Local Authority Services National Training Group (LASNTG)

Quality Assurance Manual
2022

List of Abbreviations

ATU	Atlantic Technological University
CARO	Climate Action Regional Office
DECC	Department of the Environment Climate and Communications
DHLGH	Department Housing Local Government and Heritage
DMS	Data Management System
DoT	Depart of Transport
EA	External Authenticator
EPA	Environmental Protection Agency
ESTG	Environment Services Training Group
FSTG	Fire Services Training Group
HSE	Health Services Executive
IPBMI	Irish Public Bodies Mutual Insurance
TU	Technological University
IV	Internal Verification
LASAG	Local Authority Safety Advisors Group
LASNTG	Local Authority Services National Training Group
LAWPRO	Local Authority Waters Programme Office
LGMA	Local Government Management Agency
MAP	Modular Assessment Plan
MEC	Monitoring and Evaluation Committee
MOU	Memorandum of Understanding
NCR	Non-Conformance Report
NDFEM	National Directorate for Fire and Emergency Management
NFGWS	National Federation of Group Water Schemes
OGP	Office of Government Procurement
PDP	Personal Development Plan
PDDT	Programme Design and Development Team
PMDS	Performance Management Development System
QAM	Quality Assurance Manual
QAS	Quality Assurance System
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel
RMO	Roads Management Office
RSTG	Roads Services Training Group
RTC	Regional Training Centre
SETU	South East Technical University
TII	Transport Infrastructure Ireland
TOR	Terms of Reference
WERLA	Waste Enforcement Regional Lead Authorities
WSTG	Water Services Training Group

Contents

1. Introduction 7
1.1 Organisational Structure 7
1.2 Mission and Objectives 7
1.2.1 Mission 7
1.2.2 Objectives 8
1.3 Scope of Provision 9
1.4 Programmes Validated by QQI (August 2022) 10
1.5 Learner Profile 10
1.6 Stakeholders 10
1.7 Supporting Documents 11
1.7.1 Terms of References 11
1.7.2 Memorandum of Understandings (MOUs) 11
1.7.3 Additional relevant documentation 11
2. Governance 12
2.1 Programme Governance 12
2.1.1 LASNTG 12
2.1.2 Regional Training Centres 12
2.1.3 LASNTG Office 12
2.1.4 Programme Coordinator 12
2.1.5 Quality Officer 12
2.1.6 Monitoring and Evaluation Committee (MEC) 12
2.1.7 Results Approval Panel (RAP) 13
2.1.8 Programme quality 13
3. Management of Quality 13
3.1 Quality Policy 13
3.2 Aims of the Quality Assurance System (QAS) 13
3.3 Scope of the QAS 13
3.4 Responsibility for the QAS 14
3.5 Embedding a Quality Culture in LASNTG 14
3.6 Risk Management 15
4. Documented Approach to Quality Assurance 15
4.1 Maintenance of the QAM 15
5. Assessment 16
5.1 Policy 16
5.2 Responsibilities 16

5.3 Monitoring and Evaluation 17
5.4 Overview of LASNTG Assessment Process 17
5.4.1 Assessment 17
5.4.2 Authentication 17
5.4.3 Results Approval and Issue 17
5.4.4 Request for Certification 17
5.4.5 Appeals 17
5.5 Assessment Design and Planning 17
5.6 Role of the Programme Design and Development Team in assessment design 18
5.6.1 Formative Assessment 18
5.6.2 Summative Assessment 18
5.7 Information and Feedback to Trainers and Learners 18
5.8 Feedback on Assessment to Learners 19
5.9 Security and Integrity of Assessment 19
5.10 Assessment Submission Process 20
5.10.1 Submission of Assignments 20
5.10.2 Dealing with Examination Misconduct/Cheating 20
5.10.3 Consistency of Marking 20
5.11 Moderation of Marking 21
5.11.1 Purpose 21
5.12 Reasonable Accommodation 21
5.13 Internal Verification 22
5.13.1 Process 22
5.13.2 Local Verifier 23
5.13.3 LASNTG Verifier 23
5.14 External Authentication 23
5.15 Results Approval 24
5.16 Issue of Results and Certification 24
5.17 Issue of Award Certificates 24
5.18 Assessment Appeals 25
5.19 Corrective Action 25
5.20 Replacement/Reissue of Results and Certificates 26
5.21 Retention of Assessment Evidence 26
6. Staffing 26
6.1 Policy 26
6.2 Induction 26
6.2.1 Staff 26
6.3 Staff Development 26

6.4 Recruitment of Contracted Trainers 27
6.5 LASNTG Tender Process 27
6.5.1 Tender Evaluation Process 27
6.5.2 Approval of Additional Trainers Supplementary Process 28
6.6 Quality Assuring Trainer Performance 28
6.7 Quality of Training Delivery 28
6.8 Trainer Monitoring Process 29
6.9 Dealing with Issues of Poor Performance 29
6.10 What a Trainer must do when they receive an NCR 30
6.10.1 On Receipt of the Corrective Action Plan; 30
6.11 Supports for Trainers 30
7. Learning Resources and Supports 31
7.1 Facilitating Diversity 32
7.2 Learners Complaints 32
7.3 Learner Induction 32
7.4 Quality Assuring Physical Premises, Equipment and Facilities. 33
7.4.1 Health and Safety 33
7.4.2 Approval of Outreach Centres 33
8. Teaching and Learning 33
8.1 Teaching and Learning Policy 33
8.2 Teaching and Learning Strategy 33
8.3 Assessment Strategies 34
8.3.1 Formative Assessment 34
8.3.2 Summative Assessment 34
8.4 Analysis of Learner Participation, Attendance and Responses 34
8.5 Attendance 34
8.6 Blended Learning Strategy 35
8.6.1 Staffing 35
8.7 Infrastructure and Resources 35
9. Programmes of Education and Training 35
9.1 Policy 35
9.2 Need Identification 36
9.3 Programme Design and Development 36
9.4 Programme Updates 37
9.5 Programme Approval and Submission for Validation 37
9.5.1 Process 37
9.6 Programme Validation and Re-validation (QQI) 37
9.6.1 Validation Process (QQI) 38
9.7 Programme Planning and Delivery 38
9.8 Access, Transfer and Progression 39

9.8.1 Admissions Policy 39
9.8.2 Applications Process 39
9.9 Programme Cancellation 40
9.10 Registration 40
9.11 Transfer and Progression 40
9.12 Recognition of Prior Learning (RPL) 40
10. Self-Evaluation, Monitoring and Review 41
10.1 Policy 41
10.2 Internal self-monitoring 41
10.3 Programme Review 42
10.4 Self-evaluation 42
10.4.1 Key Steps 43
10.5 Evaluation and Monitoring Schedule 43
10.6 Improvement Plans 44
11. Information and Data Management 44
11.1 Data Management System 44
11.2 Assessment Documentation 45
11.3 Support to Learners and Employers 45
11.4 Improvement Process 46
12. Public Information and Communication 46
12.1 Policy 46
12.2 Stakeholders 46
12.3 Internal communication 47
12.4 External Communication 48
12.5 Conferences 49
12.6 Social Media 49
13. Collaborative Provision 49
13.1 Policy 49
13.2 Agreed arrangements 50
13.3 Existing Partnership Arrangements 50
13.4 Working Partnership Arrangements 51
13.4.1 Programme Design 51
13.4.2 Programme Promotion 51
13.4.3 Programme Evaluation 51
13.4.4 Provision of Training Sites 51

1. *Introduction*

The Local Authority Services National Training Group (LASNTG) through its Roads, Water Services, Environment and Fire Services Training Groups develops Programmes and delivers training, to the highest standards, to Local Authority employees and others.

1.1 Organisational Structure

LASNTG takes its training provision brief primarily from Local Authorities.

Membership of LASNTG is drawn from: -

- Government Departments
- Local Government Management Agency
- Regional Training Centre network
- Four national Training Groups: -
    - The Road Services Training Group (RSTG)
    - The Water Services Training Group (WSTG)
    - The Environmental Services Training Group (ESTG)
    - The Fire Service Training Group (FSTG)

Training is delivered through a network of five Regional Training Centres (RTCs) located at;

- Ballincollig, Co Cork
- Ballycoolin, Dublin
- Castlebar, Co Mayo
- Stranorlar, Co Donegal
- Roscrea, Co Tipperary

The LASNTG administration office is located at Nenagh, Co Tipperary and is responsible for coordinating all QA processes and procedures for the network, for managing the relationships with awarding bodies and for all certification processes. The operation of each RTC is governed by a Management and Technical Committee and has a Centre Manager who is responsible for the management and administration of the RTC. The RTC Manager has devolved QA responsibilities.

1.2 Mission and Objectives

1.2.1 Mission

- LASNTG, is committed to quality assuring the training Programmes developed and delivered within its brief, so that Programmes effectively bridge the skills gaps that they were originally developed to address.
- To act as the Steering Committee and discussion forum through which all training related activities and proposals will be co-ordinated prior to submission to the Change Management Committee of the LGMA for endorsement. The constituent training groups of Roads; Water; Environment & Fire will continue to have full responsibility for expending and monitoring of the assigned training grants for the Dept. of Housing Local Government and Heritage, the Dept. of Transport, the Dept. of Environment Climate Action and Communications, the National Directorate for Fire and Emergency Management and Irish Water.

In addition, the Training Groups will act as:

(i) a standing and oversight sectoral group for all appropriate training projects and pilots of training initiatives; and

(ii) be the central co-ordinating committee for all appropriate sectoral training initiatives.

1.2.2 Objectives

- Ensure that the spend on Learner training and development is targeted at delivering corporate and business objectives.
- Co-ordinate Local Authority training and other learning interventions across the sector, on a cost–neutral basis, so as to ensure the following:
  - Meet the specific and unique needs of the Local Government sector
  - Meet the regulatory compliance and legislative requirements placed on Local Authorities
  - Have an integrated approach to service delivery
  - Quality Assurance procedures are adhered to. (LASNTG coordinates the various systems established to comply with the quality assurance model established as a registered QQI provider).
  - Provide access to appropriate national and international accreditation (where appropriate) for Local Authority training courses
  - Maximisation of training resources already available within the sector
  - Achieve greater value for money
  - The work of the Roads, Water, Environment and Fire services training groups is co-ordinated, and the quality of training offered through the RTC organisation is overseen
- Investigate, and engage with, new alternative and emerging technologies and approaches to learning delivery in order to better meet the needs of the Local Government sector.
- Oversee and co-ordinate the sector's engagement with third level institutions so as to provide an access route to higher education accreditation (where appropriate).
- Assist and provide advice, where appropriate, to the sector on how best to respond to the training needs arising from initiatives to facilitate the implementation of the policy objectives contained in the Public Sector Reform Plan 2014-2016; Putting People First (2012) and the Local Government Reform Act, 2014, etc., as well as the emerging training needs arising as a result of redeployment across the sector and changes in Government policy.
- Source, where possible, alternative and supplementary sources of funding for staff training and development and learning initiatives so as to maximise the resources available to the sector.
- Develop upon the best practice templates, already in place, to support the following training activities across Local Authorities and the RTC organisation,
  - Design;
  - Procurement;
  - Delivery;
  - Provision of nationally recognised certification;

- Evaluation; and
- Monitoring

Where no best practice templates exist, new ones are to be developed.

- Ensure the dissemination of instances of best and/or innovative practices occurring across the sector to all Training Officers.
- Manage the periodic assessment of Learner training needs for Local Authority staff across the sector as a whole and for each area of business activity through consultation with the relevant stakeholders.
- Ensure that current staff are developed sufficiently to work effectively and flexibly within the parameters of the work force planning frameworks for the sector.
- Establish mechanisms to facilitate and, where possible, address the training and learning needs of staff in all Local Authority business units.
- Engage with all relevant stakeholders to review the current structures in the sector involved in training with a view to streamlining the structures to ensure that they are fit for purpose.
- Maximise the extent to which training is delivered through the RTC network so as to ensure a properly trained workforce and provide quality customer services to the public.
- Continue to explore additional sector training, particularly in the areas of Planning and Housing and Climate Action
-

1.3 Scope of Provision

LASNTG Programmes are available nationally through the RTC network and include a diverse portfolio of both accredited and non-accredited training Programmes. A sample of these is set out hereunder but not limited to:-

- Health & Safety
  - General H & S Courses
  - Confined Spaces Training
  - Signing, Lighting & Guarding at Roadworks
  - Driver CPC
- Roads
  - Maintenance & improvement Regional & Local Roads
  - High Speed Roads Training
- Water Services
  - Water & Wastewater Treatment
  - Water Conservation/Leakage Reduction
- Project management/Procurement
- Environment
  - Waste Management
  - River Basin Catchment Management
  - Derelict Sites
  - Solid Fuel Regulations

- Site Suitability Assessment for On-Site Wastewater Treatment Systems
- Climate action

- Fire Services
  - Fire Fighting/Breathing Apparatus

Training is delivered by Training Centre staff, Local Authority staff (current and former) and contracted Trainers. The RTCs also deliver Programmes on an outreach basis, through selected private and public sites to maximise the Learner experience with the minimum of inconvenience. LASNTG offers a diverse portfolio of accredited Programmes including:-

1.4 Programmes Validated by QQI (August 2022)

Programme code	Associated award codes	Title	Date validated
PG15912	5S5606	Plant Operations for Water Treatment	26th June 2013
PG15913	5S2236	Waste Facility Operation	26th June 2013
PG20536	6S2241	Site Suitability for Wastewater Treatment	23rd June 2014
PG23803	6S201493	Firefighting Operations	20th June 2018
PG 24681	4F21481	Temporary Traffic Management on Level 3 Roads – IPV	3rd December 2020
PG 24680	4F21479	Temporary Traffic Management on Level 3 Roads - Mobile	3rd December 2020
PG 24679	4F21477	Temporary Traffic Management on Level 3 Roads - Static	3rd December 2020
PG 24692	5F21509	Temporary Traffic Management - Inspection and Audit	3rd December 2020
PG 24691	5F21507	Temporary Traffic Management Design - Level 1 & 2 Roads	3rd December 2020

1.5 Learner Profile

LASNTG primarily works with adult Learners who are employed within the Local Authority sector at all grades. However, LASNTG also provides training, on a contract basis, to other public sector bodies (including Irish Water, the Environment Protection Agency, Department of Transport, Department of Environment Climate Action and Communications, Department of Housing Local Government and Heritage and the National Federation of Group Water Schemes) and to private sector consultants and contractors.

1.6 Stakeholders

- Local Authorities
- Department of Transport (DoT)
- Department of the Environment Climate and Communications (DECC)
- Department of Housing Local Government and Heritage (DHLGH)
- Office of Government Procurement (OGP)
- National Directorate for Fire and Emergency Management

- Irish Water (IW)
- Transport Infrastructure Ireland (TII)
- Health Services Executive (HSE)
- Local Government Management Agency (LGMA)
- Irish Public Bodies Mutual Insurance (IPBMI)
- Road Safety Authority (RSA)
- Environmental Protection Agency (EPA)
- Road Management Office (RMO)
- National Federation of Group Water Schemes (NFGWS)
- Waste Enforcement Regional Lead Authorities (WERLA)
- Local Authority Waters Project Office (LAWPRO)
- Climate Action Regional Offices (CARO)
- SOLAS
- South East Technological University - Carlow
- Atlantic Technological University - Sligo
- Quality and Qualifications Ireland (QQI)
- City and Guilds

1.7 Supporting Documents

1.7.1 Terms of References

- LASNTG
- Sectoral Training Groups
- Monitoring and Evaluation Committee (MEC)
- Results Approval Panel (RAP)
- Programme Design and Development Team (PDDT)
- Quality Assurance Team (QA Team)

1.7.2 Memorandum of Understandings (MOUs)

- South East Technological University - Carlow
- Atlantic Technological University - Sligo
- Tipperary County Council
- Management/Technical Committees
- Irish Water

1.7.3 Additional relevant documentation

- Role Descriptions
- Terms of References
- Risk Register
- Handbooks
- Regional Training Centre network profile
- Sample reports
- Schedule of meetings

2. *Governance*

2.1 Programme Governance

2.1.1 LASNTG

The LASNTG acts as the Steering Committee and discussion forum through which all training related activities and proposals are co-ordinated. The sectoral Training Groups of Roads; Water; Environment and Fire continue to have full responsibility for expending and monitoring of the assigned training grants.

In addition, the Training Groups act as

- the standing and oversight group for all appropriate training projects and pilots of training initiatives; and
- the central co-ordinating group for all appropriate sectoral training initiatives.

2.1.2 Regional Training Centres

Each of the five Regional Training Centres functions under the corporate governance of its host Local Authority and is bound by the policies and procedures of that Authority. In addition, each Centre has a Management/Technical Committee whose membership comprises of representatives from each of the Local Authorities designated to that Centre. These Authorities are equal partners with the host Authority and provide support and guidance to the Centre in addition to monitoring the operation of the Centre. The host Authority provides all back-office support to ensure the proper management and operation of the Centre.

2.1.3 LASNTG Office

The LASNTG Office operates within the corporate governance of the host Authority, Tipperary Council, and is bound by the policies and procedures of that Authority.

In the context of Programme delivery, the Programme Coordinator has overall responsibility for the design and development phases of all Programmes. This is managed by the Training Groups through establishing Programme Design and Development Teams as the need for new Programmes are identified. These Teams are established on a needs basis with a specific brief and are made up of subject matter experts, drawn from the sector, with specific knowledge and expertise relevant to the subject matter of the new Programme.

2.1.4 Programme Coordinator

The Programme Coordinator is responsible for ensuring that Programme content, assessment and materials are maintained and updated as required and for overseeing the ongoing development of the Programme.

2.1.5 Quality Officer

The Quality Officer is responsible for the management of the quality assurance system, including monitoring its implementation and document review and updating.

2.1.6 Monitoring and Evaluation Committee (MEC)

The purpose of the Monitoring and Evaluation Committee is to:

- Establish procedures to ensure ongoing quality assurance across the Regional Training Centre network and the LASNTG office
- Establish procedures for internal monitoring and evaluation of Programmes
- Examine Programmes within the context of requirements of QQI Certification and recommend areas for improvement
- Examine, and make recommendations, on feedback received by LASNTG

2.1.7 Results Approval Panel (RAP)

The purpose of the Results Approval panel is to:

- Review and approve provisional results
- Review reports of the internal verifier/s and external authenticator/s
- Agree to the submission of final results to QQI and request QQI for certification.
- Make recommendation for corrective action where issues arising in relation to the assessment process/results are identified

2.1.8 Programme quality

Programme quality, and consistency in delivery, is monitored through a process of internal verification and external authentication reporting to the Results Approval Panel and Monitoring and Evaluation Committee who provide comment, advice and recommendation to the Training Groups, and LASNTG at corporate level.

3. *Management of Quality*

3.1 Quality Policy

LASNTG is committed to identifying, developing and delivering a high standard of training, through the implementation of an approved QAS system, to Local Authority staff and staff working in the private sector across a broad range of functions, disciplines and skill levels.

3.2 Aims of the Quality Assurance System (QAS)

- To promote high standards in training and learning
- To help meet the needs of all our stakeholders effectively, particularly our Learners
- To provide staff, Learners, employers, awarding bodies and the general public with reliable and accessible data and information about our Programmes, standards and outcomes.
- To help identify any area of weakness where quality is compromised
- To increase Learner and employer satisfaction with a view to growing and expanding training provision
- To ensure consistency across all Programmes in needs identification, Programme design, Programme delivery and Learner supports

3.3 Scope of the QAS

The QAS applies to all activities associated with training provision and to all staff and contracted Trainers, at LASNTG Office and RTC level, and in the context of training provision. This is addressed in the following sections:

2. Governance

3. Management of Quality
4. Documented Approach to Quality Assurance
5. Assessment
6. Staffing
7. Learning Resources and Supports
8. Teaching and Learning
9. Programmes of Education and Training
10. Self-Evaluation, Monitoring and Review
11. Information and Data Management
12. Public Information and Communication
13. Collaborative Provision

3.4 Responsibility for the QAS

LASNTG oversees the resourcing and implementation of the QAS. Responsibility for day-to-day activities associated with implementing the QAS is delegated by LASNTG to the LASNTG Office. The Quality Officer, based in the LASNTG Office, is responsible for ensuring the QAS is implemented at an organisational level. The Quality Officer ensures that staff, Trainers, Learners and relevant stakeholders are aware of their respective QA responsibilities.

The RTC Managers oversee local implementation and oversee RTC staffs' role in its implementation. The LASNTG Verifier, who is based in the LASNTG Office, is responsible for quality assuring the assessment process and works closely with the RTC staff, who verify Learner evidence at a local level.

3.5 Embedding a Quality Culture in LASNTG

LASNTG is responsible for ensuring that the Quality Assurance System (QAS) and a culture of quality in embedded in the network and underpins how it operates. LASNTG is also responsible for ensuring that the QAS is properly resourced and supported. LASNTG has delegated responsibility to the QA Team for evaluating and monitoring the implementation of the QAS across the network of RTCs, and the LASNTG Office, and to ensure its effectiveness in achieving its aims. The purpose of the QA Team is set out in the Terms of Reference.

Membership of the LASNTG QA Team comprises of:

- Quality Officer
- Programme Coordinator
- Secretary
- RTC Managers

Its aims are achieved through:

- Quality assurance/quality matters being an agenda item at all QA Team meetings and at team meetings in the RTCs
- Approach and commitment to quality provision is set out in the Trainer and Learner Handbooks and is discussed at Learner and Trainer Induction
- Staff members, and contracted Trainers', responsibilities in ensuring quality provision are detailed in their role descriptions
- The Quality Officer rolling out regular training and information updates on the QAS

- The Quality Officer ensuring that accurate data on the quality of provision is available and accessible to relevant stakeholders.
- Encouraging and inviting ongoing feedback and commentary from stakeholders with regard to quality and operating an open-door policy with regard to suggestions for enhancements and improvements to quality initiatives
- Inviting the users of the QAS to input into the design of QA policies and procedures to promote a sense of ownership of quality amongst stakeholders and thereby increasing the level of 'buy-in'.

3.6 Risk Management

The Secretary is responsible for the implementation of LASNTG risk management process at an organisational level. The RTC Managers are responsible for identifying and detailing risk locally. This process is underpinned by the development of a Risk Register, specific to the activities of training provision, from needs identification to the completion of training. The Programme Design and Development Team identifies, and documents, potential risk which may impact on the Programme at the design stage. The QA Team monitors the Register, reviews it on a half-yearly basis and reports on it to the sectoral Training Groups who may add relevant high level, sector wide risks, to the Register so that the final draft in each cycle is a comprehensive document intended to capture the most significant and strategic risks to Programme provision. Following review by the sectoral Training Groups, the Secretary presents the Register to LASNTG for oversight and approval. Updates on any significant changes in risks listed in the Register are given, by the Secretary, at subsequent meetings of the Academic Board, MEC, host Authority or Management Committees depending on the nature of change.

4. *Documented Approach to Quality Assurance*

The Quality Officer is the custodian of the QA Manual (QAM) which is the repository for LASNTG's documented policies, procedures, handbooks, role descriptions, terms of reference, supporting and reference documents that make up the QA system. The QAM is designed to provide staff, Trainers, Learners and stakeholders with easily accessible, and user-friendly, information and guidance in operating the QA system and implementing the processes and procedures. The QAM is an organic document representative of a system which is constantly changing and evolving.

4.1 Maintenance of the QAM

The Quality Officer maintains the QAM electronically and updates it annually with the input of an external QA expert. Any proposed changes are agreed at the QA Team meetings where the Quality Officer seeks the input of the RTC Managers and the Secretary when updating the documentation. The Quality Officer may also seek the input of external experts with particular knowledge or experience to assist with the development and review of specific policies and procedures. The Quality Officer, working with the other members of the QA Team, produces an annual quality report which is presented to the MEC and LASNTG for review and consideration. Prior to the compilation of the annual report, document owners review the document/s they manage to ensure that they

remain effective and 'fit for purpose'. The Quality Officer works with the relevant document owners to:

- Update documents
- Make changes and identify revision status
- Control document access and distribution
- Prevent the use of obsolete documents
- Facilitate proper archiving.

Factors that are considered when updating/amending documents include:

- Changes in awarding body requirements/guidelines
- Developments in Programme provision
- Responses to strategic plans
- Ease or level of use of the procedure/process
- Findings and recommendations arising from internal and external feedback
- Changes in legislation/regulation

The Quality Officer records details of any amendments made to the QA system where policies or procedures are found to be ineffective, out-of-date or superfluous to the organisation's needs. Documents are stored and accessible within a shared organisation drive, ordered in sections.

The Quality Officer implements a document control and ownership system and the documents are version-controlled and date marked, with a designated future review date. This helps to ensure that staff members have easy access to the most up-to-date documents at all times. It also ensures that there is an audit trail of modifications to the documents.

The Quality Officer makes a copy of the QAM available at staff induction and relevant sections of the manual are explored in detail as appropriate (e.g. the section on assessment is gone through in detail at Trainer induction). Copies are available on the ShareFile system which is the repository for storing, sharing, and synchronising work files. The Quality Officer is the administrator and has editing rights for the QA manual; all other users have viewing rights only.

5. *Assessment*

5.1 Policy

LASNTG is committed to ensuring that Learners are assessed in a fair, transparent manner and clearly understand all assessment procedures. These assessment procedures must be in line with the Programme's assessment requirements and national standards and are implemented consistently.

5.2 Responsibilities

- The Secretary, working with the RTC Managers, is responsible for the implementation of the assessment processes and procedures according to the QAS.
- The Trainers and Assessors are responsible for ensuring all assessment activities are carried out as set out in the Programme Specification/Modular Assessment Plan (MAP).
- The Results Approval Panel (RAP) approves and signs off assessment results and recommends the final approved results for certification.

5.3 Monitoring and Evaluation

Following each RAP meeting, where necessary the Secretary draws up an improvement plan based on recommendations and corrective actions agreed and, depending on the nature of the required action, briefs the relevant responsible training group including MEC.

5.4 Overview of LASNTG Assessment Process

5.4.1 Assessment

- Assessment policies, processes and procedures are developed, implemented and agreed with the awarding body
- The Programme Design and Development Team devises assessment instruments, marking schemes and assessment criteria
- The Trainers and Assessors assess, mark and grade the Learner evidence
- The Trainers and Assessors submit the required paperwork to the RTC Verifier who records the outcomes

5.4.2 Authentication

- The LASNTG Verifier verifies that all assessment procedures have been applied and monitors the outcome of the assessment process using the LASNTG sampling strategy.
- The LASNTG Verifier identifies any deviations in marking as part of the internal verification process and brings them to the attention of the Secretary.
- The Secretary assigns a suitably qualified External Authenticator from the panel of External Authenticators approved by the sectoral Training Groups
- The External Authenticator moderates assessment results by sampling Learner evidence using the LASNTG sampling strategy

5.4.3 Results Approval and Issue

- The Secretary convenes meetings of the Results Approval Panel
- The Panel reviews, approves and signs off assessment results
- The LASNTG Verifier makes results available to the Learners

5.4.4 Request for Certification

- The LASNTG Verifier submits Learner results to QQI via the QBS

5.4.5 Appeals

- Learners are allowed 10 working days to lodge an appeal
- The Secretary processes appeals

5.5 Assessment Design and Planning

All aspects of assessment are considered, and comprehensive assessment guidelines are produced by the Programme Design and Development Team at the design stage. The guidelines contain a standard set of procedures, assignment briefs, marking schemes, assessment schedules Modular Assessment Plan based on award specifications (if applicable) and details of resources required for assessment. This detail in set out clearly in the Modular Assessment Plan (MAP), which is an

important component of the Programme Specification. The MAP is reviewed and signed off by the Programme Coordinator to ensure that it is compliant with quality assurance procedures.

5.6 Role of the Programme Design and Development Team in assessment design

- Ensure that there is an appropriate and coherent mix of assessment tasks and that the overall assessment workload is not excessive
- Ensure that there is an even and logical spread of formative and summative assessment throughout the duration of the Programme
- Ensure that assessment is aligned with demonstrating attainment of learning outcomes

5.6.1 Formative Assessment

Trainers use formative assessment on an ongoing basis throughout Programmes to monitor learning, to engage and motivate the Learners and to monitor their own performance. The formative assessment strategy for each Programme is designed by the Programme Design and Development Team at the assessment design stage and the strategy is detailed in the Programme Specification. Formative assessment helps to develop a Learner's understanding of their own strengths, weaknesses and gaps in knowledge/skills and improve their learning. It also helps Trainers to improve their own performance

5.6.2 Summative Assessment

Summative assessment is used for certification purposes and is based on the cumulative learning experience that takes place. Assessment undertaken for the purpose of achieving QQI certification is summative assessment. Summative assessment instruments are designed by the Programme Design and Development Team, based on the award specification and validated Programme and are discussed and agreed with the Trainer at the pre-Programme briefings which details are issued to Learners at induction.

5.7 Information and Feedback to Trainers and Learners

There is general information regarding assessment in the Programme Specifications. Information regarding assessment is available to applicants initially via the employers who will have received an Information Pack from the RTC Manager.

The RTC Manager makes up-to-date copies of all assessment instruments available to the Trainer at the pre-Programme briefing. At Learner Induction, the Trainer distributes a copy of the Modular Assessment Plan, which includes deadline dates for submission of assessments and examination dates. All critical assessment-related dates are highlighted on the Modular Assessment Plan and at induction. Learner responsibilities around assessment are detailed in the Learner Handbook and on the assessment briefs and are reinforced throughout the Programme by the Trainer. The Trainer issues an assessment brief for each assessment event setting out assessment requirements, deadlines, submission procedures and other Programme-specific information about assessment to the Learners throughout the Programme. A notice of examination is set out in the Modular Assessment Plan.

The Secretary, Programme Coordinator or the RTC Manger is available to advise Trainers in relation to assessment and quality assurance aspects of assessment as required. Assessment is addressed in detail in the Trainer Handbook.

5.8 Feedback on Assessment to Learners

Trainers provide timely and constructive, formal and informal feedback to Learners on formative and summative assessments throughout the Programmes which helps to ensure a successful outcome to assessment for the Learners. Feedback contains enough detail to enable Learners to evaluate and improve their performance. The Trainers also encourage Learners to ask for further clarification if they need it. Trainers provide written feedback using the Assessment Feedback Form usually no longer than 3 weeks following a continuous assessment deadline and no longer than 4 weeks following the completion of summative end of Programme assessment.

Feedback is usually given at specific times during the Programme and provided in the form of written comments on Learners' work or, in some instances, formal written feedback is provided using a template. When giving feedback Trainers are advised to use positive language, identify and note strengths, give objective, specific feedback, with examples or direct references and specific recommendations for improvement using the assessment criteria and marking schemes to help them give objective feedback. Providing feedback to Learners is included in the Trainer Handbook, and this is also addressed at Trainer induction. Learners are informed about the procedures for providing feedback at induction and their views of the adequacy of feedback, and on their assessments, is provided in the Learner Handbook. Assessors are asked to comment on the assessment scripts when they are marking and the Local Verifier checks for evidence of feedback provided by the Trainers on the scripts and throughout the Programme. The Trainers are available at all stages throughout the Programmes to provide formative feedback to Learners on a one-to-one basis and/or group basis.

5.9 Security and Integrity of Assessment

Systems are in place to ensure the security and integrity of assessment related processes and materials and the recording, storage and access of assessment records. Copies of assessments (examination papers and assessment briefs) are printed as and when they are needed. Trainers return marked and graded assessments to the RTC on or before a specified date set out in the certification plan personally or by courier. The RTC Manager records the outcomes at the earliest available time. The RTC Manager is responsible for ensuring that all assessment related materials are securely stored in the RTC pre/post assessment folder until they are submitted to the LASNTG Verifier. Learner evidence is maintained in a secure storage area in the RTC that remains locked at all times with access restricted to the RTC Manager and Local Verifier.

On conclusion of the Results Approval Panel meetings, the LASNTG Verifier destroys Learner evidence, which have been ratified by the RAP except Learner evidence pertaining to any Learner who has appealed results. These are retained until the completion of the appeals process timeframes.

Trainers are responsible for the secure storage of all assessment related materials while in their possession and must report any breaches to the RTC Manager as a matter of urgency.

Procedures are in place for dealing with incidents of cheating/suspected malpractice and this is highlighted at Learner induction and in the Learner Handbook

Detailed security arrangements are in place for the conduct of examinations and all examination papers issued are previously 'unseen'. There is a strict protocol around issue/receipt of examination

papers/scripts etc.; seating plans, attendance records, examination regulations and verification by LASNTG Verifier/Trainers as appropriate.

5.10 Assessment Submission Process

LASNTG have robust and consistent systems and processes to manage the submission, receipt and return of assessments.

5.10.1 Submission of Assignments

Learners must submit a signed authorship statement which includes a plagiarism disclaimer confirming that the assignments they are submitting is their own work. They attach the coversheet to their printed assignment and submit these documents either electronically or by registered post as advised by the Trainer. The assignments are date stamped on receipt and recorded by the Local Verifier.

In order to ensure fairness in assessment, all assignments must be submitted on or before the dates set out on MAP (unless otherwise indicated to the Learners by the Trainer). Assignments received after the due date will not be accepted unless an extension has been granted in advance. However, arrangements can be made to accommodate Learners who have genuine difficulty in meeting submission deadlines. Requests for extensions, granted for extenuating circumstances only, must be submitted in advance of the submission date to the RTC Manager using the Coursework Submission Date Extension Request Form with supporting verifiable evidence if relevant e.g. medical certificate in case of sickness. The RTC Manager liaises with the Programme Coordinator if necessary.

5.10.2 Dealing with Examination Misconduct/Cheating

LASNTG assumes that Trainers and Learners will be honest in all matters. However, if a Learner is suspected of cheating in an examination, the invigilator witnessing the suspected misconduct will retrieve the evidence of cheating and complete a Cheating and Plagiarism Report , which is forwarded, with the alleged evidence, to the RTC Manager who meets with the Learner and the Trainer. If there is an unsatisfactory explanation from the Learner, the matter will be referred to the Secretary to review the circumstances of the incident.

5.10.3 Consistency of Marking

It is recognised that, as a multi-site centre using contracted Trainers and assessors to deliver and assess Programmes throughout the country, we must have systems in place to ensure that there is consistency in marking and grading, across Programmes and Trainers, and that that marking and grading is consistent and in line with national standards. The Programme Coordinator is responsible for systems to ensure consistency and for monitoring and evaluating the efficacy of these systems.

Marking and grading is addressed at Trainer Induction and in the Trainer Handbook. A detailed marking scheme is set out for all assessment briefs which shows clearly how the Learner evidence is to be marked and graded. These are set out at Programme design stage by the PDDT. The marking schemes are reviewed and updated as necessary as part of Programme review.

The LASNTG Verifier reviews all marks and grades across all RTCs and all Trainers, highlights any inconsistencies, discusses them with the Secretary and comments in the Internal Verification report which is presented to the External Authenticator and the Results Approval Panel.

The External Authenticator is also asked for feedback on consistency of marking and grading and is asked to record any observations in relation to inconsistencies in marking in the External Authentication Report. If the LASNTG Verifier and/or the External Authenticator have any concerns in this regard, they are discussed at the Results Approval Panel meeting and a decision made with regard to corrective action. Any changes made to marking by the External Authenticator is noted and reviewed by the Results Approval Panel.

5.11 Moderation of Marking

Moderation involves the review of a sample of marks and comments on assignment tasks by the External Authenticator to ensure that marking criteria have been fairly, accurately and consistently applied by the assessor. The External Authenticator reviews marks of a sample of work across all grade bands. The size and choice of the sample depends on the type of assignment task and the nature of the material being assessed. Closely structured or factual material usually requires a small sample, while essays and open-ended analytical work is sampled more frequently.

5.11.1 Purpose

- To support the internal verification process
- To ensure that assessment tasks and marking are accurate, appropriate to the level of the assessment and comparable with equivalent assessments.
- To take an overview of the quality and consistency of assessment decisions
- To give feedback to LASTNG with regard to marking and grading

5.12 Reasonable Accommodation

A fair and consistent assessment process is in place for all Learners and insofar as possible we accommodate Learners with specific learning requirements in accordance with their distinct needs. In the context of assessment, reasonable accommodation relates to the adaptation of assessment to cater for the needs of Learners whose personal situation means that the assessment might otherwise be unfair e.g. Learners with a disability, and/or other Learners covered by equality legislation.

Details of the reasonable accommodation policy are in the Learner and Trainer Handbooks and reasonable accommodation is discussed at Learner and Trainer Induction. Trainers explain what is meant by reasonable accommodation at Learner Induction. Examples of adaptions LASNTG can/have may include: -

- Rest periods during examinations
- Using a scribe or reader
- Oral (as opposed to written) examinations
- Extended time to complete assignments

LASNTG advise employers to let them know if their Learners need/think they may need additional supports when they are applying for a place (or at the earliest possible opportunity). If an employer is booking a group of Learners, it is the employer's responsibility to find out from the Learners if they have any special requirements and to advise the RTC Manager in advance of submitting a Learner Request for Assessment Support form.

The RTC Manager reviews requests for reasonable accommodation and signs-off on a request only if it is reasonable and practicable and that it does not affect the standards of the given award. The

Trainers are guided by the RTC Manager with regard to adapting assessment and providing accommodation for assessment. The RTC Manager makes Trainers aware of any adaptations to assessment agreed and informs the Local Verifier of any adaptations made/ reasonable accommodation implemented who in turn notes it on the Local Verification report for the information of the LASNTG Verifier. The LASNTG Verifier makes the External Authenticator aware of any accommodation provided and retains record of requests and accommodations provided and correspondence with applicants and retains details of accommodation on the Learner records

5.13 Internal Verification

Internal verification is a two-stage process:

- Stage 1: Local verification is undertaken in the RTCs by the Local Verifier.
- Stage 2: This stage is undertaken at an organisational level by the LASNTG Verifier, a member of the LASNTG Office team.

This 2-stage process is designed to ensure that documentation is fully verified and double-checked before External Authentication

5.13.1 Process

The Local Verifier forwards stage 1 report to LASNTG for verification.

The LASNTG Verifier liaises with the Local Verifier in documenting an Internal Verification Plan for each assessment period.

Verification of results data are input to QQI system by the LASNTG Verifier

The LASNTG Verifier retains IV reports at the LASNTG Office and makes them available to the External Authenticator, the Results Approval Panel and to QQI on request.

The LASNTG Verifier draws up a certification plan for each assessment period in consultation with the Local Verifier.

The LASNTG Verifier carries out verification using the Internal Verification step-by-step process and the sampling strategy and completes a checklist for Internal Verification for each certification period.

When carrying out Internal Verification both the Local Verifier and the LASNTG Verifier check for:

- Missing or inappropriate evidence
- Missing or inappropriate assessment briefs
- Data omission, transcription/calculation errors
- Inaccurate data entry – award codes, name spelling, results etc.
- Provisional results
- Reasonable requests adaptions

The LASNTG Verifier completes the process by completing and signing the Internal Verification Report and forwarding it to the External Authenticator in advance of authentication. This report confirms the outcome of the IV process. The LASNTG Verifier makes arrangements for external authentication and liaises with the External Authenticator before, during and after his/her visit and is in attendance to meet the External Authenticator to ensure all is in order and provide any assistance/clarification required in advance of external authentication. The LASNTG Verifier attends the Results Approval Panel meetings to present the Internal Verification report and discuss issues highlighted in the Report.

5.13.2 Local Verifier

- Prepares training pack before distribution to Trainers
- The Trainer returns the assessment portfolios in the order set out in the Internal Assessor QA Checklist to the Local Verifier when the assessments are marked and graded.
- The Local Verifier undertakes local verification
- The Local Verifier submits the locally verified Learner evidence to the LASNTG Verifier on or before the date set out in the Certification Plan by courier and liaises with the LASNTG Verifier until the award certificates are presented to the LASNTG Verifier

5.13.3 LASNTG Verifier

- Liaises with the Local Verifier
- Internally verifies the Learner evidence
- Inputs the Learner data into the QBS
- Produces one Internal Verification report per certification period
- Makes them available to the External Authenticator
- Inputs the results onto QBS
- Attends the RAP meeting to present the Internal Verification report
- Amends results on the QBS if directed to do so by the RAP
- Refers appeals to the Secretary
- Arrange for distribution of award certificates

5.14 External Authentication

Learner evidence is externally authenticated by a suitably qualified independent person as part of the assessment process. This provides independent confirmation that Learners have been assessed fairly and consistently that the marking and grading is valid and reliable and that the Learner evidence meets the national standard for the award. Suitably qualified External Authenticators are assigned for each major/minor award by the sectoral Training Group on the recommendation of the Secretary, based on their suitability for the role as outlined in the QQI Policy '*Quality Assuring Assessment, Guideline for Providers', section 4.3.2* and on the LASNTG External Authenticator selection criteria. External Authenticators are rotated ensuring that the same authenticator is not used for more than 3 consecutive certification periods. The Secretary issues a Terms of Reference to the External Authenticator setting out in detail what is involved and what the expectations are. The LASNTG Verifier makes an agenda, and the Internal Verification Report, available to the External Authenticator prior to the authentication visit. The Secretary informs relevant staff/Trainers that the External Authenticator may need to contact them while they are authenticating.

The External Authenticators appointed will:

- Confirm the fair and consistent assessment of Learners in line with the agreed QA procedures
- Review internal verification report(s) and authenticate the findings/outcomes
- Apply a sampling strategy to moderate assessment results.
- Moderate the assessment results in accordance with standards outlined in the Sampling Strategy
- Participate in the results approval process, if requested

- Identify any issues/irregularities in relation to the assessment process
- Produce the External Authentication report which is made available to the Results Approval Panel.

Authentication is carried out in line with the defined sampling strategy.

The External Authentication's report comments on the effectiveness of the application of the assessment process and procedures and, in particular, comments on the extent to which the marks/grades conform to national standards.

The LASNTG Verifier attends the Results Approval Panel meetings to report on the outcomes of the authentication process and the results moderation against national standards. This helps to identify strengths, gaps and areas for improvement.

The Secretary retains External Authentication reports and makes them available to the Results Approval Panel and to QQI on request.

5.15 Results Approval

Results are approved, quality assured and signed off before being submitted to the awarding body/s for certification. LASNTG appoints a Results Approval Panel (RAP) to formally review and approve results data and to confirm that the assessment results are fully quality assured and signed-off prior to submission to the awarding body for certification and issued to Learners. Terms of reference are in place for the RAP. The Secretary convenes a meeting of the Panel for each certification period and issues an agenda to all Panel members in advance. At the RAP meeting the results/outcomes are reviewed, including internal verification reports and External Authenticators' reports. The Secretary prepares a report of the meeting which is signed by the Chair and retained for auditing and monitoring purposes. The Panel highlights any issues identified and improvements recommended at the meeting and any need for corrective action. The Secretary monitors these on an ongoing basis and reviews at the subsequent meeting of the RAP and discusses at Programme review meetings. The Secretary also records examples of best practice identified during the authentication process with a view to sharing these with relevant staff/Trainers.

5.16 Issue of Results and Certification

The outcome of the results approval process is that final results are submitted to QQI by the LASNTG Verifier via the QBS who confirms that LASNTG has implemented all elements of the authentication process and adhered to all agreed procedures. The LASNTG Verifier makes results available to Learners immediately on approval by the RAP

When the LASNTG Verifier has completed the data entry, quality assurance and data edits, s/he then submits the results to QQI for certification via the QBS. At this point, the data can only be edited by QQI. The LASNTG Verifier is responsible for the final step of the submission process i.e. to do a signoff / declaration on the QBS that the data is ready for certification. The LASNTG Verifier prints off the Final Statement of Results from the QBS (available after the certification date for the period) and distributes them to individual Learners.

5.17 Issue of Award Certificates

QQI issues award certificates for all results received, except those flagged as being under appeal, according to a pre-defined schedule at the end of February, April, July, August, October and

December each year. LASNTG receives the award certificates from QQI approximately 2 to 3 weeks after the final submission date for the certification period.
On receipt of the award certificates, the Secretary

- Logs receipt of the award certificates
- Stores the award certificates securely in a locked facility until they are issued
- Issues the award certificates to Learners by registered post within 14 days of receipt unless there are exceptional circumstances
- Attaches a personalised letter of congratulations
- Maintains records.

If the Secretary issues the copies of award certificates to an employer for a group of Learners (on request) the following procedure is followed:
The Secretary;

- Sends the batch of award certificates by registered post to a named person in the organisation who must agree to store them securely in a locked facility.

5.18 Assessment Appeals

Learners who wish to appeal an assessment result which they consider to be invalid or unfair or who wish to make a complaint about any aspect of the assessment process are facilitated. The Secretary is responsible for ensuring that there is a fit-for-purpose appeals process in place, that Learners are aware of, and familiar with, the process and that the process is implemented fairly and effectively.
The Trainers let the Learners know about the opportunity to appeal approved results at induction and appeals are also addressed in the Learner Handbook. The LASNTG Verifier reminds Learners of the opportunity to appeal when the results are issued to them. The Learner is allowed 10 days to appeal the result from when they receive their results. The Secretary retains copies of Completed Appeals or Complaints Forms and correspondence with appellants/complainants. An appeal is handled by an independent adjudicator and the original assessor has no part in the review.
A Learner complaints form is available which may be used by Learners if they wish to make a complaint regarding any aspect of assessment.

5.19 Corrective Action

Corrective action is taken in the event that any error, omission and/or deliberate act on the part of a Learner or any member of the Programme team which impacts, or potentially, impacts on the validity of the assessment process occurs.
The External Authenticator is asked if they have identified any areas where they consider there is a need to instigate corrective action or if they have identified any irregularities and if so, to detail their concerns in the External Authentication report. The report should provide sufficient detail to allow the Results Approval Panel to make recommendations for corrective action. The Results Approval Panel considers any issues identified and makes recommendations. Decisions regarding corrective action are recorded by the Secretary in the form of a corrective action plan. The Secretary is responsible for oversight of the implementation of this plan and monitors the actions on an ongoing basis and presents details of the outcomes at the subsequent RAP meeting. If the implementation of corrective action results in a delay in the issue of results to a Learner, the LASNTG Verifier contacts the Learner to explain.

5.20 Replacement/Reissue of Results and Certificates

LASNTG can issue a final statement of results from the QBS for past Learners for any certification period. Learners can request a replacement certificate or record of awards directly from QQI. A record of awards is a list of all major and component awards achieved and is printed in QQI secure paper.

5.21 Retention of Assessment Evidence

On conclusion of the certification process, the Secretary destroys hardcopies of all Learner evidence except evidence pertaining to any Learner who has appealed results. In the event of an appeal, as described, assessment evidence is retained in accordance with the host Authority's document retention policy after the Learner has been informed of the outcome.

6. *Staffing*

6.1 Policy

All full-time staff working with LASNTG are employees of the host Local Authority and are recruited and managed in line with the policies of that Local Authority who also provide staff with opportunities for professional development.

6.2 Induction

6.2.1 Staff

All staff are inducted into their role in line with the nationally agreed policies of the Local Government Management Agency (LGMA) with each Local Authority having a documented staff induction process. If a person transfers from one department to another within a Local Authority, the person transferring is treated like a new start. If a member of Local Authority staff takes up a role in the LASNTG Office or the RTCs they are inducted into their new role by their line manager. This induction includes a briefing on their role in implementing the QAS and may include training in implementation if required.

All Trainers are inducted by the RTC Manager. Induction for Trainers addresses requirements in relation to the LASNTG QA System, paperwork, health & safety, structure, standard operating procedures and training policy.

6.3 Staff Development

Each Local Authority is required to develop its staff, and skills and professional development is driven by local needs and staff are encouraged to participate in skills training and development. Staff training needs are identified, and staff skills development training is arranged by the RTC Manager for their staff and by the Secretary for LASNTG Office staff. All staff development activities are evaluated and recorded by the RTC Manager in the case of RTC staff and by the Secretary in the case of the LASNTG Office staff. The LASNTG QAS is included in the Team Development Plan as part of the PMDS process. Staff PDP's are linked to the Team Development Plan. Individual PDPs are managed in accordance with the host Authority's policies and procedures e.g. the start of the year, mid-year review and at year end.

Staff development activities include:

- Membership of relevant professional bodies

- Formal and informal meetings to discuss personal development plans and feedback on completed training and development events.
- Organisation of internal training events e.g. Internal Verification workshop
- Staff attending external development training, conferences, workshops and seminars etc.
- Attendance at awarding/regulatory body consultations/briefings

6.4 Recruitment of Contracted Trainers

Trainers are contracted through a formal tendering process undertaken every three years.

6.5 LASNTG Tender Process

Tipperary County Council, acting on behalf of the host Local Authorities, nominates LASNTG Office to invite tenders from qualified Training Providers for the provision of bespoke training Programmes. This process is implemented by the issuing of an invitation to Tender for Participation in a Framework for Trainers for a 3-year period on the eTenders website (www.etenders.gov.ie). The purpose of the tender is to establish a framework of qualified Trainers from which the RTCs can draw to deliver Programmes as needed. The specification for each Programme is included in the RFT. The contracted Trainer must provide the consumable materials as set out in the Programme specification and may be required to provide some or all the equipment for certain Programmes. Detailed requirements, format of response and evaluation criteria are set out in detail in the RFT. Training Providers appointed to the framework provide the training under the supervision of the RTC Managers.

6.5.1 Tender Evaluation Process

Tender submissions are evaluated in a confidential, fair and equitable process by the relevant Training Group Technical Sub-Committee and based on the procedures set out in the tender document.

Three-phase tender evaluation process:

1. The first phase determines whether the tenderer meets the preliminary eligibility criteria. Only tenders meeting these criteria go forward to the second phase of the evaluation.
2. The second phase involves an assessment of the nominated Training Providers, including Trainers, to meet LASNTG requirements
3. The third phase is the formation of approved panel of Training Providers and Trainers for each specific Programme

During the evaluation, the Technical Sub-Committee may seek clarifications in writing from tenderers. This may include testimonials in support of particular aspects of a tender. Deadlines are imposed for the receipt of such clarifications and failure to meet these deadlines may result in the disqualification of the tenderer or loss of marks. Responses to requests for clarification shall not materially change any of the elements of the proposals submitted. The Technical Sub-Committee may, at its discretion, request meetings with individual tenderers as part of the evaluation for the purposes of clarifying any aspect of the tenderer's proposal. The Technical Sub-Committee reserves the right to make any enquiries it deems necessary to corroborate any claims made in the tender submission. Trainers must be approved for the delivery of specific Programmes prior to delivering

those Programmes. All stages are carried out in accordance with the host Local Authority's, and national, policies and procedures.

6.5.2 Approval of Additional Trainers Supplementary Process

Training Providers approved through the tender framework may propose additional Trainers through the following process;

- The Training Provider gives the LASNTG Office a minimum of ten working days' notice in writing of their intention to add a Trainer
- The Training Provider submits evidence of all relevant qualifications, skills and experience of the proposed Trainer relevant to the Programme, as detailed in the Programme specification
- After consultation with the Programme Coordinator, the Secretary notifies the Training Provider and RTC Manager of his/her decision in writing regarding the proposed additional/replacement Trainer within ten working days of receiving the relevant information, including any clarifications of details provided during the process. A Trainer cannot be proposed in response to a mini competition until they have been accepted via this process. If a Training Provider uses an unapproved Trainer, the RTC Manager may, on the advice of the Programme Coordinator, fully or partially suspend that Training Provider until such time as they satisfy the Programme Coordinator, they will desist from using unapproved Trainers

6.6 Quality Assuring Trainer Performance

The Programme Coordinator, in consultation with the RTC Managers, monitors the quality of Trainer performance on an ongoing basis using data from the following sources;

- Reports from RTC Managers
- Trainer monitoring reports
- Complaints/appeals from Learners
- Feedback from Trainers themselves
- Feedback from employers
- Learner feedback – formal and informal, completed questionnaires and anecdotal
- External Authentication and Interval Verification Reports
- Assessment results data

Where issues arise that are seen as adversely affecting, or potentially adversely affecting, the quality of Programmes the RTC Manager, having consulted with the Programme Coordinator, notifies the Training Provider of the issues immediately. Such notification may, where the Programme Coordinator deems the severity of the issue warrants it, include an immediate full or partial suspension of the Training Provider from the framework by LASNTG.

6.7 Quality of Training Delivery

Where a Training Provider performance is unsatisfactory, the following remedies will apply:

- The Training Provider refunds an amount commensurate to the degree of underperformance as determined by the Centre Manager but in any case, not to exceed 100% of the Programme charges or

- The Training Provider reimburses all costs associated with acquiring the required training from an alternative service provider or
- The Training Provider provides the required training at no charge if the RTC Manager is satisfied that the Provider can now provide the required training to a satisfactory level of quality

6.8 Trainer Monitoring Process

The performance of Trainers is monitored in accordance with the annual sampling plan as part of the evaluation processes. Following unannounced monitoring visits undertaken by the Training Monitor, who is a subject matter expert and is qualified for the role, the Training Monitor completes a Trainer Monitoring Report which is made available to the RTC Manager and is reviewed by the Programme Coordinator, who reports on the monitoring to the MEC on a quarterly basis.

The purpose of the monitoring is to: -

- Assess if Trainers are performing to the required standard
- Check the suitability of the training venues
- Check that Trainers are delivering training according to the Programme Specification
- Note examples of good/best practice
- Get feedback from Trainers
- Provide formative feedback to Trainers on their performance

Process

- A panel of Trainer Monitors, who are subject matter experts, are appointed by LASNTG, on the recommendation of the Secretary
- The Monitors are trained and briefed by the Quality Officer
- Monitoring visits are assigned by the Quality Officer
- The Monitor undertakes the monitoring visit having agreed a suitable date and duration for the monitoring visit with the Quality Officer
- At the end of the visit, the Monitor and Trainer discuss the provisional outcomes and the Trainer/s gives feedback to the Monitor and vice versa.
- The Monitor completes the Trainer Monitoring Report within a week and submits it by email to the Quality Officer
- The Quality Officer reviews the Trainer Monitoring Report and forwards a copy to the Training Provider and RTC Manager
- If issues of concern have arisen the Training Provider is asked to complete and submit a Corrective Action Plan to address the concerns.
- The RTC Manager monitors the implementation of the Corrective Action Plan
- The Secretary presents an analysis of Trainer Monitoring Reports and Corrective Action Plans to the MEC at their quarterly meetings.

6.9 Dealing with Issues of Poor Performance

A non-conformance occurs when standards of training and/or Trainer performance fail to meet LASNTG quality standards and an issue occurs which needs to be addressed and resolved. Non-conformances are identified through Learner or client feedback or complaints, staff observation, internal monitoring, external quality audits, external authentication, or any other monitoring

activities. Non-conformances are addressed with corrective actions. The RTC Manager records details of incident on a Non-Conformance Report (NCR) and issues the NCR to the Training Provider.
Include Trainer Non Conformance Report - Corrective Action Plan Template
Examples of issues which may trigger the issue of an NCR are; poor Trainer attendance/timekeeping, Trainer rapport with Learners, Trainer communications with LASNTG, use of a Trainer not approved by LASNTG, quality of learning materials, failure to fully induct Learners.

6.10 What a Trainer must do when they receive an NCR

- Contact the RTC Manager, who issued the NCR, immediately to discuss the issue.
- Investigate the incident – how did it happen, why did it happen, could it happen again?
- Respond using the LASNTG Corrective Action Plan Template setting out a detailed corrective action plan outlining details of the issue which triggered the NCR, documenting the action to be taken to resolve the issue and the steps taken to prevent the issue from recurring.
- Implement the plan
- Monitor the implementation of the plan to ensure that the issue has been satisfactorily resolved.
- After an appropriate period of time, assess whether the actions taken were successful in preventing recurrence.
- Document the evidence to support the actions.
- If satisfied the issue is not recurring close the issue.

6.10.1 On Receipt of the Corrective Action Plan;

The RTC Manager reviews the Corrective Action Plan and countersigns it if they are satisfied that the issue has been/is being resolved and monitors the implementation of corrective action

6.11 Supports for Trainers

- Each Trainer is supplied with a Trainer Handbook which is designed, in consultation with Trainers, as a reference guide. The Handbook is compiled with reference to the LASNTG QAS and is reviewed annually by the Quality Officer.
- Administrative support is provided to the Trainers through email and phone for the duration of the Programmes. Online systems for file and information sharing with Trainers is in place which ensures easy and ongoing access to Programme information and all the required documentation. This is managed by the RTC Manager.
- Comfortable and safe spaces for Programme delivery and appropriate and up-to-date equipment and resources that meet the Programme needs, and the needs the Trainers and Learners, are in place
- LASNTG provide formative feedback to Trainers on their performance through the training monitoring process.
- LASNTG organises updates to, and briefings with, Trainers if new requirements arise during the contract period.

7. *Learning Resources and Supports*

LASNTG define learning resources as the collection of materials used to deliver a Programme. Learner supports focus on what LASNTG does to support Learners beyond the formal delivery of Programme content. LASNTG regard the provision of appropriate resources and supports as a critical component of an effective learning environment

The Programme Design and Development Teams examine the design of an effective learning environment at the design stage, based on specific Programme needs and requirements and the Learner profile. Details of the supports and resources required for each Programme are set out in the Programme Specification. The Trainers keep a watching brief on the adequacy and effectiveness of Learner supports and resources and if any gaps are identified, the Trainer brings them to the attention of the RTC Manager.

The RTC Manager acts as the main point of contact for Learners and deals with individual Learner issues on a day-to-day basis.

The Trainers are responsible for the distribution of relevant Programme documentation to Learners. The Learner Handbook is available on the LASNTG website and is Trainer inducts the Learners at the outset of each Programme. Induction includes an introduction referenced at induction. The to LASNTG, the relevant awarding body and the Programme. The most important supports/services are highlighted at induction e.g. availability of reasonable accommodation, support available outside the classroom. The Programme outline is made available, a structured and detailed manual containing lesson plans, copies of reading materials, Programme content, assessment criteria, reading/reference lists and specific assessment administration details.

The Trainers provide formative and summative feedback to Learners throughout the Programme. Some of the Trainers give provisional results to Learners as part of the formative feedback process. If they do, they advise Learners that the results are marks that are provisional until they have been approved by the Results Approval Panel and may change. LASNTG accommodates specific learning requirements insofar as this is practicable and is made known by the Learner in time so as to make appropriate arrangements and meet the Programme needs. This is to ensure that Learners who may need additional support have the opportunity to access, and benefits from, the Programmes. LASNTG also offer, and provide, reasonable accommodation for assessment e.g. provision of a scribe. The Trainers are available to meet Learners on a one-to-one basis if a Learner has a particular concern, or there is a specific issue, they wish to raise in confidence.

As well as direct support with Programme content, LASNTG recognise that Learners sometime need help and guidance on administrative or personal issues. LASNTG does all it can to ensure that Learners succeed while meeting the standards of the Programmes, and support and assist Learners in their specific circumstances and support the general wellbeing of the Learners.

The RTCs, and outreach centres, used for training delivery are comfortable, well-equipped, serviced and maintained. All Programmes consumables are supplied.

LASNTG recognise that Learners are an important source of support for each other. LASNTG encourages the Trainers to promote this source of support by designing collaborative learning activities, group work, and setting up online discussion groups to facilitate Learners working collaboratively.

7.1 Facilitating Diversity

Fundamental to the provision of learning opportunities is the principle of equality and inclusivity and LASNTG is committed to equality of access and attainment among Learners. LASNTG aims to provide training which meets the needs of individuals with additional or diverse needs to enable them to successfully participate in the Programmes insofar as this is possible and practicable.

Employers, whose Learners may need any specific learning supports, are asked to let us know when they apply or as soon as the Programme begins. LASNTG makes every effort to accommodate special needs but LASNTG can only respond to requests that are reasonable and practicable and Learners must meet the minimum entry requirements.

Host Authorities provide equality and diversity training as part of staff induction and on an ongoing basis to ensure staff are aware of equality and diversity issues and have the capacity to promote equality and combat discrimination. LASNTG addresses equality and diversity in the Learner and Trainer Handbooks and at induction. LASNTG provides, at induction, information on the range of supports available to Learners and how they can be easily accessed. LASNTG requests that the Trainers, when preparing Programmes and training materials, to bear in mind the needs of all the participants. LASNTG provides pre-entry information about the content, assessment and demands of each Programme to enable employers make an informed choice about Learner participation. There is a question on the Booking Form asking employers if their Learners have any additional support needs. Individual Learner's needs are reviewed and identified at the start of the Programme and appropriate resources and/or strategies are provided to respond to those needs effectively. LASNTG advises Learners, who encounter any difficulties at any stage during their Programme, to talk to their Trainer or to contact the RTC Manager. These contact details are provided at induction. If a Trainer identifies, during a Programme, that an individual Learner needs additional help, the Trainer will facilitate them with as much individual assistance as possible while working within the constraints of Programme delivery.

7.2 Learners Complaints

The Programme Coordinator has overall responsible for the complaints procedure. The RTC Manager is responsible for handling complaints locally and escalates them to the Programme Coordinator if necessary. Feedback is sought form Learners throughout the programme including any issues or complaints. While LASNTG do the outmost to resolve complaints informally and at the earliest possible opportunity, this is not always possible. Therefore, LASNTG provides Learners with the opportunity to make a formal complaint to help resolve an issue if it cannot be resolved informally. LASNTG takes all valid complaints seriously and aims for speedy, equitable and timely solutions reviewing all complaints in a consistent and fair manner and resolving them to the complainant's satisfaction, insofar as this is possible. LASNTG has a documented Learner's complaint procedure in place. The Trainer outlines the complaints procedure at induction and in the Learner Handbook and Learners are asked if they have any complaint in the Learners Feedback Questionnaire.

7.3 Learner Induction

The Trainer inducts the Learners and gives them a copy of the Learner Handbook at the outset of each Programme using the LASNTG standard induction presentation. Details of the full range of supports and services are detailed in the Learner Handbook.

7.4 Quality Assuring Physical Premises, Equipment and Facilities.

7.4.1 Health and Safety

LASNTG are committed to ensuring that all Programmes are delivered in a safe environment and in compliance with all relevant legislation and regulatory requirements and that premises and facilities are maintained accordingly. Each RTC has an up-to-date health and safety statement in accordance with its own host Authority's health and safety policies and procedures. There are regular health and safety committee meetings and regular health and safety audits completed**.**

The RTC Manager maintains a record of:

- Accidents and incidents
- Health and safety training
- Signage, fire safety apparatus, specialist equipment, first aid kits, etc.
- Record fire/evacuation drills
- Fire register
- Fire Alarm/Extinguisher, etc. maintenance contracts
- Hazard checklist/log, risk analysis (verified); action plan
- Records of safety check on equipment

7.4.2 Approval of Outreach Centres

LASNTG has a procedure for checking outreach facilities in place to ensure that any outreach facilities, used to deliver training and/or carry out assessments, are to the required standard and are suitable and safe for the Learners, the Trainers/assessors and meets the needs of the Programme.

8. *Teaching and Learning*

8.1 Teaching and Learning Policy

We aim to create a learning environment that supports and facilitates the personal and professional development of our Learners. We seek to provide a positive, empowering, inclusive and mutually respectful learning environment that enables Learners to achieve the best possible outcomes and add value to their work. The methodologies we use are cognisant of the range of learning styles of the Learners. We adopt a Learner-centred approach to teaching and learning and a focus of the Programme content and assessment strategies is to empower the Learners to take responsibility for their own learning based on sound principles of adult learning. We identify the diverse needs of Learners at the application, registration and induction stages and we address each request for reasonable accommodation on a case-by-case basis. We have a procedure in place for facilitating diversity and providing reasonable accommodation.

8.2 Teaching and Learning Strategy

The teaching and skills expertise and the quality of the teaching and learning facilities required for each Programme, the modes of teaching and learning and the assessment strategies appropriate to the Programme context and objectives are considered and addressed at design stage by the Programme Design and Development Team. The Programme Design and Development Team decides on the delivery methodologies based on the needs and profile of the Learners together with the themes and content of the units/modules that make up the Programme. The methodologies used

are inclusive of the range of learning styles of the Learners. The teaching and learning strategies for each Programme are set out clearly in the Programme Specification and samples of teaching and learning activities are provided

8.3 Assessment Strategies

All aspects of assessment are considered, and comprehensive assessment guidelines and instruments are produced by the Programme Design and Development Team at the Programme design stage. If the Programme leads to an award on the NFQ, assessment is based on the validated Programme. The guidelines contain a standard set of procedures, assignment briefs, marking schemes, assessment schedules. All of this detail in set out clearly in the Programme Specification and Modular Assessment Plan (MAP).

8.3.1 Formative Assessment

Trainers use formative assessment on an ongoing basis throughout Programmes to monitor learning, to engage and motivate the Learners and to monitor their own performance. The formative assessment strategy for each Programme is designed by the Programme Design and Development Team at the assessment design stage and the strategy is detailed in the Programme Specification. Formative assessment helps to develop a Learner's understanding of their own strengths, weaknesses and gaps in knowledge/skills and improve their learning. It also helps Trainers to improve their own performance

8.3.2 Summative Assessment

Summative assessment is generally used for certification purposes and is based on the cumulative learning experience that takes place. Assessment undertaken for the purpose of achieving QQI certification is summative assessment. Summative assessment instruments are designed by the Programme Design and Development Team, based on the award specification (if applicable) and validated Programme and are discussed at the pre-Programme briefing.

8.4 Analysis of Learner Participation, Attendance and Responses

Our Trainers analyse these and gain knowledge about the Learner's current knowledge, attitudes, and skills about the subject matter, strengths, weaknesses, and learning styles, the need for further, or special, assistance. The analysis of Learners' classroom work allows Trainers to modify their instruction to ensure and/or enhance its effectiveness.

8.5 Attendance

We expect Learners to attend on time for 100% of the scheduled contact hours to help ensure a successful outcome for them. Learners who arrive to class more than 15 minutes late or leave class more than 15 minutes early are recorded as absent. The Trainer sets out clearly the hours of self-directed learning that a Learner is expected to invest in the Programme as part of the programme delivery. Learners sign an attendance register for each class and the register is maintained by the Trainer throughout the Programme. If a Learner fails to attend, the Trainer alerts the RTC Manager who contacts the employer and discusses the reasons for absence. We ask Learners to notify the RTC on the first and each subsequent period of absence.

The RTC Manager monitors the attendance figures on an ongoing basis and details are presented at the Centre's Management and Technical Committee meetings and are also submitted to the

Programme Coordinator. In addition, collated results are presented at each sectoral Training Group meeting. Attendance figures are presented to the funding bodies on an ongoing basis and in accordance with an agreed reporting schedule. Annual returns are compiled for end of year reports

8.6 Blended Learning Strategy

LASNTG incorporates elements of blending learning into some of our Programmes where there is evidence that this is the most effective way to support Learners in achieving the learning outcomes and develops blended learning materials and selects appropriate media accordingly. Our blended learning Programmes includes a combination of face-to-face tuition and online access to a virtual learning environment (VLE) via a Learner login on the LASNTG website. The VLE will also contain tools to support virtual and online activities to support formative and summative assessment.

8.6.1 Staffing

The Programme Coordinator is responsible for:

- the LASNTG blended learning strategy.
- possessing the academic, technical and professional expertise appropriate to blended learning and
- providing technical support to Trainers and Learners
- supporting the Programme Design and Development Team in the development of blended learning materials
- reviewing all eLearning materials before they are made available on the eLearning platform
- communicating with Trainers and Learners about blended learning
- monitoring the value of blended learning to the Learners

Trainers involved in the delivery of blended learning Programmes, in addition to the requirements set out in the statement of required qualifications for the Programme, must have the appropriate competencies required to deliver Programmes which involve blended learning elements and understand the pedagogical differences of working within a virtual learning environment.

8.7 Infrastructure and Resources

The Programme Coordinator is responsible for ensuring that the infrastructure and resources required to support good quality blended learning are understood, planned and provided for, monitored and evaluated. When planning for blended learning elements of Programmes the additional costs associated with IT support; developing and updating learning resources; induction, training and support for staff and Learners will be provided for.

9. *Programmes of Education and Training*

9.1 Policy

We are committed to developing, and providing, high quality Programmes ensuring we meet national standards by creating the conditions that enable Learners to achieve their desired goals. It is the policy of LASNTG, in overseeing the quality of its training provision on behalf of the Local Authority sector and others, to engage best practice in the development, delivery and review of all

its Programmes and courseware. It aims to maximise the learning experience, to be creative and innovative in delivery methodology and to ensure the continued relevance of Programme content in line with best practice.

9.2 Need Identification

Decisions to progress proposed Programmes to the design and development stage are evidence-based. We do not move forward with the development of a Programme until we have established that a real need exists. We identify the need for new Programmes in the following ways:

- LASNTG consults, on an ongoing basis, with partner Local Authorities, Government Departments, Regulatory agencies, sectoral Training Groups (RSTG, WSTG, ESTG, FSTG), RTC Management/Technical Committees, Third Level Institutions, and public and private agencies around current and future training needs
- Engages with Local Authority Training Officers who are in daily contact with those who avail of our training and who also manage the Training Needs Analysis of its own Local Authority are key to advising LASNTG on training needs
- Reviews related literature and reports undertaken in our sectors
-
- Consult with subject matter experts and industry specialists on a regular basis
- Attends at conferences, seminars etc.
- Reviews Programme reports and action plans
- Monitors the economic climate, changing employment patterns and changing policy, regulation and legislation relevant to each of the four sectors
- Invites suggestions from Learners, Trainers and the other members of the various committees, teams and groups associated with LASNTG
- Maintains a database of enquiries which are reviewed regularly

9.3 Programme Design and Development

The Programme Coordinator is responsible for leading the design and development phases of all Programmes. The Programme Coordinator draws up a Programme proposal based on needs analysis and submits it to the sectoral Training Group who considers the proposed new Programme. If it approves the proposal, the sectoral Training Group appoints a Programme Design and Development Team (PDDT) made up of subject matter experts drawn with specific knowledge and expertise relevant to the subject matter of the new Programme. The sectoral Training Group agrees a budget, and a timeframe for roll out, which allows sufficient time for the PDDT to design the Programme and submit it to the sectoral Training Group for consideration and approval. The Programme Coordinator works with the PDDT to develop the Programme. In advance of design completion, the PDDT arranges for the delivery of a pilot Programme which is evaluated by invited subject matter experts. The findings from the evaluation of the pilot Programme are used to finalise the material content and to ensure the Programme, as designed, is fit for purpose. The Programme Coordinator presents the Programme Specification, which includes the Modular Assessment Plan (MAP), and all Programme materials to the sectoral Training Group for consideration. The sectoral Training Group may make suggestions for amendments and the PDDT makes the required amendments.

9.4 Programme Updates

LASNTG Programmes are generally delivered within the context of a specific occupation/sector where changes occur on an ongoing basis. We update our Programmes regularly to ensure that Learners are capable of performing all of the activities required by the specific occupation/sector.

The sectoral Training Groups;

- Engage with key stakeholders who monitor changes in the sector and occupation.
- Maintain oversight of the review of Programme content to ensure that the content and teaching and learning strategies and assessment instruments reflect changes and incorporate best practice.

The Programme Coordinator coordinates the updating of the Programme materials to reflect changes and disseminates information to the Trainers and other members of the Programme team. Where necessary, this may involve re-convening the PDDT to review, and update, the Programme.

9.5 Programme Approval and Submission for Validation

All Programme documentation is approved by the sectoral Training Group before it is submitted to the awarding body for validation or prior to delivery.

9.5.1 Process

- The PDDT produces a final draft of the Programme Specification, the application for validation (if applicable) and all Programme materials. They are proof-read and double-checked by the Programme Coordinator before hand-over to the sectoral Training Group.
- Following approval by the sectoral Training Group, the Programme Coordinator draws up an application for validation, arranging for input from the PDDT and others as required.
- Applications for validation are reviewed and signed-off by the Secretary on behalf of LASNTG prior to submission to the awarding body for validation.

In the case of Programmes validated by QQI;

- Following approval and sign-off, the application is submitted to QQI by the Secretary via the QBS.
- The appropriate validation fee is paid to QQI by EFT quoting the Programme Code.
- The status of the application is tracked by the Secretary to confirm that the application is progressing satisfactorily.

9.6 Programme Validation and Re-validation (QQI)

We secure QQI validation before enrolling Learners on any Programme leading to a QQI award. We review our capacity to uphold the terms and conditions of validation and ensure that our Programmes meet the validation criteria as part of our Programme review. Re-validation is carried out in accordance with QQI requirements as validation automatically lapses unless renewed through re-validation. Therefore, we arrange for the re-validation of continuing Programmes as required (or in accordance with the expiry of the duration of the validation if different). We undertake a self-evaluation to coincide with re-validation – data from this review is used to inform and support the

re-validation process. We understand that a validated Programme may be reviewed by QQI at any time and we facilitate such reviews.

9.6.1 Validation Process (QQI)

1. Submission
   - LASNTG submits a Programme in a standard format and consistent with QQI requirements as outlined in the published Award Specification Guidelines for Assessment and Guidelines for Preparing Programme Specifications for FET Programmes leading to QQI awards (if applicable).
2. Validation
   - The Programme is validated against current validation criteria.
3. Evaluation.
   - The Programme is then assessed through a QQI appointed panel process
4. Decision
   - The QQI Programmes and Awards Executive Committee (PAEC) validates or refuses to validate the Programme.
5. Appeal
   - LASNTG may appeal the PAEC decision to refuse validation.
6. Review
   - QQI may review the Programme at any time. The decision may be to withdraw validation. LASNTG may appeal this decision.

9.7 Programme Planning and Delivery

The Programme Coordinator confirms Programme details with the RTC Managers ensuring all human, physical and other resources are in place (based on the Programme Specification). If new, additional or updated equipment/resources are needed, the RTC Manager, in consultation with the Programme Coordinator, arranges for necessary resources. The Programme Coordinator liaises with the RTC Manager to organise resources, support materials, equipment, Trainer induction pack/presentation, evaluation forms, Programme specific briefing document, etc.

The RTC Manager issues Programme outline, seeking expressions of interest, to:

- Local Authorities
  - Training Officers
  - Heads of Section
- Schedule of private and public bodies

On confirmation of interest, and numbers confirmed by the employers, the RTC Manager

- Procures Trainer
- Schedules the Programme
- Issues Booking Form to the employers

Learners' profiles are available pre-Programme commencement and resources are available to facilitate a variety of learning/delivery styles.

9.8 Access, Transfer and Progression

9.8.1 Admissions Policy

LASNTG operates a fair and consistent approach to entry to Programmes. Fundamental to the implementation of our entry requirements is the principle of equality and inclusivity. Employers whose Learners have any learning support needs are asked to provide us with relevant information at the time of application. We treat any such information confidentially. Applicants should bear in mind however, while we will make every effort to accommodate special needs, that resources available are limited. We do not register Learners on a Programme until it has been validated by the appropriate awarding body. We make pre-enrolment information widely available; including details on entry requirements, recognition of prior learning for entry and potential transfer and progression options.

We have minimum entry requirements for each Programme which are:

- Comprehensive, clear and explicit
- Reflect the level and content of the awards being offered in the Programme
- Justifiable and genuinely required for successful completion of the Programme
- Reflect the access, transfer and progression statements from the award specification
- If prior learning is recognised for entry to a Programme, details are set out in the Programme brochure

9.8.2 Applications Process

Learners are selected by their Local Authority for training. The Local Authority Training Officer (or other LA official) completes and submits a Booking Form. When completing the Booking Form the employer is required to confirm that the applicants meet the minimum entry requirements, understand what is involved in terms of hours of directed and self-directed learning, the level of the Programme and if an applicant has any specific needs. The Booking Forms are reviewed by the RTC Manager to determine eligibility for admission. The RTC Manager also notes if the employer has indicated on the Booking Form that a Learner has any specific/additional needs. If they have, the employer is contacted by the RTC Manager and, if possible and feasible; arrangements for reasonable accommodation are agreed.

Places on Programmes are offered on the basis that each of the following requirements are met:

- There is a place available to be offered, i.e. the Programme is not full.
- The Learner demonstrates the capacity to successfully participate on the Programme for which he/she has been accepted. This includes the academic, practical and work experience relevant to the Programme.
- Some Programmes may have specific requirements in addition to the above. If so, these are detailed in the individual Programme brochures.
- The employer can provide the relevant work-based learning experience, if required.

Subject to meeting the above requirements, places are offered on a first come first served basis. If there is reason to think that a Programme is likely to be oversubscribed, the RTC Manager stops accepting applications and schedules a future course where possible.

If an applicant is not accepted onto the Programme for any reason, the employer is advised and is told the reason why and is advised that they have a right to appeal the decision and details of the appeals process are made available to them. The website is updated accordingly.
The RTC Manager gives a list of qualified applicants to the Trainer prior to induction. If arrangements for reasonable accommodation have been agreed these are highlighted by the RTC Manager and brought to the attention of the Trainer.

9.9 Programme Cancellation

All Programmes offered are subject to minimum enrolment numbers and LASNTGs reserve the right to cancel a Programme where there are insufficient numbers to run a viable Programme. The RTC Manager reviews application numbers on an ongoing basis. If there are not sufficient numbers by a specified cut-off date, the RTC Manager decides not to run the Programme prior to the scheduled commencement date of that Programme.
If a Programme is cancelled;

- The RTC Manager contacts employers by both telephone and email at the earliest possible opportunity to let them know that the Programme will not run
- The RTC Manager arranges a refund of any payments (if costs incurred by the employer) as soon the decision is taken not to run the Programme.

9.10 Registration

Registration is considered complete when:

- All information and supporting documentation requested has been submitted by the employer.
- All fees or charges due are paid in full except in a case which is deemed to be an exceptional circumstance or in accordance with the charging structure of the RTC and the funding body.

9.11 Transfer and Progression

- Transfer possibilities to the same level on the NFQ
- Progression possibilities to higher levels on the NFQ

Where applicable, we provide clear and comprehensive information on transfer and progression to both current and prospective Learners. Information about specific transfer and progression options are set out in our Programme specifications and are agreed with awarding bodies at the point of validation (if applicable). The Trainer discusses transfer and progression options at induction. The Trainers also describes the National Framework of Qualifications and the qualifications of the education and training system and how they interlink. The NFQ shows how learning achievements may be measured and related to each other in a coherent way. The Trainer describes the different types and sizes of qualifications included in the NFQ. Transfer and progression options are researched by the Programme Design and Development Team at the Programme design stage and are reviewed and updated/amended whenever the Programme is reviewed.

9.12 Recognition of Prior Learning (RPL)

Where relevant, we recognise the knowledge, skills and competence an applicant has already acquired for admission to our Programmes. During the Programme development process, the

Programme Design and Development Team identifies what prior learning will be accepted for entry. We recognise prior learning for entry on a case-by-case basis while ensuring that recognition of prior learning maintains the integrity of the awards and benefits the applicant. Programme brochures include information on how RPL for entry works. We consider equivalent learning to stated entry requirements, where appropriate. We process exemption requests with QQI for previously certified learning, as credit/s towards a major award. Enquirers are talked through the Programme by the RTC Manager and if the RTC Manager is not able to provide the necessary information, the enquiry is escalated to the Programme Coordinator. An application pack is forwarded by email to the enquirer – this consists of application form and guidelines and a Programme brochure/s.

We accept applications either directly from Local Authorities, or individual employers, and from employers on behalf of a group of employees.

10. *Self-Evaluation, Monitoring and Review*

10.1 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 is an on-going process given the range of groups and committees engaged in the process. These are referenced throughout the Manual and are set out below.

10.2 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 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 Quality Officer 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.

10.3 Programme Review

All Programmes are reviewed by the Programme Coordinator to ensure their continued relevance and to 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.

10.4 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 or in line with QQI re-validation requirements. 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.

10.4.1 Key Steps

A Self-evaluation Plan is documented and can focus on a particular Programme across each RTC or on the provision by 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 Quality Officer. 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.

10.5 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 QA Officer	Bi-monthly	All aspects of Programme content and provision Complaints Register Risk Register The QA system

10.6 Improvement Plans

Corrective actions, 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 is documented, and responsibilities are 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.

11. *Information and Data Management*

11.1 Data Management System

The key system for information collection and storage is the Data Management System (DMS), a bespoke system, specifically designed and tailored to meet the LASNTG needs. The DMS was designed in-house, and is regularly updated to meeting the changing requirements of the RTC network.

The DMS ensures compliance with legal requirements in relation to the recording of, and reporting on, the data used for training purposes (GDPR). It has been designed to facilitate real time reporting to the varied number of stakeholders who contribute to the organisation and the system has a suite of customised reports to meet these demands. These reports include:

- Employer updates on Learner attendances and requests
- Learner training records

- Funding body returns on funding drawdown across all Programmes
- Updates to Training Groups on Programme delivery
- Updates to Management/Technical Committees on Programme delivery
- Programme uptake per employer
- Learner attendance profiles including officer and non-officer grades
- Annual returns
- Learner attendance rates and trends

The DMS provides for monitoring of activity nationally across the five RTCs but also activity within each Centre is monitored to identify national demand for Programmes versus regional demand. This is particularly relevant in the case of private sector take up of Programmes. It also facilitates the monitoring of local Authorities' funding budgets for training which is then used to assist Local Authorities in scheduling training for its Learners. Each Learner who attends a Centre is registered and is assigned a unique ID number on the system, which remains with them for the duration of their specific employment. Information on all Learners is gathered at Booking Form stage and maintained on the DMS in accordance with GDPR requirements. To ensure GDPR compliance a new ID number is assigned when a Learner moves to a new employer.

The system allows for the retrieval of all Learner records whilst complying with GDPR. Access to the system is strictly limited to internal staff, with varying levels of access and amendments to information held on the system may only be made by authorised personnel and is strictly implemented.

All back-office support, in relation to invoicing, drawdown of grants and other financial matters, payroll etc., is provided by the host Authority's Finance and IT departments similar to that of all other departments within that host Authority.

11.2 Assessment Documentation

Data management, in relation to the assessment and certification process, is set out in Chapter 5 of the Quality Assurance Manual.

11.3 Support to Learners and Employers

Information to Learners and employers is set out in Chapter 7 of the Quality Assurance Manual. Feedback on Programme delivery forms an important aspect of the quality of the service. Feedback is received from a number of sources both formally and informally. This feedback can come from:

- 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

The current system, through a range to templates, provides for all feedback to be referred to the RTCs or directly to LASNTG, with recommendations considered at sectoral Training Group level. This process allows LASNTG monitor how data and information is managed and appropriately shared.

11.4 Improvement Process

All of the data gathered by the LASNTG, as indicated throughout this Quality Assurance Manual provides important information to the LASNTG about the success of its endeavours, areas requiring improvement and opportunities for further developments. All data which is considered to be a critical quality indicator is carefully considered by the Training Groups and/or the appropriate subcommittee of LASNTG, and forms the basis upon which recommendations are made to amend, develop and improve Programmes and services. Data, which is considered to be critical quality indicators, include:

- Learner attendance rates
- Learner withdrawal numbers
- Programme completion rates
- Learner certification success rates
- Learner and employer feedback
- Funding bodies feedback
- Trainer performance monitoring
- Staff feedback

12. *Public Information and Communication*

12.1 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 ensure clear, efficient, comprehensive, timely and effective two-way communications between the organisation and all stakeholders. In addition, it is committed to engage stakeholders in the review and evaluation of its training provision leading to continuous Programme development and Programme enhancement.

12.2 Stakeholders

The stakeholders are identified as those bodies that contribute to, and benefit from, the work of the LASNTG in the funding, design, development, delivery of the Programmes and those bodies that benefit from the training either as an employer or a Learner. Communication is manged through the

LASNTG Office and the representation of these bodies on a range of groups and committees forms the basis of a forum for regular updates on all aspects of the work of LASNTG

Funding bodies include:

- Department of Housing Local Government and Heritage
- Depart of Environment Climate Action and Communications
- Department of Transport (including TII)
- Irish Water
- Local Authorities
- Other public bodies (income from fees)
- Private sector (income from fees)

Other stakeholders include:

- National Directorate for Fire and Emergency Management
- Quality and Qualifications Ireland (QQI)
- City and Guilds
- SOLAS
- South East Technological University - Carlow
- Atlantic Technological University - Sligo
- Health Services Executive (HSE)
- Local Government Management Agency (LGMA)
- Irish Public Bodies Mutual Insurance (IPBMI)
- Road Safety Authority (RSA)
- Environmental Protection Agency (EPA)
- Road Management Office (RMO)
- National Federation of Group Water Schemes (NFGWS)
- Waste Enforcement Regional Lead Authorities (WERLA)
- Local Authority Waters Project Office (LAWPRO)
- Climate Action Regional Offices (CARO)

All Government Departments and all Local Authorities are represented on the groups and committees that make up the organisational and governance structure of LASNTG. In addition, our partner Institutes of Technology are represented on committees, where appropriate to the Programme being designed and delivered. It is through these groups that a large proportion of the information is communicated.

Learners are briefed on the activities of the organisation at Programme induction stage and a Learner Handbook is available to all Learners. A suite of feedback forms are used to facilitate both Learners and Trainers in contributing to both positive and negative feedback and feedback from oversight bodies such as RAP and MEC also forms part of the two way communication that exists.

12.3 Internal communication

Communications between management and staff, including the planning, delivery and evaluation of Programmes and the Centre's QA system is carried out on an on-going basis by the QA Team. LASNTG regularly updates the schedule of training offered across the RTCs, in liaison with its wide

number of partners. Regular meetings, through the QA Team, are held around Programme planning, development, review, feedback, evaluation, Learner progress, etc. Learners, employers and Trainers are encouraged to provide feedback both informally and formally.

The RTC Manager hosts regular meetings with all Centre staff. Issues raised that need to be dealt with immediately are addressed with a follow up at the formal meeting.

Systems are in place to ensure that all staff members have access to the information they need to perform their role to a high standard. Each Programme has a standard set of documents (pack) dependent on what Programme is being delivered.

The importance of ensuring that the channels of communication with Trainers and staff is two-way is recognised and that receiving and acting on feedback is an important factor in ensuring quality. Common communication channels include email, face-to-face and conference/telephone meetings, formal and informal staff meetings, sharing of information by all stakeholders, giving feedback to, and soliciting and receiving feedback from, Trainers and staff.

RTC Managers and members of LASNTG Office staff meet at least twice a year, and more often if required, to review all aspects of training delivery. Annual staff workshops take place, to discuss the organisation's mission and objectives and how it relates to their daily work. It also includes any issues regarding the QAS.

The Programme Coordinator is in regular contact with members of the relevant Programme Design and Development Team and has primary responsibly for communicating with Trainers about all aspects of quality as it impacts on their work.

The RTC Managers are responsible for day-to-day communication with Trainers about all aspects of the training provision and all Learner issues at local level. They do this by maintaining a high level of personal contact (face-to-face, telephone or through email) with Trainers and employers at all stages of Programme delivery.

All Programme-specific information is available to Trainers in print copy and via a shared online folder in advance of Programme delivery. This includes timetables, assessment plan, assessment briefs, marking guidelines, practice placement requirements, Learner Handbook and Trainer Handbook. This ensures consistency and clarity of information.

12.4 External Communication

As all Local Authorities are equal partners in the process a strong communication culture exists within the sector on how information is communicated. Each Local Authority is assigned to one Regional Training Centre and has representation on the Management/ Technical Committee of that Centre. The Management/Technical Committees meet on a scheduled basis and information in relation to all Programmes is presented at these meetings. This includes current and planned Programmes, new Programmes being developed and attendance rates for each Programme. It updates each Local Authority on its level of funding drawdown across the four sectors, Roads, Water, Fire and Environment. It is also a forum for identifying future Programme needs. The membership of the Committee comes from the nominations of the partner Authorities and, as a result, can have technical, administrative, training and health and safety expertise working in unison.

The Local Government Management Agency convenes regular meetings with the Training Officer network of the Local Authorities where the LASNTG activity is presented. This is an important forum for monitoring that element of training and provides a valuable conduit for feedback and future

need identification. In addition the Health and Safety Advisors network, LASAG, meet regularly where training deficits are identified and referred to LASNTG. Other forums include CCMA Sub-committees and regional committees of the various Local Government sectors e.g. roads engineers, water services engineers etc.) Training requirements is cross sectoral and these links are crucial to LASNTG in identifying, developing, promoting, delivering and evaluating the Programmes.
A schedule of private and other public bodies exists within LASNTG and where it deems appropriate these organisations are briefed on upcoming Programmes. This is particularly relevant in relation to certain Roads and Water Services Programmes.

12.5 Conferences

LASNTG organises, and hosts, a number of conferences, Programme information seminars and new Programme launches annually across all sectors. Subject matter experts are selected for each event, including international speakers. These events are particularly of benefit to Government Departments, Irish Water and Regulatory Authorities (EPA, HSA, RSA etc.) whereby the roll-out of annual Department work programme, budgetary matters and new legislation/regulation/guidance is presented. It is a valuable component of the LASNTG commitment to adult training as it is a major forum for networking given the diverse range of disciplines within this sector. The conferences form a major element of the work calendar for LASNTG and contributes substantially to information sharing and the promotion of the organisation. These events are fully supported by Government Departments, Irish Water, Regulators, Local Authorities, Consultants and Contractors at both senior and operative level, thus allowing Local Authority staff and other public service staff and the private sector engage at both a formal and informal level during the course of the events. In addition, it is a valuable forum for Local Authority staff to network internally, given the diverse scale, and culture, of the Local Authority system, from small, predominantly rural, Authorities to large urban Authorities.

12.6 Social Media

Due to the strong network that exists between Local Authorities, Government Departments, other public bodies and private bodies the promotion and scheduling of Programmes is successfully managed through this network. The LASNTG website is a valuable portal for accessing information on the range and schedule of Programmes available across all sectors and across the five RTCs Details of the Programmes are available, including details of accredited Programmes. Information on the structure of the organisation is available and information of conferences, including papers from previous conferences is also available. Website content is managed by the LASNTG Office and content is reviewed on an on-going basis with Programme details updated as required.
It is also the website for e-learning access for the various Programmes that require this access.

13. *Collaborative Provision*

13.1 Policy

To oversee and co-ordinate the sector's engagement with third level institutions, so as to provide an access route to higher education accreditation (where appropriate).
In order to meet this objective, LASNTG works in partnership with other providers to expand the range of Programme available to our Learners, to open progression opportunities for Learners to higher education and to meet the needs of the industry sectors we serve. While LASTNG is proactive

in developing relationships with Technical Universities/Institutes of Technology to expand the range of courses available to the Local Authority sector, we do not engage in collaborative provision as defined by QQI which describes the co-delivery of all or parts of a Programme by two providers. In our partnership arrangements with other providers, LASNTG does not deliver any part of the Programme. LASTNG is involved in needs identification, Programme design, information provision, Programme evaluation and enhancement and provision of facilitates. The Programmes are validated by our partner providers and delivered under their QA arrangements with QQI. Our partner providers have full and ultimate responsibility for the quality of the Programme and for returning results to QQI for certification.

13.2 Agreed arrangements

Before we enter into any partnership with another provider, we have a Memorandum of Understanding (MOU) written statement setting out the arrangements and responsibilities of both parties, agreed in advance, and signed off by the governance units of both partners including:

- Objectives
- Meetings and reporting
- Obligations of both parties
- Communication strategy
- Intellectual Property Rights
- Confidentially

13.3 Existing Partnership Arrangements

ATU – Sligo

Programme Name	Duration	Level
Roads		
Master of Engineering in Road & Transport Engineering	3 Years	9
Postgraduate Diploma in Engineering in Road & Transport Engineering	2 Years	9
Postgraduate Certificate in Road Maintenance Engineering and Network Management	1 Year	9
Certificate in Road Engineering & Design	1 Year	9
Certificate in Engineering in Bridge Engineering	1 Year	9
Water		
Master of Science in Water Services Management	3 Years	9
Postgraduate Diploma in Water Services Management	2 Years	9
Certificate in Wastewater Treatment Operations*	1 Year	6
Certificate in Drinking Water Treatment Operations*	1 Year	6
Waste		
Certificate in Regulation of Waste Activities		6

SETU - Carlow

Programme Name	Duration	Level
Roads		
Certificate in Road programme management	1 Year	7
Environment		
Environmental and Planning legislation	1 year	7

13.4 Working Partnership Arrangements

The Technological University (TU) is the lead partner and as such is responsible for managing the validated Programme.

LASNTG involvement is as follows;

13.4.1 Programme Design

Membership of the Programme Design and Delivery Team (PDDT), which is made up of representatives of a range of stakeholders and subject matter experts based on the nature and purpose of the proposed Programme. The PDDT oversees all aspects of the development of the new Programme, creates a relevant, high-quality curriculum and identifies suitably experienced and qualified personnel for delivery.

13.4.2 Programme Promotion

Details of the Programme and Programme provision are made available through LASNTG, RTC network, the website, the Local Authority Training Officers Network and other channels of communication used by LASNTG.

13.4.3 Programme Evaluation

Representatives of LASTNG contribute to the review and evaluation of the Programme on an ongoing basis

13.4.4 Provision of Training Sites

The TU may use LASTNG training sites to deliver all, or part of, the Programme