



Quality Assurance System

PL06 - Policy on Self-evaluation

Rev 1.0

Policy on Self-evaluation

Document reference number:	PL06	Revision Number:	V1.0
Document drafted by:	Quality Officer	Date drafted:	8/8//2020
Document approved by:	LASNTG	Date approved:	
Document adopted by:	LASNTG	Date document adopted:	
Issued by:	LASNTG	Date of Issue:	
Assigned Review Period	2 Years	Next Review Date:	
Responsibility for Review	Quality Officer	Date of withdrawal obsolete document	

Amendment History:

Date	Revision Number	Details of amendment
	1.0	New Document

Self-Evaluation, Monitoring and Review

1.1 Policy

It is the policy of LASNTG, in overseeing the quality of training at the RTCs or external venues on behalf of the Local Authority Sector, to engage in regular self-evaluation around the quality and impact of its Programmes and services. This process identifies strengths and areas for improvement in the targeted training provision. Thus, LASNTG aims to optimise the training experience, provide state of the art training facilities and resources and ensure the ongoing relevance of Programmes in line with best practice.

LASNTG is committed to providing all stakeholders, including current and past Learners, with the opportunity to participate in each self-evaluation. LASNTG, in liaison with the MEC Committee and RTC management, decides how this engagement is actioned; interviews, group meetings, questionnaires, Learner evaluations/feedback, employer feedback, funding bodies etc.

Self-evaluation will also be informed by the outcomes of related Learner/Trainer/stakeholder feedback and Programme reviews undertaken in the period leading up to self-evaluation.

1.2 Internal self-monitoring

Internal monitoring plays a key role in improving our education and training provision. Summarised below are the main on-going internal monitoring activities, both formal and informal that are managed by the QA Team, that ensures a continuous cycle of improvement.

- The RTC Managers, and Programme Coordinator, review all Programmes following rollout. This includes a review of Programme content, quality of training delivery, an analysis assessment and retention/attendance results, through discussion with Trainers and learners. Key Programme parameters are measured to assess performance and identify areas for development. The RTC Manager records relevant observations/comments. The RTC Manager records relevant observations/comments and reports on them at QA Team meetings.
- Regular staff meetings – staff in the LASNTG office and in the RTCs meet regularly and formally and informally. These staff meetings are an integral part of our monitoring activities.
- Monitoring of training – the quality of the training delivery is monitored through our training monitoring processes

In particular, LASNTG has perceived enhanced outcomes in this regard through the tracking of both constructive and mainly very positive feedback from the following areas, in recent years:

- Learners
- Training Officers
- Health and Safety Advisors
- Employers
- Certifying Bodies
- Monitoring and Evaluation Committee

- External Authenticator
- Training Monitors
- LGMA
- Government Departments
- Irish Water
- Other public bodies
- Host Authorities
- Training Groups (RSTG, WSTG, ESTG, FSTG)
- Management Technical Committees
- Programme Design and Development Teams
- Trainers
- Staff

Self-monitoring, relating to all matters is undertaken, in the context of the Risk Register and is coordinated by the Programme Coordinator who leads the QA Team. The Risk Register is structured such that operational matters, as they apply to each host Authority, are addressed by the host Authority through the Regional Training Centres and any matters associated with Programme design, development or delivery are addressed through the LASNTG Training Governance system.

This system also ensures monitoring of compliance in relation to statutory and legal matters. Outcomes in this area are further measured against the strategic objectives of the LASNTG and the host Authorities.

1.3 Programme Review

All Programmes are reviewed annually by the Programme Coordinator to ensure their continued relevance and incorporate changes in legislation/regulatory requirements, etc. All new Programmes are piloted, and pilot Programmes are reviewed with input from subject matter experts. Learners are invited to provide feedback on their experiences through questionnaires, Trainer meetings, etc. Feedback from employers and funding bodies is also sought. All feedback and evaluations are reviewed, and appropriate action plans put in place, leading to Programme enhancement as appropriate.

1.4 Self-evaluation

The Monitoring and Evaluation Committee (MEC) is responsible for ensuring that there is a self-evaluation system in place which incorporates the views of all significant stakeholders.

Programmes are self-evaluated every five years in line with revalidation. This is done to ensure that the Programmes are kept up to date and are fit for purpose. This is done in accordance with QQI Policies and criteria for the validation of Programmes of education and training.

1.4.1 Key Steps

A self-evaluation Plan is documented on a biennial basis. The plan can focus on a particular Programme across each RTC or on provision at an individual RTC.

Our Programmes are grouped into manageable clusters for the purposes of Self-Evaluation. Programmes from the same field of study, or having significant overlap are grouped together. The MEC agrees the range of Programmes to be considered for each Self-Evaluation with the Secretary.

Self-evaluation takes place through the analysis of feedback received through the mechanisms outlined above. Improvement and enhancement can then be implemented and monitored through the LASNTG's QAS. Additional self-evaluation is undertaken in relation to:

- Programme uptake
- Programme review
- Validation
- Revalidation
- Ad hoc regulatory reviews

Self-evaluation is managed by the QA Team through regular meetings between the five RTC Managers, the LASNTG Secretary and the Programme Coordinator. Feedback from all sources, both positive and negative, is collated and documented. Learner attendance is carefully monitored in the context of Learner supports and Learner attendance figures. The operation of the LASNTG office, including the five RTCs, forms part of the self-evaluation process to ensure that attendances and quality of Programme delivery are consistent across all Centres. Reports are presented on Centre activity to the Management/Technical Committees and the sectoral Training Groups at each meeting and any issues of major concern are notified to LASNTG by the Secretary. Annual reports are presented to each Training Group, LASNTG and to each of the funding bodies.

1.5 Evaluation and Monitoring Schedule

Evaluation Methodology	Stakeholders Involved	Frequency	What is being monitored?
Learner Questionnaire	Learners	At Programme completion	Course objectives Training delivery - Course materials provided Training facilities - Provision of information - Programme Administration - Assessment
Trainer Questionnaire	Trainers	Interim and on completion of Programme delivery	Course objectives Training delivery - Course materials provided Training facilities - Provision of information - Programme Administration - Assessment
External Authenticator Reports	External Authenticator	Each certification period	Assessment Outcomes

Programme Board Meeting	Sectoral Training Groups	Quarterly	External Authenticator reports – Learner feedback – Trainer feedback - Feedback from other stakeholders
Results Approval Panel Meetings	Secretary and External Authenticator	Each certification period	Completion rates Learner achievement Statistics and trends with respect to assessment Corrective Actions Consistency of marking
LASNTG QA Team meetings	Secretary RTC Managers Programme Coordinator	Quarterly	All aspects of Programme content and provision Complaints Register Risk Register The QA system

1.6 Improvement Plans

Improvement plans relating to reviews which have been undertaken are monitored by the sectoral Training Groups and the Monitoring and Evaluation Committee. A standing agenda item is tabled until all plans have been fulfilled. A biennial self-evaluation plan documented, and responsibilities assigned for implementation. Appropriate planning meetings are held, and an action plan documented. Existing relevant documentation is reviewed (learner evaluations, minutes of learner review meetings, Programme reviews, etc.) and a self-evaluation checklist strengths/area is prepared for improvement purposes. Timelines for implementation are set and the process is driven by the completion of a self-evaluation checklist.