li> <li>○ Quality team</li> <li>○ Academic sub-committees</li> </ul> </li> </ul> <p><b>Monitoring</b></p> <p>Programme to be monitored on an ongoing basis, e.g.</p> <ul style="list-style-type: none"> <li>● Feedback from trainer and learner to be analysed after course completed.</li> <li>● Results Approval process to include <ul style="list-style-type: none"> <li>○ Internal verification report</li> <li>○ External authenticators report</li> </ul> </li> <li>● Academic Committee to review programme and delivery on a quarterly basis and produce a Training Review Report with proposed programme changes / improvements</li> <li>● Weekly staff and management meetings to include monitoring and questioning of new training provided.</li> <li>● Feedback from customers on services provided is monitored on a daily basis. This forms an agenda item at weekly staff meetings. Issues found will be raised in this forum where improvements will be decided or action items assigned to team / individual and minutes are recorded and stored.</li> <li>● Continual review and process improvement culture promoted by company directors and company values.</li> <li>● Self-evaluation of the programme to take place every 4 years. (see separate process)</li> </ul>
<b>Frequency</b>	<p>Development of new programmes happen as and when required</p> <p>Academic Committee meets quarterly and will review programmes and their implementation</p> <p>Ongoing monitoring and review of programmes takes place</p>

## APPENDIX 10 - PHC Staff Recruitment Process

<b>Process</b>	<i>The Staff recruitment process seeks to ensure that appropriately qualified staff are hired in line with their roles and responsibilities, with access to appropriate supports, opportunities for Continuing Professional Development (CPD) and further training.</i>
<b>Responsibility</b>	Line Manager Academic Committee, where relevant Visionary HR Manager
<b>Methodology</b>	<p>Meet all legal and regulatory requirements</p> <p>Define minimum qualifications / experience required for the role</p> <p>Develop job description and person specification</p> <p>Define development expectations for the role, e.g.</p> <ul style="list-style-type: none"> <li>• Induction training</li> <li>• CPD to be undertaken</li> <li>• Chartership to be achieved within 2 years of joining the company</li> <li>• Train the Trainer course</li> </ul> <p>Identify any specific online/blended learning requirements of the role</p> <p>Define required pedagogical and online teaching skills, where relevant</p> <p>Advertise job</p> <p>Track and process all applications received for the role</p> <p>Produce shortlist of candidates from applications received</p> <p>Interview shortlisted candidates. Interview to include clear communication of development expectations of staff, as defined for the role</p> <p>Interview results discussed by relevant parties, e.g. Programme Leader, line manager, Visionary, with reference to the Academic Committee where required</p>

	<p>Benchmarking of staff skills and pedagogical profiles to ensure that organisational needs are being met</p> <p>Approval of selected candidate by the Academic Committee, where appropriate, i.e. for the recruitment of staff involved in training and assessment</p> <p>Notify candidates of the outcome</p> <p>Issue contract of employment (job description, terms &amp; conditions, Employee Handbook) to selected candidate for signature</p> <p>Suitable accommodations are made for candidates with special needs</p> <p>Retain comprehensive records</p> <p>Expectations of the employee in terms of undertaking training and upskilling are defined and communicated on recruitment and documented in an employee's contract and the employee handbook.</p> <p>Future performance management objectives discussed and agreed in relation to the new recruit</p>
<b>Frequency</b>	Recruitment undertaken as required



## APPENDIX 11 - PHC Staff Management and Development Process

<b>Process</b>	<i>The Staff management and development process seeks to ensure that PHC staff are supported and developed in line with the objectives of their role and/or the expectations set at the time of recruitment and the ongoing requirements of the company</i>
<b>Responsibility</b>	Line Manager Academic Committee, where relevant Visionary HR Manager
<b>Methodology</b>	<p>Assign mentor when recruit joins the company</p> <p>Induction training to take place for all new staff, in line with their role</p> <p>Quarterly performance review of new recruits to take place and communication of whether probation period has ended</p> <p>Extension of probation period and staff development needs defined and communicated, where relevant</p> <p>Academic oversight of CPD and training needs for relevant staff</p> <p>Annual performance review conducted between line manager and staff member</p> <p>Action and development plan to be documented and communicated based on outcomes of the annual performance review</p> <p>Training, skills, CPD logs to be kept for staff members by line manager</p> <p>Staff action and development plan tracked by employee and line manager</p> <p>Expectations of the employee in terms of undertaking training and upskilling are defined and communicated on recruitment and documented in an employee's contract and the employee handbook.</p>

	<p>Employees' opportunities for training will be based on the requirements of the job and the needs of the company.</p> <p>Entry to QQI-approved training programmes to be granted in line with employee's terms of contract and in addition the employee must: -</p> <ul style="list-style-type: none"><li>• satisfy the minimum educational entry criteria, and</li><li>• be working in a related discipline in the company and/or</li><li>• be approved by your Line Manager, and</li><li>• be approved by the Training Manager</li></ul>
<b>Frequency</b>	<p>Staff development and training on an ongoing basis</p> <p>Annual performance review in place</p>

## APPENDIX 12 – PHC Teaching and Learning Procedure

<p><b>Procedure</b></p>	<p><i>The teaching and learning procedure seeks to ensure the quality of the learning experience.</i></p> <p><b>PHC is committed to monitoring and improving the quality of teaching and learning provided to employees.</b></p>
<p><b>Responsibility</b></p>	<p>Training &amp; Education team</p> <ul style="list-style-type: none"> <li>• Trainers – teaching, reflect on the experience of the programme, provide feedback after each course, make suggestions for improvement, implement improvements</li> <li>• Learners – provide feedback after the course, provide feedback at staff meetings, make suggestions for improvement</li> </ul> <p>Quality Team: -</p> <ul style="list-style-type: none"> <li>• Analysis of training review output</li> <li>• Participating in 3-monthly reviews</li> <li>• Ensuring the update of quality procedures</li> </ul> <p>Marketing: -</p> <ul style="list-style-type: none"> <li>• Gathering and providing feedback from customer reviews, which will add to the overall view of the quality of the training provided</li> </ul> <p>Academic Committee: -</p> <ul style="list-style-type: none"> <li>• Overall approval of teaching and learning approach.</li> <li>• Conduct quarterly reviews of training.</li> </ul>
<p><b>Methodology</b></p>	<p><b>Teaching</b></p> <p>Teaching will be undertaken by qualified members of the Training &amp; Education team.</p> <p>The teaching will take place in a variety of ways in line with the company's Blended Learning policy, i.e.</p> <ol style="list-style-type: none"> <li>1. Face-to-face teaching <ul style="list-style-type: none"> <li>• To introduce and teach the underlying theory of the programme</li> </ul> </li> <li>2. Online <ul style="list-style-type: none"> <li>• Online content will be accessed by the learner.</li> <li>• The trainer will be available to support and guide the learner through use of the online system, learning of the content and reviewing the outcome of exercises and quizzes undertaken by the learner.</li> </ul> </li> <li>3. Work Placement</li> </ol>

	<ul style="list-style-type: none"> <li>• The trainer will work with the learner in the work environment ensuring they understand the theory being covered and their ability to apply that learning in a practical way.</li> <li>• The learner will accompany their trainer in the company vehicle and follow the trainer's work schedule as downloaded daily from ISN (Inspector's Network Schedule).</li> <li>• The learner to undertake assignments on-site, where appropriate to the programme. Support and correction is provided by the trainer.</li> <li>• The work assignments undertaken on these properties to be used to ensure the learner's practical understanding of theory covered in class and online.</li> </ul> <p><b>Eligibility</b></p> <ul style="list-style-type: none"> <li>• PHC employees only are eligible to participate in training programmes.</li> </ul> <p><b>Areas of Monitoring</b></p> <p>The areas that will be looked at in monitoring a programme include the following: -</p> <ul style="list-style-type: none"> <li>• Programme design</li> <li>• Programme content</li> <li>• Delivery modes (face-to-face, online, on-the-job)</li> <li>• Teaching and learning</li> <li>• Learning Resources (e.g. IT facilities, reading materials, guidance and other supports)</li> <li>• Assessment</li> <li>• Information</li> <li>• Supports</li> </ul> <p><b>Type of monitoring</b></p> <p>On completion of a course, Training Review Forms to be completed and submitted to the QA team by the: -</p> <ul style="list-style-type: none"> <li>• Trainer</li> <li>• Learner</li> </ul> <p>Results to be collated by the QA team and any issues arising to be addressed with the Training &amp; Education team / Training Manager, as appropriate.</p> <p>The learner's results in the training course assignments and SEAI exam to be reviewed.</p> <p>All the above to be reviewed as part of Results Approval Process.</p> <p>Customer Feedback – the Marketing team review customer feedback daily. Relevant feedback will be provided to the Training Manager.</p>
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	<b>Continual Improvement</b> A policy of continuous improvement is in place and all participants to look for opportunities to improve the teaching and learning process.
<b>Frequency</b>	Daily  On completion of a course  3-monthly review, Academic Committee

## APPENDIX 13 - Blended Learning in PHC

### What is blended learning?

Blended learning may be described as 'the integration of classroom face-to-face learning experiences with online learning experiences' Garrison and Kanuka (2004, page 6)

Blended learning combines classroom teaching with online learning, drawing on the strengths of each learning space. The exact nature of the blend depends very much on the trainer, the learner, the organisation and the learning and teaching activities that need to take place.

### Why blended learning for PHC?

PHC is committed to the innovative use of technology in the provision of services and is applying that principle to the development and improvement of its training provision for employees.

PHC's organisational structure is such that employees are working in different modes and locations, e.g.

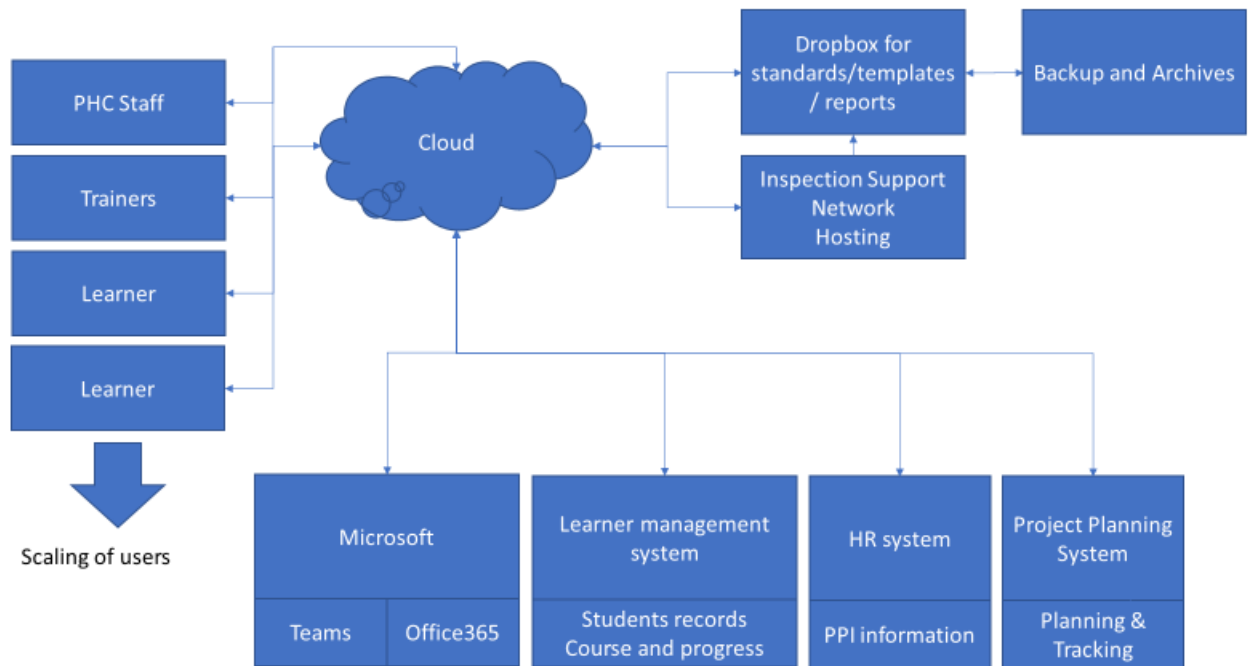
- Client co-ordinators are office-based
- Project and development team may be office-based or working from home
- Engineers work from home or from a PHC vehicle and are by the nature of the job moving around on a daily basis
- PHC's IT infrastructure is well placed to support blended learning, see Figure 1
- Blended learning for PHC to combine classroom / face-to-face teaching with online learning and mobile learning.

From an organisational perspective, blended learning: -

- Provides flexibility in how PHC can deliver training courses.
- Allows the company to fit training of employees with varying work schedules, allowing for mobility of employees throughout the process.
- Allows for work placement for the learner together with distance learning.
- Gives the ability to standardise content for all employees and manage it from a central source.
- Mirrors the PHC work environment with emphasis on the creative use of technologies

From the learner perspective, blended learning: -

- Gives employees control over their learning in terms of time and place.
- Allows for different pace of learning.
- Increases flexibility and ease of access to training.
- Fits alongside the work environment.
- Enables access to the trainer throughout the course (e.g. using MS Teams)



**Figure 1: PHC IT Infrastructure as at November 2020**

## Success Factors for Blended Learning

1. Ensure that students are engaged in a 2-way communication process, with sufficient opportunities to collaborate in / get support for learning activities during the learning process.
  - PHC learners will be engaged with their trainer throughout the training process. This will be one-to-one either physically or online (e.g. via MS Teams)
2. Leverage technology to enhance learning activities and engage the students in ways that are not available without the technology.
  - For example, online quizzes and assignments to be available to facilitate understanding and retention of the course content before final assessments take place.
3. Form an online community which allows for support and guidance throughout the training period.
  - Weekly meetings via MS Teams facilitates communication and discussion amongst the engineering team.
4. Learners need support in the use of new technologies.
  - Learners will be mentored and supported in the use of technologies used in learning and working in Property Health Check.
5. Implement blended learning at the programme level to ensure consistency of look and feel across all training delivered.
  - All PHC training will be approached in a consistent way offering face-to-face and online aspects as suitable to the material and learner being trained.

## PHC Blended Learning Structure

The blended learning approach chosen by PHC aims to optimise learner engagement and increase flexibility in a pedagogically effective way. Having regard to the success factors described above, teaching and learning in the organisation will use a combination of the following modes as relevant to the programme being taught.

### Face-to-face

- The trainer and learner will have face-to-face interaction to introduce and teach the underlying theory of the programme. The trainer will also have face-to-face time with the learner in the work environment during the work placement element of the training, thus ensuring they understand the theory being covered and their ability to apply that learning in a practical way.

### Online

- Content and resources to be available online on the Learner Management System available via [www.propertyhealthcheck.com](http://www.propertyhealthcheck.com). The learner will access the system with individual login details.
- The trainer will be available to support and guide the learner through use of the online system, learning of the content and reviewing the outcome of exercises and quizzes undertaken by the learner.

### Work placement

- The trainer will work with the learner in the work environment ensuring they understand the theory being covered and their ability to apply that learning in a practical way.
- The learner will accompany their trainer in the company vehicle and follow the trainer's work schedule as downloaded daily from ISN (Inspector's Network Schedule).
- The learner to undertake assignments on-site, where appropriate to the programme being undertaken. Support and correction is provided by the trainer.
- The work assignments undertaken on these properties to be used to ensure the learner's practical understanding of the theory covered in class and online.

The particular modes of learning chosen for Property Health Check take a learner-centred approach while being appropriate to how the organisation operates on daily basis.



## APPENDIX 14 - PHC Assessment Process Overview

Procedure	<i>Overview of the key stages in the Property Health Check assessment process</i>
<b>1. Assessment</b>	<ul style="list-style-type: none"> <li>• The Academic Committee is responsible for oversight of assessment processes</li> <li>• The Training &amp; Education team is responsible for development and delivery of assessment</li> <li>• Establish and implement assessment policies, processes, and procedures</li> <li>• Devise assessment instruments, marking schemes and assessment criteria</li> <li>• Assess and judge learner evidence</li> <li>• Record outcome</li> <li>• Monitoring and review of assessment will be undertaken by the Academic Committee, which meets on a quarterly basis</li> </ul>
<b>2. Authentication</b>	<p><b>Internal Verification</b></p> <ul style="list-style-type: none"> <li>• Verify that all assessment procedures have been applied</li> <li>• Monitor the outcome of the Assessment Process, i.e. the assessment results on a sample basis (where necessary)</li> </ul> <p><b>External Authentication</b></p> <ul style="list-style-type: none"> <li>• Assign an external authenticator per award/field area based on expertise</li> <li>• External authenticator to moderate assessment results by sampling learner evidence by applying sampling strategy (where necessary)</li> </ul>
<b>3. Results Approval</b>	<ul style="list-style-type: none"> <li>• Establish a Results Approval Panel (RAP)</li> <li>• RAP approves and signs-off assessment results</li> <li>• Make results available to learners</li> </ul>
<b>4. Appeals</b>	<ul style="list-style-type: none"> <li>• Appeals Process is available to learners</li> <li>• Allow a min. of 14 days for learners to lodge an appeal of the assessment process or result</li> <li>• Process all appeals</li> <li>• The Academic Committee have the final say on all appeals</li> </ul>
<b>5. Request for Certification</b>	<ul style="list-style-type: none"> <li>• Submit all learner results to QQI via QBS</li> <li>• Advise QQI about any results under appeal</li> <li>• QQI issue award certificates via Property Health Check</li> </ul>

## APPENDIX 15 - PHC Assessment Process

<b>Procedure</b>	<i><b>The assessment process is the process of judging learner achievement in relation to the standards of knowledge, skill and competence so that the successful learner can achieve an award.</b></i>
<b>Responsibility</b>	<p>Training &amp; Education Team – assessment development, assessing learners’ assignments, reviewing marked assessments, internal verification report, co-ordination of external authentication process</p> <p>Academic Committee – overall approval of assessment approach</p>
<b>Methodology</b>	<p><b>Assessors</b></p> <p>The Training &amp; Education team who will be assessing learners will be qualified in the relevant area that they are assessing.</p> <p><b>Developing Assessments</b></p> <ul style="list-style-type: none"> <li>Clearly state the learning outcomes and develop a table of how the learner will be assessed (use the Strategies, Assessment and Outcome Mapper in Appendix A)</li> <li>Assignments to be given throughout work placement, e.g. learner may use properties visited as the basis for assignments, as appropriate. The properties for the assignments will be based on the bookings in the trainer’s work schedule.</li> <li>Develop explicit assessment criteria against which learner assignments will be judged</li> <li>Decide on assessment technique(s) to be used for the programme.</li> <li>Develop an assessment plan and schedule (using the Assessment Scheduler in Appendix B) so that learners know at what points in the programme they will be assessed.</li> <li>Review and approve the assessment criteria, technique(s) and content prior to administration. The review and approval of assessments must be undertaken by another suitably qualified member of staff.</li> </ul> <p><b>Administering Assessments</b></p>

	<ul style="list-style-type: none"> <li>• Provide information to learners on the assessment before administering it e.g. how much time is allowed, can books be used, etc.</li> <li>• Administer the assessments in a standardised manner</li> <li>• Provide information to learners about their rights and how they can express concerns or appeal results</li> <li>• Maintain test security</li> </ul> <p><b>Grading Assessments</b></p> <ul style="list-style-type: none"> <li>• Ensure assessments are graded properly (e.g. consistently graded and based on pre-existing criteria) and the results are calculated and reported accurately</li> <li>• Make sure the grade is fair (i.e. valid and based on consistently applied criteria)</li> <li>• Grade the assessments in a timely manner</li> <li>• Review the graded assessments in a timely manner</li> <li>• Report results to the learner in a timely manner</li> <li>• Keep assessment results confidential</li> <li>• Inform learners how long the assignments and grades will be retained and who will have access to that information</li> <li>• Develop procedures so learners can file complaints / appeals and have their concerns addressed</li> </ul> <p><b>Availability of Information</b></p> <ul style="list-style-type: none"> <li>• Record and store all data in connection with assessments undertaken by the learner</li> <li>• Make assessment information available to the internal verification and external authentication processes</li> </ul> <p><b>Assessment Documentation &amp; Protocols</b> Documentation and protocols are stored on dropbox as developed. Located in PHC Master Files – Current Versions/ QQI/ Assessment Documentation &amp; Protocols</p>
<p><b>Frequency</b></p>	<ul style="list-style-type: none"> <li>• Assessments will be developed when a new programme is being developed.</li> <li>• Assessments will be graded on submission of assignments.</li> <li>• Assessments will be provided to learners during and at the end of a course, in line with the assessment plan for the award in question.</li> <li>• Information to be made available to the internal verification and external authentication processes as required.</li> </ul>

## Appendix A Assessment Process – Strategies, Assessment and Outcome Mapper

<b>Module Title</b>	<b>Delivery Strategies</b>	<b>Component Learning Outcomes</b>	<b>Assessment Instruments</b>	<b>Compatible? Y/N</b>
[Insert programme module title here]	[List programme module delivery strategy/strategies]	[List component learning outcomes covered by the programme module]	[List programme module assessment instrument/s]	
[Insert programme module title here]	[List programme module delivery strategy/strategies]	[List component learning outcomes covered by the programme module]	[List programme module assessment instrument/s]	
[Insert programme module title here]	[List programme module delivery strategy/strategies]	[List component learning outcomes covered by the programme module]	[List programme module assessment instrument/s]	

## Appendix B Assessment Process – Assessment Scheduler

Question	Response
How will work on assessment be co-ordinated across the overall programme?	
How and when will internal verification take place?	
How and when will external authentication take place?	
At what points in the programme will assessment be scheduled? <ul style="list-style-type: none"> <li>▪ On completion of a number of learning outcomes</li> <li>▪ On completion of a component award</li> <li>▪ Time-bound within the programme schedule (e.g. at end of each term)</li> </ul>	
How will the design of assessment be managed? <ul style="list-style-type: none"> <li>▪ Integration of assessment across the different programme modules?</li> <li>▪ Avoiding assessment overload for the learner</li> </ul>	
What arrangements will be in place for learners who do not complete the entire programme but may have achieved the standards for one or more component awards?	
Who will be responsible for the design of assessment instruments (project and or assignment briefs, examination papers etc)?	
Will sample instruments be devised at the point of programme development for use by assessors etc.?	


## APPENDIX 16 - PHC Marking Sheet & Guidelines – Sample

### Marking Sheet Sample

Title of minor award	Assessment technique	Weighting				
BER Assessment (Dwellings) 6N0732	Assignment 4 Learner Selected Existing Dwelling BER	15%				
Question based on site survey for Learner Selected BER. The student must calculate a BER for a dwelling of their choice from site survey carried out. Markings are based on the student's ability to gather and use the information from survey, calculate dimensions, formulate the information in the correct order and input said information into the DEAP software to produce a BER for the dwelling.						
						
Learner's Name: _____		Date: _____				
Assessment criteria	Allocated mark	Learner mark	Trainer Comments / Feed	Review comments	Learner mark after review	IV
<b>Q1 - Legible sketch provided</b>						
Sketch clearly dimensioned	2					
Living area dimensions shown	2					
Ceiling Height shown	2					
Orientation identified	2					
Windows & Doors shown & dir	2					
<b>Sub Total</b>	<b>10</b>	<b>0</b>				
<b>Q2 - Legible survey form provided</b>						
Property age	1					
Wall type completed	1					
Roof type completed	1					
Floor type completed	1					
Space heating completed	1					
Heating controls completed	1					
Water heating completed	1					
<b>Sub Total</b>	<b>7</b>	<b>0</b>				
<b>Q3 - Excel sheet data entered</b>	16					
<b>Sub Total</b>	<b>16</b>	<b>0</b>				
into DEAP. 2 marks for each item matching trainers dwelling report	45					
<b>Sub Total</b>	<b>45</b>	<b>0</b>				
More than 5% difference to primary energy (kWh/m2/yr)			Deduct marks as appropriate where final value is off similar			
More than 10% difference to primary energy (kWh/m2/yr)			Note: may need to adjust formula in excel to deduct			
More than 15% difference to primary energy (kWh/m2/yr)						
<b>Sub Total</b>		<b>0</b>				
<b>Total</b>	<b>78</b>	<b>0</b>			<b>0</b>	% of overall mark (max 15%) <b>0</b>
Marked by: _____						
Reviewed by: _____						
<b>Total (after review)</b>	<b>0</b>	<b>0</b>				% of overall mark (max 15%) <b>0.00</b>
Internal Verification by: _____						

More than 5% difference to primary energy (kWh/m <sup>2</sup> /yr)	Deduct 2 marks
More than 10% difference to primary energy (kWh/m <sup>2</sup> /yr)	Deduct 4 marks
More than 15% difference to primary energy (kWh/m <sup>2</sup> /yr)	Deduct 6 marks

## APPENDIX 17 – PHC Results Summary Sheet - Sample

[Course Date] - BER Learner Results										
Property Health Check										
										
Results										
Learner #	Learner Name	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Exam - Practical	Exam - Short Answers	Total	Grade	IV
1								0.00		
2								0.00		
Total possible %		5.0	15.0	15.0	15.0	40.0	10.0	100.0		
Grading										
Grade		Marks								
Pass		50 - 64%								
Merit		65 - 79%								
Distinction		80 - 100%								
Internal Verification:										
Signed by Chair of Results Approval Panel (RAP):										
Date of RAP:										



## APPENDIX 18 – PHC Internal Verification Procedure

<b>Procedure</b>	<i><b>The internal verification procedure seeks to ensure that assignments are assessed in a fair and consistent manner.</b></i>
<b>Responsibility</b>	<p>Training &amp; Education team – production of the internal verification report</p> <p>Results Approval Panel – review of learner results, review of the Internal Verification report, monitoring of the results and verification process.</p> <p>QA team – responsible for ensuring the procedure is maintained, updated and communicated to relevant parties</p> <p>Academic Committee – responsible for overall assessment approach, including the internal verification procedure</p>
<b>Methodology</b>	<p>The Internal Verification (IV) procedure is part of the Authentication process.</p> <p>Agreed assessment criteria are available for each assignment / exam. The assessment criteria are available on the network to be followed by the trainer / reviewer.</p> <p>Assignments, theory exam and practical exam, as per the validated PHC programme, are used to test the knowledge and skills of each learner.</p> <p>A dedicated directory is available on the network to hold all learner assignments and assessment results information.</p> <p>The trainer to save learner's assignments to the company network when complete.</p> <p>The trainer to update PHC marking sheets and results summary sheet for each learner and save to the company network when complete.</p> <p>Training &amp; Education team member to be identified as the Internal Verifier for the period being reviewed. The internal verifier will be a team member who has <u>not</u> acted as trainer to conduct a review</p>

	<p>of each marked assessment when all of the learner's assessments have been completed: -</p> <ul style="list-style-type: none"> <li>• Check the marking sheet completed for each assessment</li> <li>• Check that marks have been correctly totalled and appropriate grades awarded</li> <li>• Ensure the assessment criteria has been applied correctly</li> <li>• Ensure fairness and consistency in the marking of the assignments</li> </ul> <p>An Internal Verification (IV) report to be produced every 3 months. This report will be an input to the Results Approval Panel meeting. The template for the report is available in the QA document, Appendix 10. The IV report will: -</p> <ul style="list-style-type: none"> <li>• Verify that all PHC assessment procedures have been applied</li> <li>• Monitor the outcome of the Assessment Process, i.e. the assessment results on a sample basis (where necessary)</li> <li>• Report to be signed by the internal verifier</li> <li>• Report to be made available to the Results Approval Panel</li> </ul> <p>Any queries or issues with the assessment of the assignments will first be raised with the trainer and Training Manager. The Academic Committee will be notified if agreement is not reached.</p> <p>The internal verification report to be available on the company network.</p> <p>Actions arising from the report to be recorded on ninety.io for the relevant individual / team and tracked at weekly meetings.</p>
<b>Frequency</b>	<p>An internal verification report will be produced before the convening of the Results Approval Panel (quarterly or as required)</p>

APPENDIX 19 – PHC Internal Verification Report

Internal Verification Report (Template) – Property Health Check

Registered Provider:

Property Health Check Ltd.

Named award(s) and codes

Named award(s) for which results are being internally verified

- 
- 
- 

Date of internal verification:

Internal verifier(s): (names and signatures of staff member(s) carrying out the internal verification)

1. Name:
2. Name:
3. Name:

Signature:  
  
Signature:  
  
Signature:

Assessment Processes and procedures	Verification of adherence to provider's assessment procedures. Commentary should be provided as appropriate.				
<p><b>Assessment procedures</b></p> <p><i>I (we) confirm that the assessment procedures as agreed through this provider's quality assurance have been applied across all assessment activities for this award.</i></p>	<table border="1" data-bbox="824 392 1216 708"> <tr> <td data-bbox="824 392 952 549">Yes</td> <td data-bbox="952 392 1216 549"></td> </tr> <tr> <td data-bbox="824 549 952 708">No</td> <td data-bbox="952 549 1216 708"></td> </tr> </table> <p>Comments/action points as appropriate</p>	Yes		No	
Yes					
No					

**Internal verifier(s)**

Name: .....

Signature: .....

Date: .....

<b>Internal verification</b> <b>Monitoring of assessment results: Report</b>
---

Number of assessors for whom assessment results are included: .....

Number of learners assessed: .....

Please complete for each named award/group of assessment results verified	Is the documentation available and completed correctly? e.g. mark sheets, learner records		Is sufficient and reliable assessment evidence available for all learners presented?		Was the evidence generated in accordance with the techniques and instruments indicated in the validated programme		Have marks been correctly totalled and grades awarded in line with QQI requirements		Comments/action points (if 'No' please identify issues/make recommendations)
	Yes	No	Yes	No	Yes	No	Yes	No	
Named award title									

Internal verifier:

Name .....

Signature: .....

Date: .....

## APPENDIX 20 – PHC External Authentication Procedure

<b>Procedure</b>	<b><i>An external review of Property Health Check's assessment to ensure its consistency with QQI standards, the module components specification and best practice</i></b>
<b>Responsibility</b>	<p>Training &amp; Education team – selection and induction of EA, internal verification report, co-ordinating with EA</p> <p>QA team – creation, maintenance and improvement of QA procedures relating to external authentication in conjunction with relevant parties</p> <p>Academic Committee – oversight of approach and implementation of the external authentication procedure. Approval of the external authenticator.</p> <p>External Authenticator (EA) – review of programme and assessment evidence and production of EA report</p>
<b>Methodology</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Document selection process for EA</li> <li>• Develop EA plan and sampling strategy (where relevant)</li> <li>• Develop induction process for EA</li> </ul> <p><b>Criteria for selection of External Authenticator (EA)</b> In choosing an EA, the following criteria should be taken into account. The EA should: -</p> <ul style="list-style-type: none"> <li>• Have technical/subject matter expertise within the appropriate award area/field of learning</li> <li>• Have experience of delivering programme assessment or work in the field</li> <li>• Agree to undertake appropriate training and attend briefings</li> <li>• Have the communication skills necessary to interact with learners, assessors and senior staff members</li> <li>• Have the administrative and IT skills required e.g. report writing, time-management skills, etc.</li> <li>• Undertake to operate within the QQI code of practice and guidelines as per 'Quality Assuring Assessment Guidelines for Providers'.</li> <li>• Be available to the provider at appropriate times</li> <li>• Be independent of Property Health Check</li> </ul> <p><b>Selecting an External Authenticator</b></p> <ul style="list-style-type: none"> <li>• The EA will be selected by the Training Manager from the panel of external authenticators available on QBS.</li> </ul>

	<ul style="list-style-type: none"> <li>• The selection of the EA will be approved by the Academic Committee</li> <li>• The selection of the EA will take account of the selection criteria set out above.</li> <li>• The EA will be appointed for a period of 3 years, after which a new EA will be selected.</li> </ul> <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Deliver induction process to EA</li> <li>• Schedule time for EA to conduct the authentication process</li> <li>• Make EA procedure available to the EA, including sampling strategy (where relevant)</li> <li>• Make PHC assessment process(es) available to EA</li> <li>• Prepare list of programme modules to be sent to the EA for authentication</li> <li>• Make assessment briefs and evidence available to EA</li> <li>• Make internal verification report available to EA</li> </ul> <p><b>Moderation of results</b></p> <p>External authentication involves the moderation of assessment results within an award or across a number of awards in a specific field or sub-field of learning. This is done by judging the marked evidence presented according to the standards outlined in the Award Specification.</p> <p>The external authenticator will moderate results for awards in which they have relevant expertise in the field/sub-field of learning.</p> <ul style="list-style-type: none"> <li>• Moderating assessment results involves:</li> <li>• Reviewing results and checking the standard of evidence at each grade band:</li> <li>• Successful (levels 1 - 3)</li> <li>• Distinction 80%, Merit 65%, Pass 50% (levels 4 - 6)</li> <li>• by examining samples of evidence within each grade band and at the borders of grades.</li> <li>• Pay particular attention to the spread of grades at; Distinction, Merit, Pass, Successful, Referred</li> <li>• Select the sample of evidence, applying the sampling strategy below and ensure a spread across the different grade bands and at the borderline between grades</li> <li>• Establish the grade cut-off points (see below)</li> <li>• Review the standard of the evidence at each grade band i.e.</li> </ul> <table border="1" data-bbox="544 1948 1350 2022"> <tr> <td>Levels 1 – 3 :</td><td>Successful</td></tr> <tr> <td>Levels 4 – 6 :</td><td>Pass – 50%</td></tr> </table>	Levels 1 – 3 :	Successful	Levels 4 – 6 :	Pass – 50%
Levels 1 – 3 :	Successful				
Levels 4 – 6 :	Pass – 50%				

	<table border="1" data-bbox="544 203 1353 280"> <tr> <td data-bbox="544 203 946 280"></td><td data-bbox="946 203 1353 280">                     Merit – 65%                      Distinction – 80%                 </td></tr> </table> <ul style="list-style-type: none"> <li>• For levels 1 – 3 select a sample of the portfolios</li> <li>• For levels 4 – 6 select within the sample the learner evidence which have the lowest mark and the highest mark on the border lines between the grades i.e.                         <ul style="list-style-type: none"> <li>○ Lowest Pass / Highest unsuccessful</li> <li>○ Lowest Merit / Highest Pass</li> <li>○ Lowest Distinction / Highest Merit</li> </ul> </li> <li>• Examine the evidence within the sample with reference to the learning outcomes in the award specification and PHC assessment</li> <li>• criteria and marking sheets.</li> <li>• Make a judgement as to whether the evidence meets the national standard required at this grade with reference to the grading criteria.</li> <li>• If the EA agrees with the result given by the assessor, confirm this on the marking sheet and results report in the space provided for EA comments.</li> <li>• If the EA disagrees with the result given by the assessor, identify all of the grades for that assessor and adjust all the marks accordingly.</li> </ul> <p><b>Sampling</b></p> <p>Sampling is the process of selecting a portion of learner results and learner evidence for the purposes of completing internal verification and external authentication of assessment, within each major/special purpose/supplemental award area.</p> <p>As part of the quality assurance agreement, PHC is required to devise an appropriate sampling strategy suitable to its provision. The sample must be fair and consistent and enable PHC to identify any deviation from best practice. The sample should help PHC to ascertain whether its procedures are being implemented appropriately.</p> <p><b>Criteria for sampling</b></p> <p>The sampling strategy chosen must be in line with QQI guidelines. In devising a sampling strategy PHC will ensure that the sample:</p> <ul style="list-style-type: none"> <li>• is representative of all minor awards, all learner types including part time or full time and all assessment techniques</li> <li>• is sufficient in size to enable sound judgments to be made about the fairness and consistency of assessment decisions</li> <li>• covers the full range of attainment in terms of grades achieved</li> <li>• includes a random selection of evidence for each grade/band</li> </ul>		Merit – 65% Distinction – 80%
	Merit – 65% Distinction – 80%		



	<ul style="list-style-type: none"> <li>identifies evidence which is borderline between grades e.g. learners who have not or learners who have only just achieved within the grading band</li> <li>ensures new assessor judgements/decisions are sampled at least once during the assessment cycle</li> <li>includes all named awards offered</li> <li>includes all centres, where relevant</li> </ul> <p>Initially, as it is envisaged that a small number of learners (staff members) will undertake courses provided by PHC, all learners / scripts will be reviewed by the EA.</p> <p><b>Sampling Strategy</b> The sampling strategy to be used by PHC is based on the following formula <math>\sqrt{1 n + 1}</math> where n is the total population of learners. The table below sets out values for <math>\sqrt{n}</math>.</p> <p><b>Implementation of the External Authentication</b></p> <ul style="list-style-type: none"> <li>EA checks the internal verification report</li> <li>EA reviews the component specifications/programme descriptor, assessment briefs and assessment evidence to moderate the assessment results, making a judgment on whether the evidence presented is marked in accordance with National Standards</li> <li>EA samples a range of learner evidence using the sampling strategy outlined above.</li> <li>EA to complete an External Authenticator's report. The report will comment on the Company's standard with reference to the National Standard, identifies areas of good practice and recommends areas for development and improvement. The External Authentication Report template is included in the appendices.</li> <li>EA report provided to the Results Approval Panel</li> <li>The EA to meet with the Results Approval Panel to approve and sign-off learner results</li> <li>Retain and store all documentation</li> </ul>
<b>Frequency</b>	Quarterly or as required. In line with meetings of the Results Approval Panel

**Sampling: Values for  $\sqrt{n}$**

Number of learners (ranges)	Sample size / sample evidence
0 – 12	All learners (all scripts)
12 – 144	12
144 – 168	13

169 – 195	14
196 – 224	15
225 – 256	16
257 – 289	17
290 – 324	18
325 – 361	19
361 – 400	20

***Table: Sampling – Values for  $v_n$***

## APPENDIX 21 - PHC External Authenticator Terms of Reference

<b>Role</b>	<b><i>The External Authenticator is appointed by Property Health Check (PHC) to provide independent authentication of fair and consistent assessment in line with QQI requirements and to ensure consistency of assessment results with national standards</i></b>
<b>Terms of Reference</b>	<p>External authentication is undertaken through the assignment of an independent external authenticator by the provider for each major, special purpose and supplemental award.</p> <p>The external authenticator must be independent of the company.</p> <p>The external authenticator will moderate assessment results for an award or across a number of awards within a related field or sub-field of the major, special purpose, supplemental of learning.</p> <p>The external authenticator will have subject matter expertise in the appropriate field or subfield to which they are assigned.</p> <p>The outcome of the external authentication process is an external authentication report which will comment on the effectiveness of the application of the assessment process and procedures and, in particular, comment on the extent to which the marks/grades conform to national standards.</p> <p>The external authenticators' reports will be made available to the QQI monitor.</p> <p>External authenticators will:</p> <ul style="list-style-type: none"> <li>• Confirm the fair and consistent assessment of learners consistent with PHC's procedures and with QQI policy on quality assuring assessment</li> <li>• Review internal verification report(s) and authenticate the findings/outcomes</li> <li>• Apply a sampling strategy to moderate assessment results consistent with QQI requirements, where relevant</li> <li>• Moderate assessment results in accordance with standards outlined in the Award Specification</li> <li>• Use a sampling strategy in line with PHC External Authentication Procedure</li> <li>• Visit the centre / company and meet with appropriate staff and learners</li> <li>• Participate in the results approval process as per the PHC procedures</li> <li>• Identify any issues/irregularities in relation to the Assessment Process</li> <li>• Recommend results for approval</li> </ul>

	<ul style="list-style-type: none"> <li>• Produce an external authentication report (see template below).</li> </ul>
<b>Duration of appointment</b>	The EA will be appointed for a period of 3 years, after which a new EA will be selected.
<b>Frequency</b>	<p>The frequency of external authentication will be in line with the frequency of Results Approval Panel meetings and depend on the frequency at which certification is being sought, the number of learners and the range and type of awards being offered within a field or sub-field and the sampling strategy used.</p> <p>A sample of all assessment results being submitted to QQI for awards in a specific field/sub-field through the results approval process must be externally authenticated to ensure the credibility of the provider's assessment processes and the fair and consistent assessment of learners.</p>

## APPENDIX 22 – PHC External Authentication Report

<b>External Authentication Report (Template)</b>
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Provider	Property Health Check Ltd.
Date of external authentication process	

Confirm sample basis and sample size:	The basis on which the sample was selected to be identified here.
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Named award(s) and codes for sample selected (Named award(s) for which results are being externally authenticated)	<ul style="list-style-type: none"><li>○</li></ul>
--	---

External Authenticator Details	Name:  Address / contact detail:
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<b>Report on External Authentication of Assessment Results</b>	

Please complete for each named award/group of assessment results being authenticated	Have the results been internally verified?		Was the evidence assessed in accordance with the techniques outlined in the Award specification		Are the results presented consistent with the national standards for the award? (If no, identify results which have been changed)		Comments/Action Points (If 'No' identify issues/make recommendations).
	Yes	No	Yes	No	Yes	No	
Named award title							Comments

Awards moderated	
Number of grades changed	
% of grades changed	

Describe examples of good practice observed / identify concerns:	
--	--

Outline areas for improvement	
-------------------------------	--

Signatures:	External Authenticator:	Date:
	Property Health Check:	Date:

## APPENDIX 23 - PHC Results Approval Process

<b>Procedure</b>	<b>The Results Approval Process seeks to ensure that appropriate decisions are taken regarding the outcome of the assessment and authentication processes.</b>
<b>Assignment of responsibility</b>	<p>The Results Approval Panel (RAP) will be made up as follows: -</p> <ul style="list-style-type: none"> <li>• Training Manager</li> <li>• Trainer</li> <li>• Independent subject matter expert</li> <li>• External Authenticator</li> </ul> <p>The Results Approval Panel are responsible for the approval and sign-off of learners' provisional assessment results.</p> <p>The RAP report to the Academic Committee</p>
<b>Methodology</b>	<p>The RAP to meet quarterly, or as required, to review and approve assessment results for each PHC learner using: -</p> <ul style="list-style-type: none"> <li>• Programme and component information</li> <li>• Learner Marking Sheets</li> <li>• Results Summary Sheets</li> <li>• Any other assessment evidence, as appropriate</li> <li>• Internal verification (IV) report</li> <li>• External Authenticator (EA) report</li> </ul> <p>The RAP to review the available evidence as above</p> <ul style="list-style-type: none"> <li>• To ensure that the provisional results have been arrived at by consistently following the assessment procedures in place</li> <li>• To ensure fairness of the process and results</li> <li>• To identify any issues arising in relation to the process and/or results and make recommendations for corrective action.</li> </ul> <p>Produce a signed and dated report of the RAP including: -</p> <ul style="list-style-type: none"> <li>• Recommendations of the IV and EA reports</li> <li>• Any formal proposals</li> <li>• Approval of provisional results</li> <li>• Request certification through QQI</li> </ul> <p>Notify the learners of approved results, along with information on their right to appeal</p> <p>Retain the IV, EA and RAP reports and submit to QQI on request</p>



	<p>Submit request for certification to QQI</p> <p>Make RAP report available to the Academic Committee, highlighting issues of concern</p>
<b>Frequency</b>	<p>The Results Approval process will take place and the RAP will meet quarterly or when a learner's training is complete, and results are available from the Training &amp; Education team.</p>
<b>Request for certification</b>	<p>The RAP will apply for certification from QQI when they have approved a learner's results.</p> <p>The RAP will update company records with the request for certification and date for each learner.</p>

## APPENDIX 24 - PHC Appeals Process

<b>Procedure</b>	<i>The appeals process seeks to ensure that a learner's appeal is processed in a fair and transparent manner.</i>
<b>Responsibility</b>	<p>Academic Committee – oversees any appeals relating to results. The Committee is also responsible for recording information on appeals raised.</p> <p>An Appeal Assessor (AA) is assigned to review the assessment results of a learner in the case of appeal, and/or the assessment process applied in the determination of results.</p> <ul style="list-style-type: none"> <li>• The AA can NOT have been involved in the previous correction or review of the learner's assignments.</li> <li>• The AA must have knowledge of the quality assured assessment process</li> <li>• The AA to have knowledge of the programme module(s), component specification(s), etc.</li> <li>• The AA to have access to all relevant appeal evidence</li> </ul>
<b>Methodology</b>	<p>The Appeals process enables the learner to appeal: -</p> <ol style="list-style-type: none"> <li>1. The assessment process, if they perceive there to be irregularities / inequality in its implementation</li> <li>2. The assessment result</li> </ol> <p>Only approved results may be formally appealed by the learner, ie, results which have been approved and notified to the learner by the Results Approval Panel.</p> <p>Appeals must be lodged, by email, with the Academic Committee within 14 days of the learner receiving assessment results.</p> <p>The Academic Committee will assign an appeal assessor. The appeal assessor cannot have been involved in the original assessment decision.</p> <p>The evidence for appeal will be that which has already been presented for assessment. The learner may not add new evidence for the appeal.</p> <p>The appeal assessor will review the original assignments and the assessment results, where appropriate.</p>

	<p>The appeal assessor will review the assessment process which was applied for the learner concerned and ensure the assessment criteria were applied correctly.</p> <p>The appeal assessor will report the result of the investigation to the Academic Committee.</p> <p>All assessment evidence as per the component specification must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.</p> <p>The learner will be informed of the outcome of the Appeals Process within 14 days of receiving the appeal, by the Academic Committee.</p> <p>Following the completion of the Appeals Process, the results for the learner to be forwarded to QQI as the final result. This final result is the basis on which QQI will issue certificates.</p> <p>The Academic Committee will record details of any appeals made. Information recorded will include learner, trainer, reviewer, dates of assessment, review and appeal, appeal result and date. These details to be stored on the company network with access to them by the Academic Committee.</p> <p>The Academic Committee will monitor appeals lodged on a 3-monthly basis.</p>
<b>Frequency</b>	On receipt of an appeal from a learner.

## APPENDIX 25 - PHC Learner Complaints Process

<b>Procedure</b>	<i><b>The complaints process seeks to ensure that a learner's complaint is processed in a fair and transparent manner and adhering to a standard approach.</b></i>
<b>Responsibility</b>	<p>The Academic Committee oversees complaints by a learner relating to the training and education process in PHC.</p> <p>Complaints will be processed where submitted by a learner in the process of undertaking QQI-approved training provided by PHC while in employ of PHC.</p> <p>The Committee is also responsible for recording and storing information on the complaints raised and responding to the complainant.</p>
<b>Methodology</b>	<p><b><i>Definition of a complaint in this procedure</i></b> A complaint is a grievance made by a PHC staff member who is in the process of undertaking a QQI-approved programme provided by the company.</p> <p><b><i>Scope</i></b> This procedure aims to provide a responsive, fair, transparent and consistent approach to processing complaints and to do so in a manner that takes into account full information and input from all relevant parties.</p> <p><b><i>Exclusions</i></b> Complaints: Where the complainant is not a current PHC staff member Where the complainant is not in the process of undertaking a QQI-approved programme delivered by PHC Considered to be frivolous, vexatious or malicious Appropriate to another code of practice / procedure Which are the subject of legal proceedings That are anonymous Where the same complaint has previously been dealt with under this procedure and has been resolved or adjudicated upon</p> <p><b><i>The Process</i></b> The complaints process has a number of stages: -</p> <p><i>Stage 1 – Informal, Personal Engagement</i></p>

	<p>A learner who wishes to make a complaint is expected to engage with the trainer concerned with a view to resolving the complaint. There is no requirement to submit the complaint in writing at this stage.</p> <p>The parties concerned are encouraged to strive to understand the other party's position and should seek, as far as possible, to find a mutually acceptable solution through informal means.</p> <p>Where a successful resolution to the matter is not found, the complainant may, within 10 working days, refer the complaint to stage 2 of the process.</p> <p><i>Stage 2 – Informal, Facilitated Engagement</i></p> <p>The Training Manager (TM) will meet with the parties to the complaint. The meeting should ideally occur within a further 10 working days.</p> <p>The TM may convene a meeting(s) separately and/or jointly with the parties to the complaint to facilitate a resolution to the matter.</p> <p>Parties are encouraged to strive toward the successful resolution of the matter.</p> <p>When the TM determines that the matter has reached conclusion or there is no further scope for resolution, s/he will communicate the outcome to both parties.</p> <p>Where no resolution has been found, the complainant may refer the complaint to stage 3, within a max. of 10 working days from the date of the conclusion of stage 2.</p> <p><i>Stage 3 – Formal, Investigation by Academic Committee</i></p> <p>The complainant must submit their original complaint, by email, to the Academic Committee (AC), within 10 working days of the end of stage 2.</p> <p>The AC will formally acknowledge receipt of the written complaint.</p> <p>A member of the AC will be assigned to investigate. The facts to be established and meetings held with the parties to the complaint, where necessary.</p> <p>The investigator to be an independent party, not previously involved in the complaint in any way.</p> <p>A Report of the facts and Recommendations to be prepared and submitted to the Academic Committee for approval.</p>
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	<p>The learner will be informed of the outcome of the Complaints Process within 10 days of receiving the appeal, by the Academic Committee.</p> <p>The Academic Committee will record details of complaints made and recommendations. These details to be stored on the company network with access to them by the Academic Committee.</p> <p>The decision of the Academic Committee will be final.</p> <p>The Academic Committee will monitor complaints lodged on a 3-monthly basis.</p>
<b>Frequency</b>	On receipt of a complaint from a learner.

## APPENDIX 26 – PHC Information for Learners - Sample

### Property Health Check

#### Information for PHC Learners – QQI Approved Course (Sample)

<b>Programme Title</b>	Building Energy Rating Assessment (Dwellings)
<b>Programme Structure</b>	<ul style="list-style-type: none"> <li>• Theory classes may be conducted at the PHC office.</li> <li>• Online learning may be undertaken at the PHC office.</li> <li>• On-site work experience will take place in accordance with customer orders booked and assigned to the training engineer. The learner will accompany the trainer to conduct the work experience element of the programme.</li> </ul>
<b>Programme Duration</b>	42 hours over a period of 4 weeks
<b>Award Title, Type, etc.</b>	BER Assessment (Dwellings) NFQ Level 6 Code 6N0732 Minor Award Awarding Body QQI
<b>Entry Requirements</b>	To qualify to undertake this course the learner must: - <ul style="list-style-type: none"> <li>• Be a PHC Engineer</li> <li>• Must have a minimum educational qualification of a level 8 degree in a relevant discipline</li> <li>• Have the agreement of your PHC line manager that the course is relevant to your role</li> </ul>
<b>Programme Content</b>	<ul style="list-style-type: none"> <li>• Background to Energy Performance of Buildings Directive (EPBD)</li> <li>• Irish legislation on building energy ratings</li> <li>• Building Regulations Part L</li> <li>• <u>Dwellings</u> Energy Assessment Procedure (DEAP)</li> <li>• Measuring relevant building dimensions</li> <li>• Calculating U Values</li> <li>• Energy assessment on domestic hot water systems</li> <li>• Alternative energy heating systems</li> <li>• Assessments from plans and specifications</li> <li>• Surveying of existing dwellings</li> </ul>

	<ul style="list-style-type: none"> <li>Assessments of existing dwellings</li> </ul> <p>Full programme content and resources are available at <a href="http://www.propertyhealthcheck.com">www.propertyhealthcheck.com</a>. Learners will be given an individual login to access course materials.</p>
<b>Arrangements for recognition of prior experiential or certified learning</b>	An existing valid certificate of completion of the BER Assessment (Dwellings) course will be recognised by PHC.
<b>Assessment Schedule, including appeal</b>	<ul style="list-style-type: none"> <li>In-course assignments can be undertaken to assist in learning and retaining the course material. Assignments available on the PHC Learner Management System.</li> <li>Exam to be taken at the end of the course, i.e. 4 weeks after start date.</li> <li>4 x assignments to be completed by the learner after the course is completed. Deadline for completion, 9 days after the course end date. Assignments to be emailed to the course trainer.</li> <li>Appeals to be lodged, by email, with the Academic Committee within 14 days of receiving assessment results.</li> </ul>
<b>Training Support</b>	<ul style="list-style-type: none"> <li>Learners will be assigned a trainer and mentor for the duration of the training.</li> <li>The trainer will be a suitably qualified subject matter expert</li> <li>The trainer will be available during normal business hours of 9.00am to 5.30pm, Monday to Friday</li> </ul>
<b>Transfer and progression opportunities available on completion of the programme</b>	Completion of the minor award 6N0732 will enable the engineer to register as a BER Assessor with the SEAI and undertake BER Assessments.
<b>Fees payable, if any</b>	<ul style="list-style-type: none"> <li>PHC will provide the training at no cost to the employee.</li> <li>Should the employee leave the company within 6 months of completing the course clawback of costs may be made in accordance with the Employee Handbook.</li> </ul>
<b>Protection of enrolled learners' arrangements, where appropriate</b>	N/A
<b>Grievance / Complaints procedure</b>	<ul style="list-style-type: none"> <li>Please refer to the PHC Learner Handbook</li> </ul>

*Please read this information in conjunction with the PHC Learner Handbook*



## APPENDIX 27 - PHC Information and Data Management

Procedure	Information and Data Management as applied to the provision and management of QQI training courses
<b>Assignment of responsibility</b>	<p>The Training &amp; Education team are responsible for the management of data held on the Learning Management System and provision of information in relation to the training of PHC staff on QQI approved courses.</p> <p>The Academic Committee and sub-committees to store meeting minutes, reports, research and appeal/complaints information on the company network.</p> <p>The QA team to store minutes of meetings and QA procedures relating to the provision of training and education.</p> <p>The QA team to monitor PHC planning software, Ninety.io, for plans and progress on training and education issues.</p>
<b>Terms of reference</b>	<p>Reliable information and data must be available to enable informed decision-making and to ensure the company knows what is working well and what needs attention.</p> <p>Controls and structures are in place to generate relevant data / reports which are communicated to staff and management for self-monitoring and planning purposes.</p> <p>QA documentation and procedures in relation to the training and education of staff to be available to all staff.</p> <p>PHC IT Infrastructure as at November 2020 can be seen in Figure 1 below.</p>
<b>Methodology</b>	<p><b>Learner Management System</b></p> <p>The Training &amp; Education team to set the learner up with access to the Learner Management System, where the following is stored: -</p> <ul style="list-style-type: none"> <li>• Basic learner information</li> <li>• Courses assigned to the learner</li> <li>• Progress of the learner through the course content, quizzes, assignments</li> <li>• Award(s) achieved by the learner</li> </ul>

- Trainer information and approval
- Reviewer information and approval

### Dropbox

Documentation to be held on the company network, in directories within /Training & Education/ as follows: -

Documentation Type	Directory
Completed learner assignments	Learner Assignments
Marking Sheets	Learner Results
Results Summary Sheets	Learner Results

### PHC Master Files – Current/ QQI/ Academic Committee

Documentation Type	Directory
Approvals	Academic Committee
Reviews	Academic Committee
Complaints/Appeals	Academic Committee
Agendas	AC Meeting Agendas
Meeting Minutes	AC Meeting Minutes
External Authentication info	External Authentication
Self-Evaluation Report	Self-Evaluation
Training Review Forms (Learner)	Training Reviews
Training Review Forms (Trainer)	Training Reviews
Training Review Reports	Training Reviews

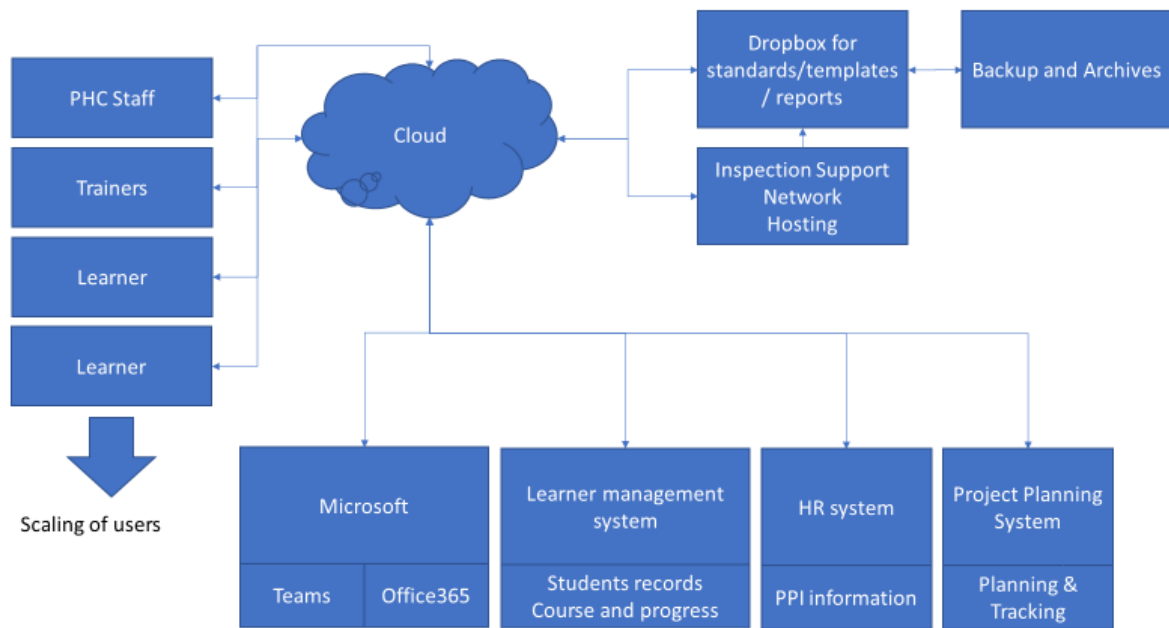
### PHC Master Files – Current/ QQI/ Results Approval Panel

Documentation Type	Directory
Internal Verification Reports	Results Approval Panel
RAP Agenda	RAP Meeting Agenda
RAP Report	RAP Report

### Ninety.io

- Ninety.io is planning and tracking software used for the recording of work / projects to be done in PHC.
- All staff have access to ninety.io software.
- Work / Projects arising from business plans, internal quality reports (e.g. internal verification report, self-evaluation) or weekly meetings are recorded and tracked on ninety.io.
- Reports on training and education work recorded on ninety.io will feed into the relevant PHC weekly meetings and relevant academic committee meetings for discussion and review.

	<p><b>Access to Data</b></p> <p>Learners have a username and password to access the Learner Management System (LMS). They have access only to their own information on the LMS.</p> <p>The Training &amp; Education team have access to learner assignments, results, awards achieved information, internal verification reports and minutes of meetings.</p> <p>QA team have access to Training Review Forms from learner and trainer, internal verification reports and minutes of meetings.</p> <p>The Academic Committee and sub-committees to have access to relevant information in support of their objectives</p> <p>All staff have access to QA procedures held on the company network.</p> <p>QA team to have access to plans and progress information in relation to training &amp; education across all teams and members of staff.</p> <p>Learner data will be handled in line with GDPR requirements and the PHC privacy notice</p>
<b>Frequency</b>	<p>Learner-specific data held from the time the staff member becomes a learner and is added to the Learner Management System until such time as they leave the employ of PHC.</p> <p>If the learner leaves the company while a course is ongoing, a copy of assignments and marks awarded may be provided to the employee on request. The data will be handled in line with the employee privacy notice and GDPR requirements.</p> <p>Reports, minutes of meetings, etc. will be archived on an annual basis where all actions outlined from those documents have been completed.</p>



**Figure 1: PHC IT Infrastructure as at November 2020**

## APPENDIX 28 – PHC Self-Evaluation and Improvement of Programmes and Services

<b>Procedure</b>	<p><i>The self-evaluation process seeks to identify good practice in the PHC Education &amp; Training process and to inform future policy and practices</i></p> <p><i>Evaluations will seek to: -</i></p> <ul style="list-style-type: none"> <li>• <i>Engage stakeholders</i></li> <li>• <i>Gather credible evidence from a range of sources</i></li> <li>• <i>Draw and justify conclusions</i></li> <li>• <i>Make recommendations for improvement of programmes and services</i></li> <li>• <i>Ensure the use and sharing of lessons learned</i></li> </ul>
<b>Responsibility</b>	<p>The Academic Committee have overall responsibility for the self-evaluation process and production of a programme improvement plan, and also for the approval of documentation prior to submitting to the QQI.</p>
<b>Methodology</b>	<p><b>External Evaluator</b></p> <p>Identify an external evaluator, independent of programme delivery and capable of comparing the quality of the programme versus similar programmes provided elsewhere.</p> <p>The role of the external evaluator is to bring support, recognition, and positive suggestion for improvement.</p> <p>Criteria for selection of the external evaluator includes: -</p> <ul style="list-style-type: none"> <li>• Must have education, training / industry expertise in the broad subject area of the programme</li> <li>• Should have experience / involvement in further education and training</li> <li>• To be external to PHC and separate to the Independent FE Professional serving on the Academic Committee</li> </ul> <p><b>Self-Evaluation and Improvement of Programmes and Services</b></p> <p>Gather information, e.g.</p> <ul style="list-style-type: none"> <li>• Feedback from learners</li> <li>• Feedback from trainers</li> <li>• Internal verification reports</li> <li>• External authentication reports</li> </ul>

	<ul style="list-style-type: none"> <li>• Results Approval Panel outputs</li> <li>• Review of complaints / appeals</li> <li>• Minutes of meetings</li> <li>• QQI self-evaluation checklist</li> </ul> <p>Hold a meeting(s) of the Academic Committee to discuss the programme allocate the work e.g. completion of the self-evaluation checklist, including grading the performance of PHC, as provider, in accordance with the following scale</p> <table> <tr> <td>3=Strength</td><td>There is evidence from the programme evaluated, to indicate that achievement in this area is above average. This is an area where practice should be disseminated elsewhere.</td></tr> <tr> <td>2=Acceptable</td><td>There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength.</td></tr> <tr> <td>1=For Improvement</td><td>There is little or no evidence that achievement in this area meets what is expected. Improvement is needed.</td></tr> </table> <p><b>Self-Evaluation Report</b></p> <p>The aim is to produce a self-evaluation report, based on the findings in the checklist process, focussed on the effectiveness of the programme(s) over the previous 2-year period. The report will consider the strengths and weaknesses of each programme and set out agreed recommendations relating to the following: -</p> <ul style="list-style-type: none"> <li>• Programme design and content</li> <li>• Programme delivery</li> <li>• Assessment of learning</li> <li>• Associated services and resourcing</li> <li>• Attainment of programme objectives</li> </ul> <p>Steps involved: -</p> <ol style="list-style-type: none"> <li>1. Produce a draft of the self-evaluation report</li> <li>2. Provide the draft report and back-up information as required to the external evaluator</li> <li>3. Hold a meeting between the Self-Evaluation Committee and the external evaluator to discuss and verify the findings in the report and get any suggestions for improvement from the external evaluator</li> </ol>	3=Strength	There is evidence from the programme evaluated, to indicate that achievement in this area is above average. This is an area where practice should be disseminated elsewhere.	2=Acceptable	There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength.	1=For Improvement	There is little or no evidence that achievement in this area meets what is expected. Improvement is needed.
3=Strength	There is evidence from the programme evaluated, to indicate that achievement in this area is above average. This is an area where practice should be disseminated elsewhere.						
2=Acceptable	There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength.						
1=For Improvement	There is little or no evidence that achievement in this area meets what is expected. Improvement is needed.						

	<ol style="list-style-type: none"> <li>4. Finalise the report with the agreed findings of PHC and the external evaluator</li> <li>5. Get approval for the self-evaluation findings and report from the Academic Committee</li> <li>6. Submit to QQI</li> <li>7. Publish the self-evaluation report. PHC staff to have access to read the final report.</li> </ol> <p><b>Programme Improvement Plan</b></p> <p>The programme improvement plan will set out recommendations for action to build on strengths and address areas of weakness identified. Priority will be given to those recommendations which are focussed on improving learner outcomes.</p> <p>Academic Committee to provide the Self-Evaluation Report and the Programme Improvement Plan to the QQI.</p> <p>Academic Committee to integrate prioritised actions into PHC training &amp; education and quality assurance development plans.</p>
<b>Inputs</b>	<p>Learner reviews  Trainer Reviews  Customer (or other stakeholder) reviews  Academic Committee outputs  Results Approval Panel outputs  Training &amp; Education team meetings  Quality team meetings  Review of complaints / appeals reports  Training / Quality items recorded on app ninety.io</p>
<b>Outputs</b>	<p>Self-Evaluation Report  Programme Improvement Plan  QQI submission following approval of above</p>
<b>Frequency</b>	<p>Self-evaluation will take place every 5 years after the provision of QQI-approved courses has commenced.</p>

## APPENDIX 29 – PHC Training Review Form (Learner)

### PHC Training Review Form (Learner)

**Instructions:** Please complete by clearly highlighting the cell of the appropriate statement in **RED** - SA (Strongly Agree), A (Agree), N (Neutral), and SD (Strongly Disagree).

Please return the completed form by DATE TIME, by saving to Dropbox folder PHC/BER Course March 2022 – Learner Feedback

#### SECTION 1

<b>Course Title</b>	<b>BER Assessment (Dwellings)</b>
<b>Instructor's Name</b>	
<b>Date</b>	

#### SECTION 2 – Course Content

1.	The material presented was relevant to my job	SA	A	N	DA	SD
2.	The course was very informative	SA	A	N	DA	SD
3.	The information was presented in a manageable manner	SA	A	N	DA	SD
4.	The course material was up to date and reliable	SA	A	N	DA	SD
5.	The Learner Management System platform was easy to get familiar with	SA	A	N	DA	SD

#### SECTION 3 – Trainer

6.	The trainer was well prepared	SA	A	N	DA	SD
7.	The trainer provided adequate feedback and clarification	SA	A	N	DA	SD
8.	The trainer presentation style was well suited to the course	SA	A	N	DA	SD
9.	The trainer used a variety of delivery methods	SA	A	N	DA	SD
10.	The trainer demonstrated expertise in the subject area	SA	A	N	DA	SD
11.	Resources and supports available were communicated in a timely manner	SA	A	N	DA	SD



**SECTION 3 – Assessment**

12.	The assessment types used were helpful in learning the course material	SA	A	N	DA	SD
13.	The course material covered was good preparation for each assessment	SA	A	N	DA	SD
14.	The deadlines for assessments were reasonable	SA	A	N	DA	SD

**SECTION 4 – Any other Comments**

Please identify any additional comments that will assist in improving your training experience with Property Health Check Ltd.

## APPENDIX 30 – PHC Training Review Form (Trainer)

### PHC Training Review Form (Trainer)

**Instructions:** Please complete by clearly highlighting the cell of the appropriate statement in **RED** - SA (Strongly Agree), A (Agree), N (Neutral), and SD (Strongly Disagree).

Please return the completed form to the QA team within 2 days of completing your training program.

#### SECTION 1

<b>Name</b>	
<b>Job Position</b>	
<b>Course Title</b>	<b>BER Assessment (Dwellings)</b>
<b>Date</b>	

#### SECTION 2 – Course Content & Structure

1.	The structure of the course (one-one, online, on-the-job) worked well alongside regular workload	SA	A	N	DA	SD
2.	The training plan of 60 hours was adequate for the learner to complete the course	SA	A	N	DA	SD
3.	The Learner Management System platform was easy to set up with content for the learner	SA	A	N	DA	SD
4.	The course material and resources available for the learner was adequate	SA	A	N	DA	SD

#### SECTION 3 – Assessment

5.	Assignments were easily undertaken within the deadlines set	SA	A	N	DA	SD
6.	The learner was ready for the final PHC exam on completion of the course material	SA	A	N	DA	SD
7.	The learner was well prepared for the SEAI exam at the end of the course	SA	A	N	DA	SD
8.	The results review process worked well within the Training & Education team	SA	A	N	DA	SD

**SECTION 3 – Results**

9.	Results achieved: -	A1	A2	A3	A4	Exam	Total
10.	Comment on results less than 70%						

**SECTION 4 – Any other Comments**

Identify any additional comments that will assist in improving the training experience with Property Health Check Ltd.

## REFERENCES

The QQI documents referenced during the development of the PHC Quality Assurance document are listed below.

#	Document Name	Date
1	Provider Access to Initial Validation of Programmes leading to QQI Awards – Application Guide	April 2015 V3
2	Policy and Criteria for Provider Access to Initial Validation of Programmes leading to QQI Awards	September 2013 1-V1
3	Policy on Quality Assurance Guidelines	April 2016/ QP.10-V3
4	QA Guidelines and Criteria for Provider Access to Initial Validation of Programmes leading to QQI Awards – Further Education and Training	September 2013/4-V1
5	Core Statutory QA Guidelines	April 2016/QG1-V2
6	Sector Specific Statutory QA Guidelines for Independent/Private Providers	April 2016/QG2-V2
7	Topic Specific Statutory QA Guidelines for Providers of Blended Learning Programmes	March 2018/QG8-V1
8	Quality Assuring Assessment – Guidelines for Providers (Revised 2013)	Date/version n/a
9	QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training	2015/QP.20 V1.0 (c)
10	Policies and Criteria for the validation of <b>programmes</b> of education and training	November 2017/QP.17-V1.03
11	Operating Principles for PEL	Date/version n/a
12	Assessment and Standards (Revised 2013)	2013
13	Effective Practice Guidelines for External Examining Revised February 2015	Feb 2015
14	Roles, Responsibilities and Code of Conduct for Reviewers and Evaluators	25092018 V1
15	Policy and Criteria for Access, Transfer and Progression in relation to Learners for Providers of Further and Higher Education and Training	NQAI 2003, Restated 2015/QP.20 v1.0

## CHANGE LOG

The QA document that was approved by QQI as part of the IAV process is PHC QA 14122020. This document has been versioned and renamed to PHC QA 14122020 V1.0.

Changes to that base document are logged below.

#	Section(s)	Change made	Reason for Change	Document Version
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1	Appendix 2 – PHC Academic Committee	Chairperson of the Academic Committee listed as the Training Manager, a PHC employee, rather than an external committee member.	Advice from QQI panel	V1.1
2	Appendix 7 – PHC Training & Education Team	Programme Leader is responsible for applying for QQI certification for the learner.	Clarification based on Criterion 12 h) in BER Programme Self-Evaluation document.	V1.2
3	Various sections updated	Removal of Training Review Committee from the academic structure. Responsibility for training review is with the Academic Committee.	Advice from QA Services Consultant	V1.3
3	Various sections updated	Removal of Self-Evaluation Committee from the academic structure. Responsibility for self-evaluation is with the Academic Committee.	Advice from QA Services Consultant	V1.3
3	PHC Assessment Process Overview	Section added to reference location of assessment documentation & protocols on dropbox	Added following use in first programme	V1.3
3	Appendix 27 – PHC Information and Data Management	Directory structure updated to reflect what's actually in place		V1.3
4	Various sections updated	<p>Appendix 28 title updated to clarify that self-evaluation applies to the evaluation of PHC programme(s).</p> <p>Self-evaluation should take place every 5 years, in line with programme re-validation, rather than every 4 years.</p> <p>Self-Evaluation, Monitoring and Review section: - All aspects of training are not reviewed every 3 months. They are reviewed at the end of each course as part of the IV, EA and RAP process.</p>	Advice from QA Services Consultant	V1.4