Guidelines for Centre Development Planning

Quality Framework Initiative

For Youthreach & Senior Traveller Training Centres

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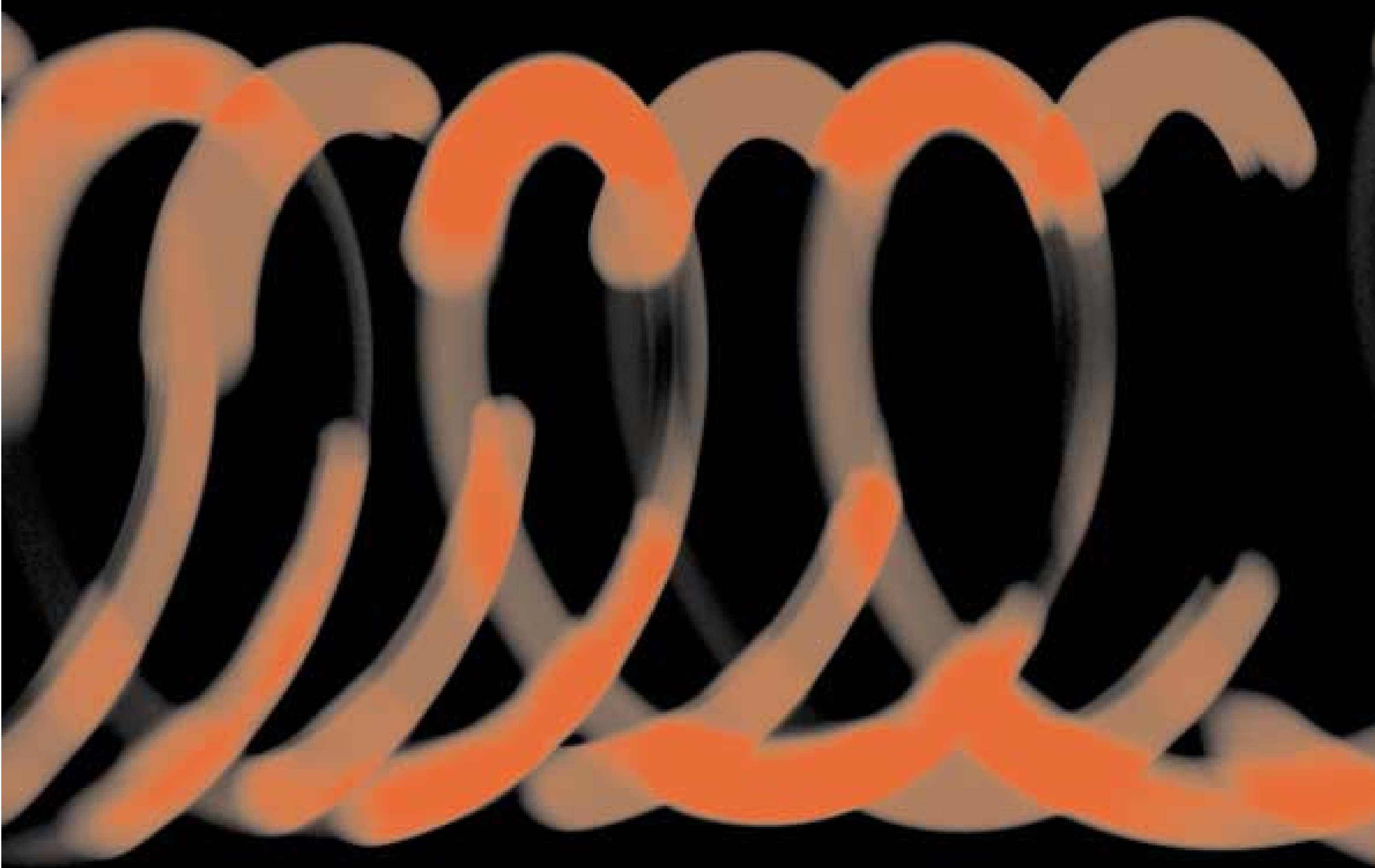
Abbreviations

AEO	Adult Education Officer
CDP	Centre Development Planning
CEO	Chief Executive Officer
DES	Department of Education and Science
EO	Education Officer
FETAC	Further Education and Training Awards Council
ICE	Internal Centre Evaluation
IT	Information Technology
IVEA	Irish Vocational Education Association
LCA	Leaving Certificate Applied
NALA	National Adult Literacy Agency
QFI	Quality Framework Initiative
STTC	Senior Traveller Training Centre
VEC	Vocational Education Committee

1 section one

Introducing Centre Development Planning



INTRODUCTION

Centre Development Planning is one of the key processes in the Quality Framework for YOUTHREACH and Senior Travellers Training Centres. It is essentially a strategic planning process where a centre takes a step out of its day-to-day work and brings stakeholders together to:

- Review where the centre is at in relation to the quality standards
- Considering a three to five year period, identify what actions need to be put in place and by whom
- Prioritise these actions in order of importance
- Draw all of this information together into a written plan
- Agree a monitoring mechanism to assess progress
- Evaluate the implementation of the plan on an annual basis

The model of centre development planning outlined in these guidelines will support a centre in developing its centre plan over an eight-month period. The model assumes that the centre has access to a facilitator for a period of five days, spread through the eight months.

All centres currently engage in planning at many different levels. Some centres have already developed strategic plans while others, with much experience in short term planning, have little experience of putting together longer term plans.

The process has benefits for a centre:

- Stakeholders have a chance to get to know each other and to develop good working relationships
- It allows for staff to share some of the challenges of the work and for other stakeholders to deepen their understanding of the work of the centre
- It allows for learners to have an input into the development of the centre

Likely outcomes are:

- A document, which is a valuable management tool
- A document that can be used to raise the profile of the centre
- More understanding amongst stakeholders of the challenges and constraints faced by them
- A more developed sense of shared purpose within a centre

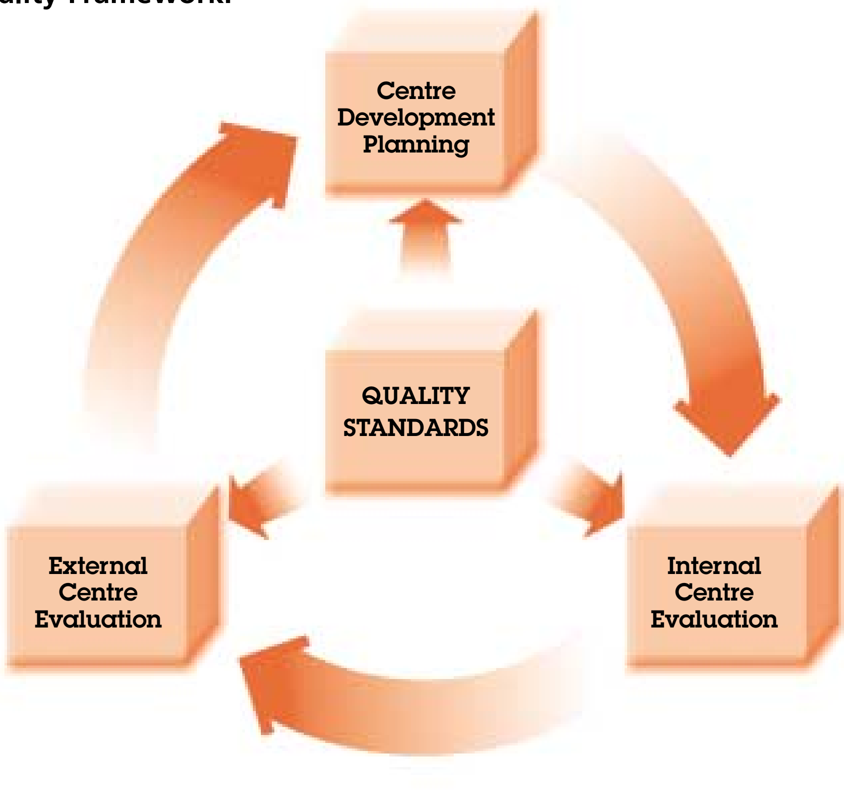
The process of putting together a plan will be exciting, challenging and empowering for all involved and ultimately a worthwhile experience.

A good plan is like a road map: it shows the final destination and usually the best way to get there.

CENTRE DEVELOPMENT PLANNING - PART OF THE QUALITY FRAMEWORK INITIATIVE

The Quality Framework forms the basis of the quality assurance system. It comprises four interconnected building blocks (see diagram).

The Quality Framework:



1. Quality Standards
2. Centre Development Planning
3. Internal Centre Evaluation
4. External Centre Evaluation

Quality Standards are at the core, as they inform the other key aspects of the framework. The system of quality assurance consists of a cyclical process of planning and evaluation.

The **Centre Development Planning Process** provides stakeholders with an opportunity to review centre practice, identify gaps, highlight priorities and select areas for improvement. The plan is implemented over a period of three to five years and progress towards the achievement of goals is monitored and evaluated. The centre development planning process involves a focus on the key elements of the programme that are not yet in place or the areas of work which require a high degree of redevelopment.

PLANNING

Actions cannot take place without planning. Think about what you have done over the past 24 hours; many of your actions will have been planned to a greater or lesser extent. The same is true of life within centres. Some of the most obvious ways in which we plan are:

- We plan how we use our budgets so that we have enough money throughout the year
- We plan for open days, trips away and other one-off events
- Day to day planning gives us timetables and staff rosters

Plans can be short or long term. The planning that we do on a day-to-day basis can be either short or long term. Strategic planning requires the organisation to take some time out and examine what its purpose is and the environment within which it works.

Strategic planning is a disciplined effort to produce decisions and actions that guide and shape what the organisation is, what it does and why it does it.

THE CENTRE DEVELOPMENT PLANNING PROCESS

The Quality Framework defines centre development planning as an opportunity for stakeholders to:

- Review centre practice
- Identify gaps
- Highlight priorities
- Select areas for improvement

A centre plan is implemented over a period of three to five years and is systematically monitored and evaluated. This planning process focuses on key elements of a centre' s programme which are not yet in place or which require a high degree of redevelopment. For the purposes of the pilot a particular model of planning is being recommended and centres will have access to a facilitator for a period of five days to assist them with developing their first plan.

WHO CAN BE INVOLVED?

The Centre Development Planning process can involve the participation of a number of groups and individuals to varying degrees. A range of options for the participation of key stakeholders is set out below. A decision on who should participate and how best to engage the various groups can be made at local level.

Co-Ordinator/ Director and Staff Team

The Co-ordinator/ Director and the full staff team can participate in all aspects of the planning process. It is important that all part-time staff would attend if possible as this experience contributes to their sense of importance within the staff team. It is usually the Co-Ordinator/ Director and the staff team that form the core of the Planning Team.

Management (including Regional Co-Ordinator, Adult Education Officer, Education Officer, Chief Executive Officer, Board of Management representative)

It may be appropriate for members of management to attend the five facilitated sessions particularly if they understand how the centre operates and have a good working relationship with staff. If it is not feasible for management to attend the entire five days, it may be appropriate that they attend only some of them, for example, the Main Centre Review (day 2) or Reviewing the First Draft of the Plan (day 5).

Alternatively, management could participate in a Management Review. Feedback and recommendations from a review can be recorded and brought to Session Three. The use of a structured questionnaire may be used as a focus for discussion and feedback during this meeting. A sample questionnaire for this purpose is outlined on pages 63-64.

If it is not possible for a member of management to feed into any of the planning sessions it may be possible for the Co-Ordinator/ Director to meet with management following the planning process. The first draft of the Plan can be presented and discussed. This is an opportunity for members of management to identify measures that might support the implementation of certain actions. Management could, for example, co-ordinate actions relating to staff development and training or policy development.

Learners

A Review session with learners should take place prior to Session Three. Learners are generally asked to comment on quality areas that relate to the learners own experience of the programme. The findings should be collated and discussed by staff during Session Three. It is important to give feedback to learners in relation to the actions that are planned arising from the Learner Review. A questionnaire that can be used for the Learner Review is outlined on pages 52-54.

Some centres may wish to include learner representatives in the full Centre Development Planning process. This idea was tested during the Pilot Phase and in general it was recommended that learner participation would occur separately to staff. This recommendation was based on the perceived difficulties that learners experienced in sessions with staff. On these occasions learners found difficulty understanding the issues being discussed. Staff too had a problem raising potentially sensitive staff issues when learners were present.

In many centres the inclusion of learners in the planning sessions may be central to the ethos of the centre and therefore learners can be involved if they are supported to understand and participate in the process and if the staff team are agreeable to their participation. The final decision on the nature of learner participation should be made locally.

Parents/ Guardians

Parents can be involved in the planning process. This mainly applies to the parents of young participants (under nineteen years of age). It is particularly useful if staff want to understand parents'/ guardians' perceptions of the programme in general or their level of satisfaction with communication between the centre and parents/ guardians. A specific questionnaire can be devised for this purpose or a member of staff may wish to meet a representative group of parents to discuss a range of issues.

Employers

If Work Experience is one of the areas being reviewed it may be useful to ask a number of employers about their views in relation to how the Work Experience Programme is organised and operated by the centre. A specific questionnaire can be devised for this purpose.

Community Representatives

The range of community representatives that regularly engage with centres is very broad. This group includes individuals working in local schools, social services, youth service, advocate service, FAS, local Partnership companies, Gardaí, community development groups, Chambers of Commerce and many others.

Some centres work so closely with certain community representatives that they become part of the "centre team". Where this occurs it may be appropriate that such individuals would form part of the Planning Team. More usually community representatives only have experience of certain aspects of the programme and therefore should only be involved in the planning process when such areas are being reviewed. This can be carried out through the use of questionnaires or interviews.

Quality Areas such as Communication and Links with the Community, Public Relations and Recruitment of Learners could involve carrying out a brief review with certain community representatives. It can be interesting to hear how the programme is viewed by key community organisations. Feedback from questionnaires / interviews can be collated and presented during Session Three.

WHAT ACTIONS CAN BE PLANNED?

Because the Quality Standards are used as a basis for review, most of the actions involve the establishment of the systems and processes outlined in the Quality Standards document. Under each Quality Area there is usually a policy and a number of procedures to be developed. The purpose of developing policies and procedures is to make explicit how the centre deals with a range of key elements of centre practice. The process of developing procedures and policies helps the staff team to work out best practice for each area. This should result in improved consistency in the way in which staff deal with each aspect of centre practice. Guidelines for the development of policies and procedures are outlined in Appendices A and B.

Once procedures are developed, the next step is the implementation of such procedures. The implementation of clearly thought out procedures is the ultimate goal in the planning process. Such actions should prove beneficial for learners, centre staff and management.

Many centres will also need to plan actions that are outside the scope of the Quality Standards. Such actions may be specific to the centre and may include, for example, a move of premises or an exchange visit. Any appropriate action identified through the planning process can be included as an action to be included in the centre plan.

THE ROLE OF THE FACILITATOR

It is recommended that a facilitator would be engaged to work with centres in carrying out the Centre Development Planning process. Planning is not simply about completing a task. If this were the case then any informed individual within the organisation could in fact develop a centre plan. Far more can be gained if the Director/ Co-Ordinator, staff, learners and local management engage in a process where all participants are given the responsibility of reviewing the strengths and weaknesses of a centre and of drawing up a five year plan of action to develop the centre as a whole. Through this process stakeholders are empowered and will have to make decisions and solve problems. The facilitator does not develop the plan, but instead guides the process and encourages the active participation of all involved.

Each centre and VEC will be provided with a list of trained facilitators. Each centre should select a facilitator from the list. The facilitator will be available to work with the centre for a maximum of five days over the eight-month period generally, between September and April. The facilitator will work closely with the Director/Co-Ordinator to plan and support the process of a centre developing its plan.

FORMAT OF THE CENTRE DEVELOPMENT PLANNING SESSIONS

In the Centre Development Planning process stakeholders are being facilitated and encouraged to engage in the process in a way that will allow participants to think, learn and develop opinions and ideas. If participants are open to engaging in the process, far more will be achieved than merely the production of a centre plan. The process allows each participant's views to be heard, valued and respected. Each participant is encouraged to express opinions about the overall programmes and through this can actively contribute to the development of new and improved systems of working that meet the needs of learners, staff and management. For each individual the process generally creates a greater awareness of the values, opinions and personal characteristics of the other participants in the group as well as a greater understanding of the overall programme. The group will have the opportunity to work together as a team and engage in activities that clarify team values, and encourage listening and respect. This generally results in clarity of purpose and teambuilding and provides new energy for staff and management as they look to the future.

In order to create an atmosphere that allows the group to work effectively together, the facilitator will use a number of different methods of working with the group. These methods of working may include small and large group discussion, guided reflection and written exercises. In addition it is likely that the facilitator will ask the group to engage in icebreaker and energising games. Each of these activities has a purpose as they help to break down barriers to participation, set the energy levels for an activity, focus the mind on a particular task and help participants to remain motivated throughout the session.

SELECTING A VENUE

As the Centre Development Planning process is an integral aspect of the programme it is appropriate that, where possible, the sessions take place in the centre. This may not be possible in all cases. Sometimes the rooms are not large enough or the environment is not conducive to the successful completion of the task or the process. In such circumstances it may be possible to access another VEC or community purpose building. Alternatively it may be necessary to rent an appropriate venue for the duration of the session. In selecting a suitable room/venue it is important to bear the following in mind:

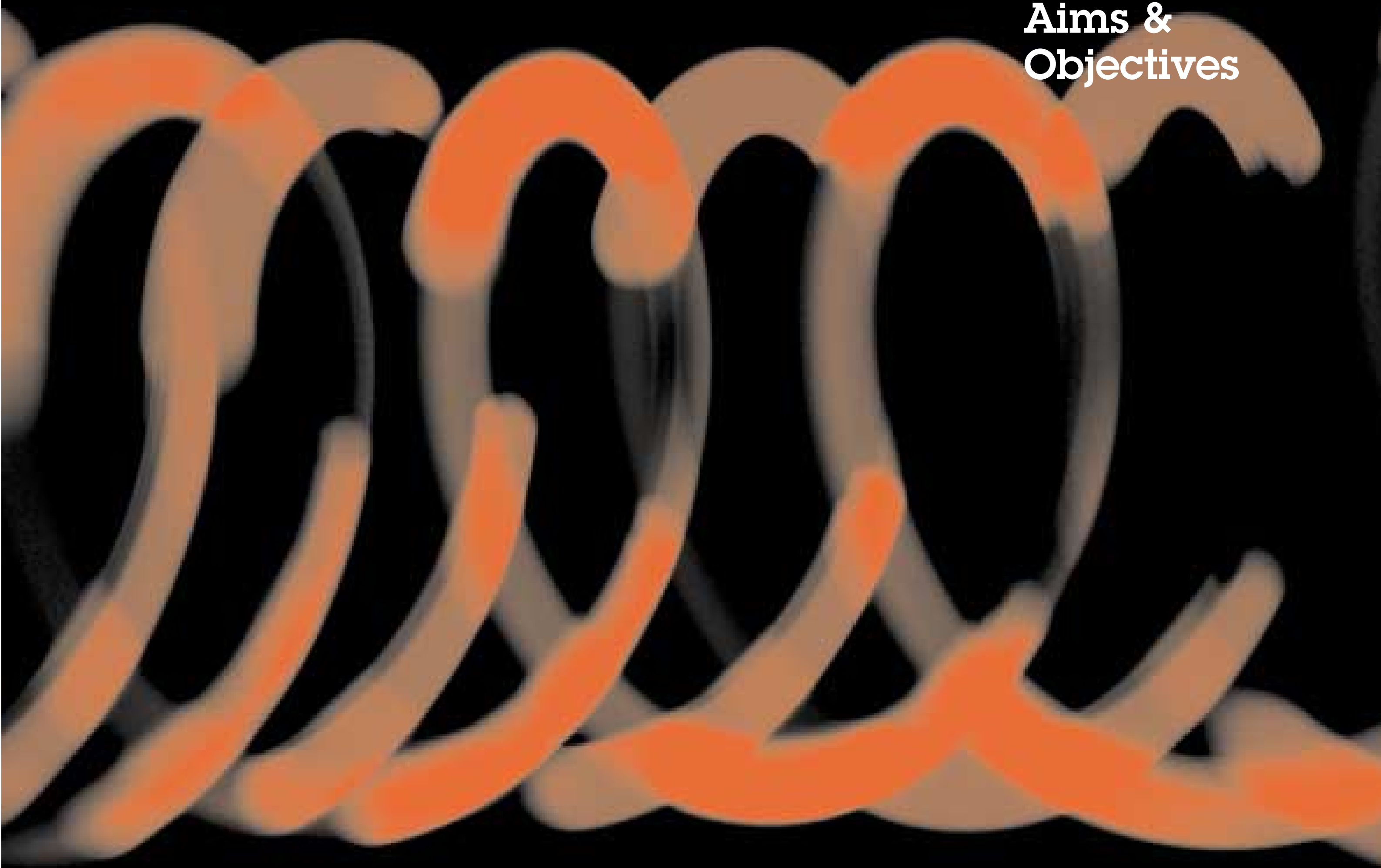
- the size of room
  - *big enough for large and small group activities*
  - *allows for movement / energetic warm-up activities*
- bright with natural light and ventilation
- tea/coffee making facilities nearby
- availability of suitable equipment: chairs, flip chart stand and paper, spare tables that can be easily moved

During the sessions participants may be sitting in one large group or a number of small groups. Very often participants prefer to do flip chart work on the floor, however, some of the writing exercises are quite long and in this situation it is useful to have access to a number of small tables, on which participants can lay out flip chart paper and write responses.

If you don't know where you are going, you might wind up someplace else.

2 section two

Developing & Reviewing a Centre Mission Statement, Aims & Objectives



Please Note:

INTRODUCTION

From the time Youthreach and Senior Traveller Training Centres were first established, it was clear that flexibility in provision at local level was to be encouraged. This allows centres to develop a programme that meets the needs of the learners and reflects the local environment. Centres may be similar in many ways while at the same time very different in terms of the delivery of the programme.

It is also very evident that many centres continue to change as centre practice becomes more specialised and ideas about the purpose of the centre evolve. While such flexibility and choice allows centres to operate independently it also brings with it the responsibility of staying alert to the changing needs of the learners and ensuring that the centre responds in a vibrant and appropriate manner.

For these reasons it is important that centre staff and management regularly examine the purpose and the direction of the centre. The development and review of a centre's Mission Statement, Aims and Objectives can be a useful exercise towards achieving this goal.

There is no sense in borrowing a Mission Statement, Aims and Objectives from other centres. It is not about having something documented. It is about a team of people going through the process of trying to figure out what is important to a particular centre.

Centres engaging in the Centre Development Planning Process should have a current Mission Statement, Aims and Objectives in place (less than two years old). These are reviewed during the planning process but the five facilitated days do not allow time for these to be developed from the start.

MISSION STATEMENT

A mission statement is an expression of what drives an organisation. It is a statement highlighting the underpinning or guiding principles of an organisation.

In its basic form it probably has four key considerations;

- *Desired outcome*
  (What are you aiming to achieve?)
- Who is targeted
  (Who are you working for?)
- What is offered
  (What services / activities - broadly speaking, do you offer?)
- Core values of centre
  (What is unique about the way you work / operate?)

The best mission statements are short and succinct (not more than one sentence). They do not need to be read from text but can be remembered.

Your Mission Statement should:

- express the centre's purpose in a way that inspires support and ongoing commitment
- motivate those who are connected to the centre
- be articulated in a way that is convincing and easy to grasp
- use pro-active verbs to describe what the centre does
- be free of jargon
- be short enough so that anyone connected to the centre can readily repeat it

Some ways to use your mission statement:

- On your stationery, perhaps under your letterhead or on the end of your headed paper.
- On invitations to presentations, open days or exhibitions
- On a banner or poster, which can be used for presentations, exhibitions or open days, anytime your centre is having a 'public' occasion.

A Mission Statement is like a flag the organisation can hold up that gives the essence of what it is about.

DEVELOPING A MISSION STATEMENT

Option A: Starting from Scratch - New Centre

A mission statement is always easiest to put together if the entire group is familiar with the organisation and is confident about what the centre is trying to achieve. For new centres therefore, it might be easier to develop themes or areas of work first and then put together a mission statement. Ideally centres should be in operation for one year before they start this exercise. The timeline (review of what the centre has done especially over the last year) would give a good indication of what the centre is actually doing at present and where most of its time is allocated.

Review of Previous 12 Months with a View to Developing a Mission Statement

Need flipchart paper, markers, Post-it Notes

Carry out timeline exercise for one 12 month period by writing out key events that happened onto a different post-it note and placing them under the appropriate month.

Note - the coloured Post-it Notes enable the timings to be moved about as other events are thought of afterwards. They also enable more people to become involved as some are laying them out and others writing. Visually they also have greater impact than everything being written in marker.

When the timeline exercise is complete the facilitator asks the group to answer the following questions:

- Outcome - what did you achieve?
- Who did you target?
- What did you offer?
- Core values of centre - what was unique about the way in which you worked?

The answers should be noted as words rather than sentences. These words can be used to formulate a Mission Statement. The statement can be developed by the group as a whole or by breaking the group into sub-groups, each of which documents a Mission Statement. The statements can be combined to form one statement that achieves approval of the entire group.

Option B: Working With an Established Centre

Even if an established centre has never before documented a Mission Statement, most staff members will have a clear idea about the purpose of the centre. The problem however, is that these ideas can vary from one member of staff to another. Conflicts arise when staff have differing ideas about the purpose of the centre and are working from different value perspectives.

Developing A Mission Statement

Need flipchart paper, markers

Ask members of the staff team to individually answer the following questions:

- Why does the centre exist?
- Who is the centre targeting?
- What is the centre trying to achieve?
- What are the key values and beliefs that underpin the work of the centre?
- What makes this centre different to other centres?

The facilitator asks each individual to give feedback and collates answers to each question on a different page of a flip-chart. Each team members should be able to see the collated feedback.

Each flip-chart page, outlining the collated information, is displayed for all staff to see. The team is broken into sub-groups of 3-4. Each group is asked to develop a draft Mission Statement for the centre, based on the information outlined on the flip-chart pages.

Each group presents the draft statement to the larger group. Combining themes from each statement leads to the development of a single Mission Statement. The final wording should be agreed through consensus.

AIMS

An **Aim** is a broad general statement of what the centre is working towards. Aims describe what your organisation is aiming to achieve. Aims are aspirational.

An example of an aim for a YOUTHREACH Centre may be:

- To provide a response to the needs of unqualified early school leavers by offering a programme of integrated general education, vocational training and work experience.

An Aim for a Traveller Training Centre may be:

- To provide participants with the knowledge, skills and attitudes required to make the transition from school to work and adult life and to participate fully in their own communities.

Aims should reflect the overall mission statement and provide a breakdown as to how the mission statement will be implemented:

- To achieve the desired outcome
- To target the named target group/s
- To provide services / activities named
- To work in such a way as to achieve core values of programme

Some parts of the mission statement may require more than one aim to cover the work involved.

Developing Aims

Need Flipchart, markers

The facilitator asks the group to answer the following question: *What is this centre aiming to achieve?*

For the purpose of this exercise the team members may work:

- Individually
- As part of sub-groups
- As a full team

Participants should bear the Mission Statement in mind and reflect on how the overall Mission is to be achieved through the aims. Feedback can be collated and a list of Aims should be developed by group consensus.

OBJECTIVES

These are a further breakdown of the aims and identify all the different components of that particular aim. They are specific statements of what the centre intends to achieve. Objectives should outline the steps and activities required to achieve each of the aims:

- **Who needs to be involved**
  - In centre
  - Key networking agencies / contacts
  - Wider community
- **What needs to be done**
  - Identify all key areas of work - each key area needs a separate objective

Objectives are not as detailed as actions (i.e. no person allocated / timescale fixed/ resources mentioned) but should provide enough detail that actions can easily be developed from them.

Objectives are concrete. They always include verbs and usually are structured as follows:

- To encourage…
- To provide…
- To engage…

Objectives should be **SMART:** **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**imebound.

SMART Objectives

Specific:	**the goal is clear, you know precisely what you are going after**
Measurable:	**it should be possible to tell whether or to what extent the objective has been achieved**
Achievable:	**it is something you can take tangible action on**
Realistic:	**is it something that can be done by those who write the objectives**
Timebound:	**it is limited to a certain timeframe, you will have parameters as to when you will have it completed**

Some SMART Objectives for centres might be:

- To provide a wide range of training and educational programmes on an ongoing basis.
- To provide a range of opportunities each year for learners to broaden their horizons.
- To provide a mix of certified and uncertified courses on an on going basis.
- To provide access to one to one literacy support by January.

All of these objectives meet the **SMART** criteria.

Some examples of those that do <u>not</u> are:

- To increase the confidence of learners
- To increase the literacy levels of learners

They are <u>not</u> SMART because they are too general, difficult to measure and do not have a clear timeframe. They can, however, be turned into SMART objectives by rewording them so that the first one becomes:

- To provide an integrated personal development programme on an annual basis based on the needs of learners
- To provide a weekly feedback session for learners

The second one may become:

- To assess learners' literacy needs within one month of their starting in the centre.
- To provide weekly literacy support based on the identified needs of learners.

Developing Objectives

The facilitator asks the group to develop a number of Objectives in relation to each of the Aims. Participants should answer the question: What steps and/or activities need to be undertaken in order to achieve the Aims?

For the purpose of this exercise the team members may work:

- Individually
- As part of sub-groups
- As a full team

Once the group has drafted a number of Objectives under each aim, they should then assess whether each objective passes the SMART test.

Developing Objectives - Starting With Actions

The objectives tie in very closely with the actions and some centres may be clearer on the actions. It is often easier to think in terms of actions and then ask what do we want to achieve from each action - *which gives the objective.*

An example:

- Action - training for staff in child protection.
- What do we want to achieve? - staff have expertise to write a child protection policy for centre /train others in child protection issues / implement a child protection policy.
- Objective - to develop expertise within the centre in child protection issues.

REVIEWING A CENTRE'S MISSION, AIMS AND OBJECTIVES

Option A: for Reviewing Mission Statement

- The facilitator should ensure that copies are available for each person present.
- The facilitator would read through the material as presented by the centre. Someone from the centre could give a quick outline of when these were drawn up, who was involved and how they have been used.
- For each of the Mission, Aims and Objectives the following questions should be discussed in small groups or in the large group as appropriate.
    - *What aspects of the Mission Statement, Aims and Objectives are still relevant?*
    - *What needs to be added to or removed from the Mission/Aims/Objectives (if anything)?*

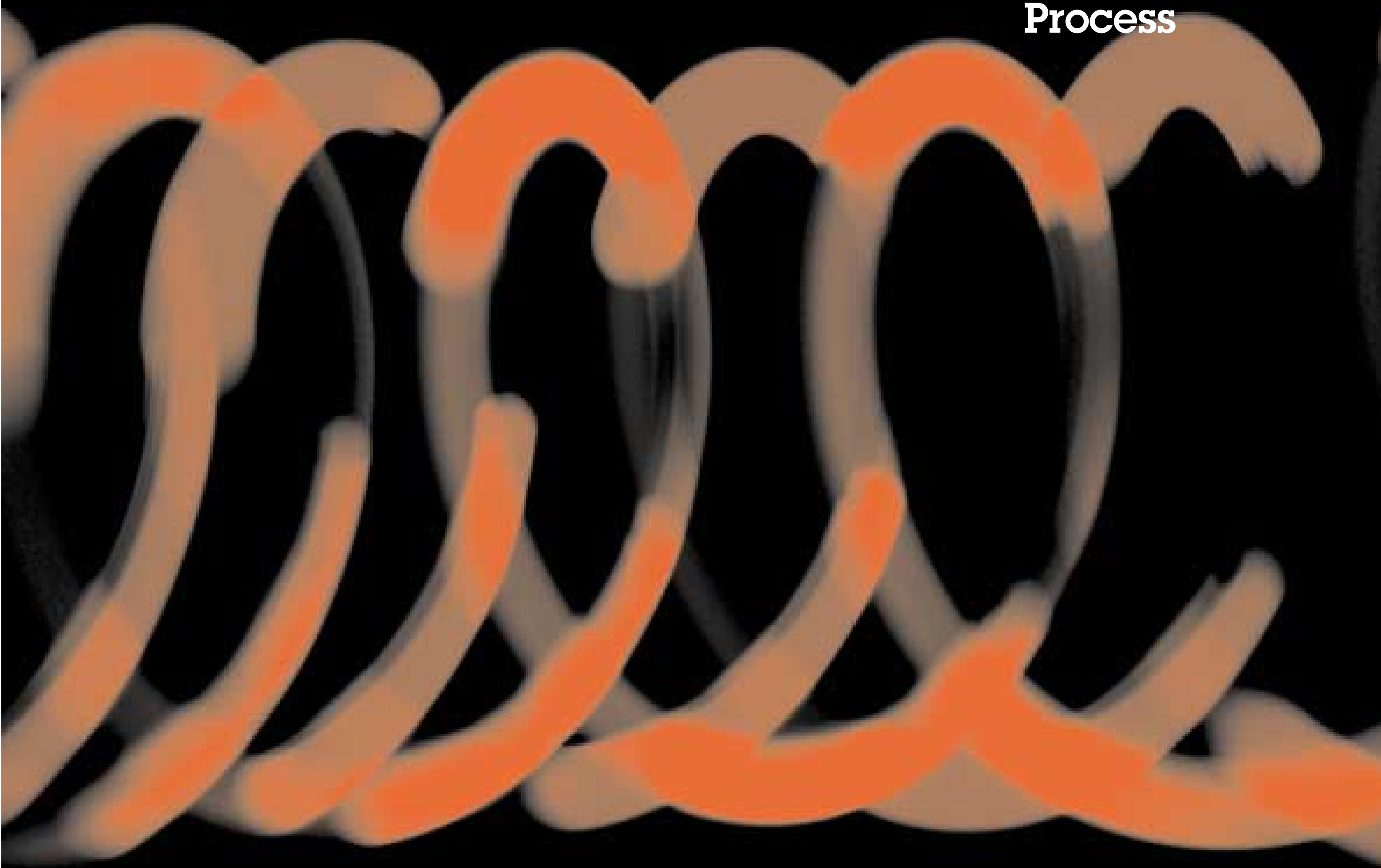
- The information is brought back to the big group, and any changes are discussed and agreed. The group should be asked if this information needs to go anywhere else (learners, Board of Management etc?)

Option B: for Reviewing Mission Statement

- Write each word of the mission statement on a separate Post-it Note and place onto a flipchart sheet (can be prepared in advance to save time)
- Divide team into groups of 4 or 5 and review the mission statement, thinking of new words that could be included or used to replace outdated sections. Write new words on a different colour post-it note.
- Bring the groups together and give feedback then as a whole group. Continue to invite the group to move words about until a new phrase is agreed upon.
- Note - the different colours allow the opportunity for a final reflection to see what has been left out and to clearly highlight which sections are new. If the exercise is not completed in the timeframe the group will have done the basic exercise and will know how to complete it on their own.

3 section three

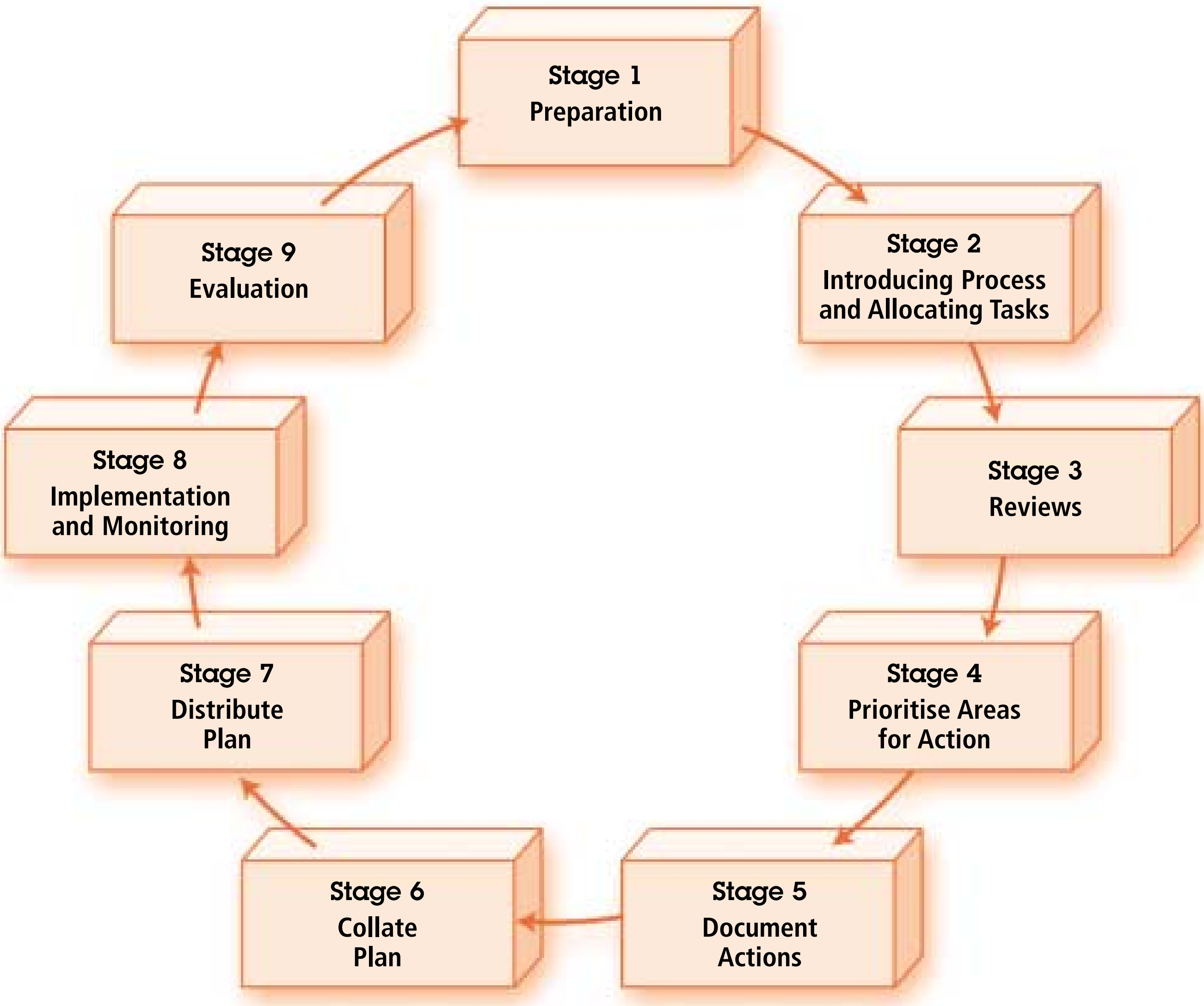
Key Stages in the Centre Development Planning Process



INTRODUCTION

This section outlines the key stages of the Centre Development Planning process. While there are many ways to engage in a development planning process one particular model is outlined in this section. The diagram below outlines the key stages which are further detailed on the following pages.

Key Stages in the Centre Development Planning Process



Stages 1 - 7 occur over an 8 month period

Stages 8 - 9 continue over a further 3 - 5 years

Stage 1: Preparation

Before the planning process begins a number of tasks should be completed and a number of decisions have to be made. Careful preparation at this stage can ensure that the Centre Development Planning process is a positive experience for those involved and that the work load involved is shared across the staff team. The tasks that should be carried out in advance of the process are outlined below. These issues may be discussed at a staff meeting and decisions can be made months before the start of the planning process.

- Select a facilitator
- Agree a timeframe
- Select a venue
- Decide who will participate
- Gather evidence

Select a Facilitator

Each centre and VEC will be provided with a list of trained facilitators. Facilitators can be selected from this list and booked preferably at least three months in advance of the planning process. This allows time for the facilitator to clarify any issues relating to the process and provides sufficient time for staff to prepare. Factors to consider when selecting a facilitator include:

- a centre's previous experience with a facilitator
- referrals from other centres
- the facilitator's distance from the centre

If a centre staff had a positive experience with a particular facilitator it may be appropriate to engage the same facilitator again. If for any reason the particular approach or style of a facilitator did not suit the centre it may be appropriate to select someone new. It can be useful to ask other centres who have engaged in the QFI to recommend a facilitator from the list. The centre Co-Ordinator/ Director should discuss any issues or concerns with the facilitator in advance.

Another important consideration is the facilitator's distance from the centre. Because facilitators travel costs are based on Teacher Education Section rates the overall cost of engaging a facilitator can increase significantly if a facilitator has to travel long distances and claim for overnight maintenance allowances. It is therefore advisable to select someone nearby.

Agree a Timeframe

The Centre Development Planning process involves 5 facilitated days. Additional work is carried out by stakeholders between sessions. Generally staff teams prefer to start the process in September of one year and have completed it by April of the following year. This is a recommended timeframe. Stakeholders are free to establish a timeframe that better suits their needs. Participants in the Pilot Phase recommended that the process should be complete prior to exam time. Centres also may plan to engage in the process when all key staff are available.

It is useful to agree a preliminary timetable with the facilitator in advance, allowing time between sessions for various tasks to be carried out.

Select a Venue

Normally the centre is used as a venue unless it is deemed unsuitable. Alternative arrangements may need to be made. Further information in relation to the selection of a venue is outlined on page 13.

Decide Who Will Participate and How

It is important to involve as many key stakeholders as is possible in the development of a centre plan. This plan will shape the future of the centre for years to come and involves a great deal of time and energy. Ensuring that key people are on board from the start is therefore important.

The various stakeholder groups will not be involved to the same degree. Those who are involved can be divided into two groups as follows:

1. The Planning Team
2. Stakeholders who feed into the process

The **Planning Team** generally consists of the full staff team and may involve members of management or a community representative. Members of the Planning Team need to be in a position to attend most if not all of the five facilitated sessions as well as committing to carrying out additional work between sessions.

Stakeholders who feed into the process generally participate in reviews and often receive feedback on the plan or parts of it when the plan is completed. This group may also involve members of management, Boards of Management, learners, parents, employers and community representatives.

Centre staff should refer to pages 10-12 when deciding who should participate in the process as well as deciding the most appropriate method of involvement. This issue can be discussed with the facilitator or the Quality Framework Co-Ordinator. A final decision on the matter will be agreed during the first session with the facilitator, however, it is important that the staff team have given this question some thought in advance.

Gather Evidence

During the Centre Development Planning process it will be necessary to examine evidence in order to demonstrate that a range of policies and procedures exist and are implemented. The collation of evidence can start months in advance of the planning process. Evidence should be available during the Review Stage of the process where stakeholders decide if the Quality Standards are in place or have yet to be developed. Having evidence at hand to demonstrate that policies and procedures are documented can save a great deal of time debating whether they are in place or not and if they require further work. An outline of the evidence that may be collated in advance of the CDP process is outlined in the *Guidelines for Internal Centre Evaluation* (pages 23-26).

It is important to remember that staff should not start developing policies and procedures at this stage in the process, simply in order to produce evidence. If policies, procedures or records exist they can simply be collated. A lack of documentation may point to the fact that further work needs to be done and such actions can be incorporated into the centre plan for development at a future date.

Stage 2: Introducing the Centre Development Planning Process and Allocating Tasks

Before Starting the Process

Centre Co-Ordinators should inform centre staff about the process and provide time, for example at a staff meeting, to discuss what is involved. Representatives of the staff team will also have an opportunity to attend a Regional Information Session. It is important that any information gathered at such events would be brought back to the full staff team.

First Meeting With the Facilitator

The first session with the facilitator usually involves a more focused introduction to the Centre Development Planning process. In general the following areas are covered:

- The Background to the Quality Framework Initiative
- The Key Stages of the Centre Development Planning Process
- Suggested Format of a Centre Plan
- Identifying Tasks
- Deciding Who Will Do What
- Agreeing a Timeframe for the Process
- Planning Reviews Based on the Quality Standards
- Developing a Profile of the Learners
- Reviewing the Centre Mission Statement, Aims and Objectives
- Documenting the History of the Centre
- Monitoring the Implementation of Actions

The Background to the Quality Framework Initiative and the Key Stages of the Centre Development Planning Process

The first meeting with the facilitator is an opportunity for the Planning Team to discuss the background to the Quality Framework Initiative and explore the Stages involved in the Centre Development Planning process. It is vital that all members of the Planning Team understand the process and realise the extent of the work involved. It is recommended that members of the Planning Team would have an opportunity to look at the potential benefits for the centres in engaging in the process as well as examining possible fears or issues that may exist among the team.

Suggested Format of Centre Plan

It is useful for stakeholders to have an idea of what the finished plan will be like at this stage. It ensures that they can start thinking about all the different sections, and about the easiest way to collate the information. Here is a suggested format for the plan.

- Introduction
- Background to Quality Framework Initiative
- Brief History of Centre
- Centre Aims and Objectives and Mission
- Outline of the Programme Delivered and the Staff Team
- This Centre's Planning Process
  - *Dates*
  - *Venues*
  - *Stages*
  - *Which groups participated in which sessions*
- Profile of Learners
- Outline of Reviews and Findings
- Key Actions Identified
- Diagram Displaying Timeline for Actions
- Monitoring Arrangements
- Summary of Actions for Each Year of Plan
- Contact details for Centre, Tel, Address, Map, Fax, Email and Website
- Acknowledgements

Identifying Tasks and Deciding Who Will Do What

Based on the suggested format of the plan, a number of tasks can be identified. The facilitator will highlight these tasks and seek agreement from stakeholders as to who will carry out each of the tasks within an agreed timeframe. The table below outlines the tasks to be completed. This table can be completed with the agreement of stakeholders.

Task	Who Will Carry Out Task (can involve one or more individuals)	Date/Deadline for Completion
Write up the Background to the QFI		
Document Profile of the Learners		
Type up History of Centre (based on exercise started in Session 1)		
Type up Centre Mission Statement, Aims and Objectives (unless these already exist in suitable format)		
Write up outline of the programme delivered in the centre and the staff team		
Carry out Review with Learners		
Carry out Review with Management		
Carry out Administration Review		
Carry out other Review/s		
Type up tables of actions (based on the tables drafted by the planning team)	Facilitator	
Collate Plan		
Organise Introduction		
Inform Relevant Stakeholders of the Dates for Planning Sessions		
Write up contact details and acknowledgements		

Agreeing a Timeframe for the Process

The staff team will have decided with the facilitator on a general timeframe for the development of the Plan in advance of Session One. It is recommended that a more specific timeframe would be agreed during Session One. This ensures that the planning process will not clash with other important work going on within the centre. A sample timetable is outlined below which also includes details of what might happen during each of the 5 facilitated sessions as well as during times between sessions.

Sample Timetable for Developing a Plan

Stages and Activities	Who is involved	Possible Date
Session 1 Presentations ▪ Introduction to Planning Process ▪ Outline of Tasks involved Activities ▪ Document history of centre ▪ Review Centre Mission Statement, Aims & Objectives.	Planning Team	September 20th
Session 2 ▪ SCOT Analysis ▪ Main Centre Review	Planning Team	October 16th
▪ Management Review	Co-ordinator/Director and member/s of management Separate review may be held with the Board of Management or representatives	October 24th
▪ Administration Review	Co-Ordinator/Director, Centre Administration Staff, VEC Administration representative	November 2nd
▪ Learner Review	Staff member/s facilitate learners	November 9th
▪ Community Review (optional)	Staff member/s and community representatives	November 22nd
▪ Parents Review (optional)	Staff member and Parents Group or representatives	November 29th
Session 3 ▪ Feedback from all Reviews ▪ Prioritise Actions ▪ Start to Document Specific Actions ▪ Check Progress on Various Tasks	Planning Team	January 22nd
Session 4 ▪ Continue to Document Actions ▪ Agree Annual Actions ▪ Set Actions Within a Timeframe ▪ Check Progress on Various Tasks	Planning Team	February 7th
▪ Complete First Draft of Plan ▪ Send Copy to Facilitator for Review	Planning Team	February 8th-25th
Session 5 ▪ Review 1st Draft of Plan ▪ Finalise Implementation, Monitoring and Evaluation Arrangements	Planning Team	March 10th
▪ Finalise Plan ▪ Distribute Plan	Planning Team and other key stakeholders	March 21st

Plan Reviews Based on the Quality Standards

What is a Review

The purpose of the review is to examine all the key elements of centre practice so that stakeholders can identify what systems are in place and what areas need to be developed in the future. The Quality Standards provide a framework for the review as it will involve examining centre practice in relation to what is set out in the *Quality Standards* document.

In order to obtain a complete picture of what is happening in the centre it may be necessary to carry out different reviews the various stakeholder groups. It was clear from the Pilot Phase that no one group had expertise in or knowledge of all centre activities. For this reason it was recommended that each stakeholder group should be asked to review areas that reflect their own experience of the programme.

It is important to remember that the key findings from each of the reviews have to be documented and fed back to the Planning Team.

Who Can be Involved in a Review?

- Staff Review

This involves the Centre Co-Ordinator/ Director and the staff team, taking an in-depth examination of most of the Quality Areas.

- Learner Review

This involves all learners attending the centre at the time of the review. Learners are asked to review areas that relate to their experience of the programme such as the recruitment, induction and assessment process as well as programme delivery and progression.

- Administration Review

This review may involve the centre Co-Ordinator/ Director, the centre administrator and perhaps another individual involved in administration based in the local VEC office. This review would include an examination of Quality Areas such as Administration and Financial Management and Record Keeping as well as a review of the Vocational Support Services Unit (VSSU) - Procedures in Respect of Youthreach and Senior Traveller Training Centres (see pages 58-62).

- Management Review

It is recommended that management participate in the review along with staff as outlined above. If this is not possible it is still important that management have an opportunity to feed into the process. The centre Co-Ordinator / Director can meet with the members of management and discuss key aspects of the centre in an interview type approach or members of management can complete a questionnaire in relation to centre performance and make recommendations for improvement.

A separate review can be carried out with the Board of Management if required. The centre Co-Ordinator/ Director can meet with the Board and discuss the development of the centre and ask for recommendations for improvement. A questionnaire can be used for this purpose or the Board can be asked to give feedback on certain issues.

During the Pilot Phase of the Quality Framework Initiative there was some debate with regard to the level of familiarity that members of management may have in relation to centre activity, policy and processes. For this reason, members of management may choose to engage in the review process to different degrees. Some may be willing to attend a review session while others may simply opt to participate by completing a questionnaire or to provide feedback through an interview with the centre Co-Ordinator/ Director.

- Community Review

Many centres actively encourage the involvement of community representatives in various aspects of centre work. Staff may feel that it is appropriate to ask certain individuals to give their opinion in relation to a number of issues. Community representatives such as youth workers, gardaí, social workers, staff from schools, advocates and education and welfare officers are examples of the kind of agencies that may be involved in a community review.

Such individuals would only be asked to comment on areas that relate to their experience of the programme such as recruitment, public relations, links with the community or progression. Centre staff can use questionnaires, interviews or discussion groups to examine how the centre might improve its service and also look at how each of the community organisations can better support the work of the centre.

- Parents Review

While many learners attending centres are themselves adults, the majority of learners are under 19 years of age. The involvement of parents is encouraged and for this reason the views of parents may be taken into consideration when developing a centre plan. Parents can be asked to comment on areas that relate to the parents' experience of the programme. A list of questions that may be used during an interview or discussion group with parents is outlined on page 67 of the Guidelines for Internal Centre Evaluation.

Planning Reviews

The Planning Team should plan the reviews and in doing so should answer the following questions:

- What groups will be involved in the review process?
- Who will carry out/ facilitate the reviews with each group?
- When will each review take place?
- How will the outcomes of the reviews be documented?
- When will the findings of the reviews be presented to the planning team?

Using a SCOT Analysis During a Review Session

A SCOT Analysis is often used to gather the views of various stakeholders groups. It is useful to start a review with a SCOT Analysis, as this exercise looks broadly at the development of the centre. Very often the SCOT Analysis is followed by a more in-depth or specific review.

Doing a SCOT analysis

- Stakeholders are asked to identify what are the
    - *Strengths*
    - *Challenges or Weaknesses*
    - *Opportunities*
    - *Threats*

Strengths and Challenges usually relate to internal factors while opportunities or threats can often be seen to come from outside the centre.

Participants are asked individually or in a group to identify what they see as the principal issues in each of these headings and chart them on the table below. This exercise involves looking at the organisation in a holistic way.

Strengths What the centre is good at and is doing well	**Challenges** What the centre is not good at or finds hard to achieve
Opportunities The events or trends that are favourable to the centre	**Threats** The events or trends that are unfavourable to the centre

Developing a Profile of the Learners

It is important to examine the profile of the learners who attend the centre. Some centres find that the nature of the target group changes over time, accompanied by a change in the presenting needs of learners. Centres need to be aware of these changes and if necessary change the nature of the service provided to learners.

Examples of such changing patterns include a move by some centres to work with older learners or alternatively a higher incidence of referrals for younger learners. Some centres report increases in literacy difficulties or specific learning difficulties among learners.

The Initial Assessment Process for learners involves the development of a profile for each learner. This information can be collated to provide an overview of the learners who attend the centre and can be used to identify changing patterns among the target group. Ultimately it can be used to provide a more focused and relevant service.

There are many methods of developing a profile of learners and there is a wide range of headings under which learner profiles can be documented. Deciding on a method that suits the centre and the learners is a matter for centre staff. Generally it is recommended that it would be based on the information obtained in relation to learners during initial assessment and during the on-going reviews with learners.

Two options in relation to the development of a profile of learners are outlined below. Centre staff can make changes to the suggested heading as necessary. This information can be tabulated for each group of learners. The detailed findings do not need to be included in the plan. It is better to collate the findings and present the information in terms of the total percentage/number of learners demonstrating particular characteristics.

OPTION A

The typical information that can be collated includes the following:

Personal and Family Details

- Date of birth
- Sex
- Number of siblings
- Number of children
- Residence

Social Details

- If from Travelling Community
- If foreign national
- If social worker involved with self or family
- If ever in residential care

Education Details

- Last school attended
- Last class completed
- Literacy level/age
- Maths level/age
- If diagnosed learning disability (describe)
- If Education Welfare Officer involved
- If Special Education Needs Organiser involved

Medical Details

- If physical or sensory disability (describe)
- If health problems (describe)
- If receiving medical treatment
- If mental health / psychiatric problems (describe)
- If attending mental health / counselling / psychiatric services
- If alcohol use causing problems
- If drug use causing problems

Justice Details

- If JLO involved
- If Probation Services involved
- If known to engage in offending behaviour
- If ever charged with offence
- If ever placed in custody

OPTION B

Many centres use the Profiling Web for the initial assessment of learners and the development of individual learning plans (as developed by Mary Gordon, National Co-Ordinator of Guidance, Counselling and Psychological Services for Centres of Education and Training delivering the Youthreach and Senior Traveller Training Programmes).

The Profiling Web sets out 16 areas that can be explored by each learner and centre staff in order to develop a profile of each learner. The 16 areas include the following:

Education

1. Attendance
2. Participation
3. Achievements
4. Basic Skills
5. Lifeskills

Personal Development

6. Aspirations and motivation
7. Identity and self-image
8. Physical health
9. Emotional well-being
10. Relationships with and within the centre

Practical factors

11. Home factors
12. Community factors
13. Housing
14. Income
15. Substance use issues
16. Risk of offending

By collating the results of the Profiling Web for all learners attending the centre at any given time it is possible to obtain an overview of the target group.

It must be appreciated that this information may be of a sensitive nature and the identity of learners must be protected. The purpose of gathering such information is to inform centre staff of the nature of the learner group. It is recommended that such information, even when collated for an entire group, be distributed among centre staff and key members of management only.

Review the Centre's Mission Statement, Aims and Objectives

Before engaging in the Centre Development Planning process the centre must have a recent (not older than two years) Mission Statement, Aims and Objectives documented. At an early stage in the planning process the Mission Statement, Aims and Objectives should be reviewed. The Planning Team should remind themselves of the core values and the main purpose of the work that takes place in the centre before getting into the detail of the Quality Standards. Detailed guidelines on the development and review of the Centre Mission Statement, Aims and Objectives are outlined in Section Two.

Documenting the History of the Centre

Before looking ahead to the future plans for the centre it is useful and usually gratifying to look back at the development of the centre to date. It is important to recognise and document past achievements and key stages of centre development. Very often staff teams have not previously examined the history of the centre and this exercise can be particularly meaningful for long serving staff and extremely informative for newer staff. Generally this exercise is started in Session One with the facilitator and may be completed by members of the Planning Team.

Monitoring the Implementation of Actions

It is a good idea to discuss the best method of monitoring actions. Different arrangements suit different centres. Some of the options in relation to monitoring are outlined on page 78. The agreed monitoring arrangements have to be written into the plan.

Stage 3: Reviews

The Reviews are planned with the facilitator during Session One. At that stage decisions are made in relation to the following questions:

- What groups will be involved in the review process?
- Who will carry out/ facilitate the reviews with each group?
- When will each review take place?
- How will the outcomes of the reviews be documented?
- When will the findings of the reviews be presented to the planning team?

Further information in relation to carrying out reviews with various stakeholder groups is set out in this section. Details on the following reviews are outlined:

1. Main Centre Review
2. Learner Review
3. Administration Review
4. Management Review
5. Parents Review and Community Review

1. The Main Centre Review

This normally takes place during the second facilitated session. The full staff team should be involved as well as other key individuals such as members of management if appropriate. Those who participate in the Main Centre Review need to be familiar the workings of the centre in order to be in a position to fully participate in and contribute to the process.

Alternatively a member of management or other key individual may participate in the Main Centre Review in order that they may learn more about centre practice. The Centre Review Worksheet sets out each of the Quality Areas and related Evaluation Criteria. Participants in the review examine each statement with a view to deciding whether each quality standard is:

(a) In Place
(b) Needs Further Work
(c) Not In Place

or

(d) Participants do not know enough about the quality area to comment

For those Quality Standards that are already in place or have undergone some development, participants are asked to list evidence that would confirm that such developments have taken place.

Main Centre Review Worksheet

Quality Standards and Evaluation Criteria are listed below. In relation to each of the Evaluation Criteria, please indicate (by ticking a box) if it is: ■ **In Place;** ■ **Needs Further Work;** ■ **Not Yet In Place;** or if you ■ **Don't Know** what the situation is. Where an item is deemed to be "In Place", please outline examples of evidence to confirm this assessment.

SECTION ONE: ORGANISATIONAL MANAGEMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
1. Ethos					
■ **The ethos reflects the values and goals of stakeholders and informs the work of the centre.**					
◆ A mission statement, aims and objectives are developed and documented in consultation with stakeholder groups.					
◆ The mission statement, aims and objectives are displayed in the centre and also included in relevant centre documentation.					
◆ Stakeholders are aware of and understand the ethos of the centre.					
◆ The centre ethos informs programme operation and policy development.					
◆ The mission statement, aims and objectives are reviewed every two years.					
2. Planning					
■ **Centres engage in a centre development planning process.**					
◆ The centre plan is based on the Quality Standards as well as the centre ethos.					
◆ A centre plan is developed in collaboration with key stakeholders.					
◆ The plan informs the work of the centre and its implementation is monitored and evaluated.					
■ **Short term planning occurs on a regular basis.**					
◆ Structured planning meetings occur throughout the year as required.					
◆ An annual plan of work is outlined and submitted to management for approval on an annual basis.					

SECTION ONE: ORGANISATIONAL MANAGEMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
3. Evaluation					
■ **Internal Centre Evaluation occurs on an annual basis.**					
◆ Self evaluation policy and procedures are developed and documented.					
◆ Responsibility for self evaluation is clearly outlined.					
◆ The evaluation process involves key stakeholder groups.					
◆ The evaluation process and outcomes are documented in an annual report.					
◆ Learners evaluate relevant aspects of programme as part of the annual evaluation process.					
◆ Areas for improvements are identified, actions are agreed and implemented.					
4. Communication and Links with the Community					
■ **Communication systems are in place between all stakeholders as appropriate.**					
◆ A communications policy is developed and documented.					
◆ Procedures for communication with learners, staff and other stakeholders are established and documented.					
◆ A system for monitoring the implementation and effectiveness of the policy and procedures is established.					
◆ Regular/ appropriate communication occurs between the following stakeholder groups: ■ Staff and learners ■ Co-Ordinator/ Director and staff ■ Staff and VEC Management ■ Staff and Board of Management ■ Staff and parents/ guardians ■ Staff and National Co-Ordinator/s ■ Staff and relevant individuals/ organisations in the community to include education, training, welfare, justice, health, youth and community sectors. ■ Other centres in the region.					

SECTION ONE: ORGANISATIONAL MANAGEMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
5. Transparency, Accountability and Public Relations					
■ **The centre conducts its activities in an open and transparent manner.**					
◆ The centre operates in line with national guidelines.					
◆ Learners are informed of their entitlements and choices available within the programme.					
◆ Procedures for all key aspects of the programme are developed with approval from local management.					
◆ General information in relation to the programme is available to the public.					
◆ Signs on the premises, correspondence and other relevant documentation highlight the sponsors of the programme.					
◆ A monthly and annual report is submitted to local management.					
■ **The centre engages in public relations work as appropriate.**					
◆ A public relations strategy is developed and documented.					
◆ Opportunities are maximised to promote the work of the centre in the community, and nationally, as appropriate.					
◆ Training in public relations is provided to staff as appropriate.					
6. Administration and Financial Management					
■ **Administration arrangements meet the needs of all stakeholder groups.**					
◆ The administration support is allocated as appropriate between the centre and VEC Office.					
◆ The administration staff carry out the key administration functions relating to the programme.					
◆ Sufficient equipment and resources are provided in order to carry out all administration functions.					
◆ Clear procedures are in place in relation to all administration tasks.					

SECTION ONE: ORGANISATIONAL MANAGEMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
6. Administration and Financial Management (continued)					
■ **Finances are managed in a manner that meets the needs of the centre and is in compliance with national guidelines.**					
◆ The Co-Ordinator / Director is provided with an approved budget for the programme.					
◆ Pay and non-pay budgets are effectively planned and managed by the Co-Ordinator/ Director in conjunction with local management.					
◆ Supplies and services are ordered in accordance with the approved purchasing procedures of the VEC.					
◆ All necessary financial records are maintained.					
◆ Financial management systems are subject to external audit.					
■ **Adequate insurance cover is in place to cover all activities of the programme.**					
◆ Written confirmation of insurance cover is in place.					
◆ Additional insurance cover for any new programme activities is sought and received prior to engaging in new activities.					
7. Record keeping					
■ **Records relating to key aspects of the programme are maintained according to national guidelines.**					
◆ Individual learner files are maintained to include information on contact details, outside centre supports, recruitment, initial assessment, individual learning plan, attendance, completion rates, payment, assessment, certification and progression.					
◆ Records in relation to staff are maintained to include recruitment details, contracts, claim forms, annual leave, sick leave, programmes of work and evaluations.					
◆ Records in relation to financial management are maintained.					
◆ Due care is taken to protect confidential information.					

SECTION ONE: ORGANISATIONAL MANAGEMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
8. Health and Safety					
■ **A safe and healthy environment exists in the centre.**					
◆ A health and safety statement is developed and made available to all stakeholder groups.					
◆ Correct health and safety procedures are developed and documented in compliance with legislation.					
◆ A system for monitoring the implementation and effectiveness of procedures is established.					
◆ Health and safety procedures are reviewed systematically.					
9. Premises					
■ **The programme is located in an appropriate building/ accommodation.**					
◆ The building provides a safe, clean, welcoming and comfortable learning environment.					
◆ Responsibility for the management of the premises is clearly allocated.					
◆ Systems are in place for the maintenance and repair of the building/ accommodation.					
10. Equipment					
■ **Equipment and resources are provided in order to safely and effectively carry out all aspects of the programme.**					
◆ Staff document the equipment required to deliver the various aspects of the programme.					
◆ The equipment required is in place.					
◆ Systems are in place for regular maintenance and updating of equipment.					
◆ Stock records are maintained.					

SECTION TWO: PERSONNEL & DEVELOPMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
11. Staff Team					
■ **Staff work as a team.**					
◆ Staff adopts a teamwork approach.					
◆ All members of the staff team share responsibility for the work of the centre as appropriate.					
◆ The role and responsibility of each staff member is outlined.					
◆ All staff members are provided with opportunities to contribute to the development of the centre through participation in staff meetings, training, planning and evaluation sessions as well as structured teambuilding exercises.					
◆ The composition of the staff team is based on the operational needs of the centre.					
12. Staff Recruitment and Induction					
■ **Staff is recruited on the basis of personal suitability, appropriate experience and qualifications.**					
◆ A staff recruitment policy and procedures are developed and documented.					
◆ A system for monitoring the implementation and effectiveness of the policy and procedures is established.					
◆ The Co-Ordinator/ Director is involved in the recruitment process as appropriate.					
■ **A staff induction programme operates in the centre.**					
◆ The induction programme is developed and documented so as to ensure that staff are aware of expectations, internal organisation, procedures and good practice.					
◆ All new staff are inducted in accordance with agreed induction programme.					
■ **Staff conduct is professional at all times.**					
◆ The code of conduct is developed and is based on national guidelines.					
◆ All staff are informed of the code as part of their induction programme.					
◆ All staff carry out their work in accordance with the code of conduct.					

SECTION TWO: PERSONNEL & DEVELOPMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
13. Staff Development and Training					
■ **Staff are encouraged and supported to gain additional training/ qualifications appropriate to their role in the centre.**					
◆ A staff development policy is developed and documented in consultation with staff and management.					
◆ Procedures are in place for staff to make recommendations and seek support for training and the achievement of additional qualifications as appropriate.					
◆ A system for monitoring the implementation and effectiveness of the policy and procedures is established.					
◆ Time and resources are allocated on an annual basis for staff development.					
14. Staff Support					
■ **A staff support system is in place.**					
◆ The staff support system has been developed in consultation with staff and local management.					
◆ The staff support occurs on a regular basis and in a structured format.					
◆ Staff feel the benefits of the staff support system.					

SECTION THREE: LEARNING ENVIRONMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
15. Social Environment					
■ **A positive, encouraging, safe, challenging and caring environment is provided for staff and learners.**					
◆ The centre promotes mutual respect between staff and learners.					
◆ Programmes delivered in the centre are interesting and challenging for learners.					
◆ Appropriate teacher to learner ratio applies to all programme activities.					
◆ The duration of the classes, learning day and annual attendance are in line with the learners' needs and abilities.					
◆ A child protection policy is in place and is implemented.					
◆ Information and training in relation to child protection are provided for relevant staff.					
16. Code of Behaviour					
■ **Learners are encouraged to behave in an appropriate manner.**					
◆ A code of behaviour is developed in conjunction with staff and learners.					
◆ The code outlines learners' rights and responsibilities and a grievance procedure.					
◆ The code outlines procedures for dealing with bullying.					
◆ The code outlines procedures for dealing with the misuse of drugs.					
◆ The code has the support of the staff and learners.					
◆ The code is implemented in a fair and consistent manner.					
◆ Clear records are maintained in relation to the implementation of the code of behaviour.					

SECTION THREE: LEARNING ENVIRONMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
17. Equality					
■ **There is a commitment to the provision of equal opportunities for learners and staff in compliance with relevant equality legislation.**					
◆ An equality policy and procedures are developed and documented.					
◆ An equality action plan is developed and implemented as part of the Centre Development Planning Process.					
◆ A system for monitoring the implementation and effectiveness of the policy and procedures is established.					
◆ Information and training in relation to equality is provided for staff.					
◆ Individuals or groups with particular needs are facilitated to participate in the programme through the provision of specific supports.					
◆ Codes of practice for dealing with complaints of sexual harassment, and bullying and harassment, are in place and are implemented.					
18. Interculturalism					
■ **The programme values and reflects the cultural identity of all learners.**					
◆ Centre policies and procedures reflect an intercultural ethos and promote mutual respect, understanding and openness to individuals and groups from all cultures, ethnic, national and religious backgrounds.					
◆ Programmes of learning reflect and validate the cultural backgrounds and learning styles of all learners.					
◆ Staff are encouraged and facilitated to avail of training in the area of intercultural education in order to gain empathy and deliver intercultural learning experiences.					

SECTION FOUR: PROGRAMME

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
19. Programme Development and Delivery					
■ **The overall centre programme meets the needs of the learners.**					
◆ A policy and procedures for programme development, delivery and review are developed and documented.					
◆ A system for monitoring the implementation and effectiveness of the policy and procedures is established.					
◆ The programme is holistic in nature and designed to meet identified learners' needs.					
◆ The needs of learners are identified through surveys/research as appropriate.					
◆ The overall programme is developed, documented and evaluated at regular intervals.					
◆ Programmes are timetabled and timetables are adhered to whenever possible.					
◆ The programme reflects the local environment and cultures.					
◆ Structured one to one time is available for learners as appropriate to their needs.					
◆ Developed programmes and modes of delivery are approved by local management prior to implementation.					
◆ Procedures for the protection of learners, in the event of a programme ending unexpectedly, are developed and documented.					
■ **Staff plan programmes of work for each module/ subject area on an annual basis**					
◆ Programme plans prepared by staff include the content of the programme and how it is to be delivered in a given timeframe.					
◆ Programmes reviewed at regular intervals by teachers, involved in conjunction with learners.					
■ **Programmes are delivered in a manner that meets learners' needs and in accordance with centre policy.**					
◆ Procedures for provision/delivery of key aspects of programme are agreed and documented.					
◆ A variety of approaches to learning is used in order to ensure that learners are actively involved and take responsibility for their own learning.					
◆ Staff share and apply a common understanding of the most appropriate methodologies in the delivery of the various aspects of the programme.					

SECTION FOUR: PROGRAMME

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
20. Recruitment of Learners and Admission					
■ **A local awareness raising campaign is implemented.**					
◆ A range of awareness raising materials is developed and distributed to appropriate individuals and organisations within the community.					
◆ The awareness raising material is documented in format appropriate to prospective learners.					
■ **The referral and admissions procedures operate in a fair and consistent manner.**					
◆ An admissions policy and procedures are developed and documented.					
◆ Arrangements for the recognition of prior learning is developed and documented.					
◆ A system for monitoring the implementation and effectiveness of the policy and procedures is established.					
◆ Referral systems are established with schools and other relevant agencies.					
◆ Learners are provided with sufficient information at entry stage to make informed choices regarding the programme.					
◆ Appropriate documentation and application procedures are in place.					
◆ Individual interviews are carried out to assess learner's overall needs and suitability for the programme.					
21. Initial Assessment Induction and Review					
■ **A welcoming and informative induction programme is provided for learners.**					
◆ An induction programme is developed & documented in consultation with staff & learners.					
◆ An induction booklet for learners is prepared.					
◆ Induction occurs with each new group of learners and individuals where necessary.					
◆ Learners are provided with an opportunity to evaluate the induction programme.					

SECTION FOUR: PROGRAMME

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
21. Initial Assessment Induction and Review (continued)					
■ **A broad ranging initial assessment of each learner is carried out.**					
◆ A policy and procedures for initial assessment are developed and documented.					
◆ A system for monitoring the implementation and effectiveness of the policy and procedures is established.					
◆ An interview is carried out with each learner.					
◆ Interviews are carried out with relevant others, e.g. parents/ guardians, social workers, former teachers, J.L.O., probation officer as appropriate.					
◆ Referral for specialist assessment is organised as required.					
◆ Additional resources are sought where specific needs are highlighted.					
■ **An individual learning plan is developed for each learner.**					
◆ A plan of learning is developed in conjunction with each learner, based on the outcomes of initial assessment.					
◆ The learning plan is implemented.					
◆ The learner's progress is evaluated and the learning plan is reviewed on a regular basis in co-operation with the learner.					
22. Learning Assessment and Certification					
■ **Systems are in place for the provision and implementation of a range of certification options as appropriate to learners' needs.**					
◆ Learners are aware of the certification options available in the centre.					
◆ Responsibility for certification and assessment is clearly allocated.					

SECTION FOUR: PROGRAMME

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
22. Learning Assessment and Certification (continued)					
■ **Assessment of learner achievement operates in a fair and consistent manner across the programme.**					
◆ A policy & procedures on assessment of learner achievement are developed & documented.					
◆ A system for monitoring the implementation and effectiveness of the policy and procedures is established.					
◆ Assessment of learner achievement is co-ordinated across all programmes.					
◆ Learners have access to the information necessary for them to participate in assessment, and access to feedback on their assessment					
◆ Assessment methodologies are adapted, as necessary and reasonable, to cater for learners with a disability or other persons covered by the nine grounds of the Equality legislation.					
◆ Assessment materials are securely stored.					
◆ An appeals procedure for learners is in place.					
◆ Procedures for internal and external verification are established.					
◆ A corrective action plan is in place to deal with errors, omissions and/ or deliberate acts by learners and staff which impact on the validity of the assessment process.					
23. Support Structures for learners					
■ **A range of supports is in place for learners which help to provide a more holistic response to their needs and maximise their ability to engage in the programme.**					
◆ Clear procedures and protocols for the provision of the following supports are established and implemented: ■ Counselling support ■ Guidance support ■ Childcare support ■ Transport support					
◆ The support is available to learners.					
◆ The learners use the support.					

SECTION FOUR: PROGRAMME

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
23. Support Structures for learners (continued)					
■ Arrangements are in place for regular meetings/ communication with parents/ guardians as appropriate and other relevant agencies, as a support to the learner.					
◆ Parents/ guardians/ relevant agencies are encouraged to support the participation of the learner in the centre.					
◆ Parents/ guardians are informed of the learner's progress within the centre.					
24. Literacy and Numeracy					
■ An integrated approach to literacy/ numeracy provision is in place.					
◆ The literacy/ numeracy levels of learners are assessed.					
◆ A literacy plan for the centre is developed and implemented.					
◆ One to one support for literacy is available as required.					
◆ The induction programme for staff includes literacy awareness.					
◆ Literacy development is integrated into all aspects of the programme.					
◆ Literacy programmes are culturally and environmentally relevant.					
25. Social, Personal and Health Education					
■ A broad ranging and integrated programme of social, personal and health education is provided.					
◆ The overall social, personal and health education needs of learners are assessed.					
◆ A programme of learning in the area of social, personal and health education is developed and delivered based on the needs of the learners.					
◆ Health promotion is an integrated part of centre policy and practice.					
◆ Learners have access to information on health related issues.					

SECTION FOUR: PROGRAMME

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
26. Work experience					
■ **Learners are provided with opportunities to participate in a work experience programme.**					
◆ Procedures for establishing and supervising work experience are developed and documented.					
◆ Responsibility for work experience is clearly allocated.					
◆ Insurance requirements are met.					
◆ Links with employers are established.					
◆ Learners are adequately supervised and supported during work experience.					
◆ Appropriate records are maintained.					
27. Transfer and Progression					
■ **Learners are supported to transfer and progress to programmes within or external to the centre.**					
◆ A policy and procedures for transfer and progression of learners are developed and documented.					
◆ Guidance/ counselling support is provided for learners during the initial stage of moving into a new programme.					
◆ Learners are informed of the transfer and progression options that are open to them on completion of programmes.					
◆ Learners' progression and transfer routes are documented.					
◆ Links are established between employers/ centres of further education and training or other relevant agencies in order to develop transfer and progression routes.					

2. Learner Review

General Guidelines regarding consultation with learners are outlined in Section Three of the *Guidelines for Internal Centre Evaluation.* If centres are engaging in evaluations with learners on a regular basis there is really no need to engage in a separate review with learners. The outcomes of learner evaluations can be fed into the process. Centre staff can use any of the exercises outlined in Section Three of the *Guidelines for Internal Centre Evaluation* as methods of engaging learners. In addition, there are other questionnaires and activities that can be used. An example of a Learner Review Session is outlined below. The basic approach to any such session with learners should include consideration of the following points:

- explaining to learners the purpose of the exercise
- introducing the concept of planning and why the centre staff need to ask learners for their opinions
- use a methodology that suits the needs and abilities of the learners
- ensure that learners receive feedback on the actions that will be taken as a result of their review and recommendations

3. Learner Review Session

- Introduce Session
- Staff member explains the need to make plans for the future of the centre.
- Ask Learners to think about the reasons for making plans and the importance of writing them down.
- Carry out exercise on the reasons for engaging learners in the CDP process (see exercise on page 38 ICE Guidelines). Change the word "evaluate" to "review" in order to carry out this exercise in a CDP context.
- Engage Learners in Review Exercise
- The Worksheet outlined below can be used as it is or revised as required. Centre staff should think about the questions that may be specific their own learners.
- The questionnaire can be completed by individuals or by group consensus.
- Where literacy difficulties are a problem staff can use the face cards outlined on pages 43-45 of the ICE Guidelines. This allows learners to give opinions without having to read or write.

Worksheet for the Learner Review

Please tick (✔) the box that describes the situation in your centre:

Our Centre	Yes	No	Don't Know	Comment
How it feels to be in the centre				
I like being in this centre				
I am encouraged to learn				
The atmosphere is good				
Staff and learners respect each other				
What is expected of me				
There is a set of rules that I have to follow				
The rules say that bullying is not allowed in the centre				
If I have a problem with the centre I have a right to make a complaint				
If I have a problem with the centre I know who to talk to about it				
The rules say what will happen if learners misuse drugs				
I agree with the centre rules				
The teachers enforce the rules				
I feel that I am treated fairly in the centre				
The Programme				
I like the subjects/ courses that are provided in the centre				
I feel that I am learning new things all the time				
I have one to one time to talk with a staff member as I need it				
Learners have a chance to say what they think of the programmes (have a chance to evaluate the programmes)				
I have my own learning plan which was drawn up by staff				
I feel that I am getting a good education in this centre				
Programme Delivery				
I like the way we are taught in this centre				
Usually I am busy doing things rather than just listening to the teacher talking				
I am encouraged to take responsibility for my own learning				
The teachers encourage us to try to do our best				
The teachers give praise and encouragement when I do well				
The teachers think that I am doing well in the centre				

Worksheet for the Learner Review (continued)

Please tick (✔) the box that describes the situation in your centre:

Our Centre	Yes	No	Don't Know	Comment
When I joined the centre				
The centre in well known in the community				
I was interviewed by staff before I started in the centre				
The school gave my name to the centre staff				
The first few weeks in the centre				
I was given information about the centre when I started including the rules, the timetable and the choice of subjects				
A booklet is available with all the above information in it				
I was given enough information about what happens in the centre and I didn't feel lost at the start				
I have a learning plan that sets out what course I am to follow in the centre and what I aim to achieve				
The staff talk to me about my progress and the plan is reviewed regularly				
Qualifications				
The centre provides courses that lead to qualifications				
I know about the different courses and qualifications that I can do in the centre				
I know what I need to do to pass my exams				
Counselling				
Counselling is available to me if I need it				
Guidance support				
Guidance support is available to me if I need it				
For under 18's only (next 3 questions)				
Staff from the centre meet with my parents or guardians and/or other agencies who support me				
Parents/ guardians/ relevant agencies are encouraged to support my learning in the centre.				
My parents/guardians are told how I'm doing in the centre				

Worksheet for the Learner Review (continued)

Please tick (✔) the box that describes the situation in your centre:

Our Centre	Yes	No	Don't Know	Comment
Reading, writing and maths				
The staff know how well I can read, write and do maths				
Practice at reading and writing is included in all parts of the learning programme				
The materials that I use for reading and writing use situations and issues that are familiar to me				
Learning for life				
The centre is a place where I can learn about myself, about getting on and working with other people, and about how to look after my health				
I have talked with staff about these issues				
These issues are included in my learning plan				
Work experience				
The centre will supervise and support me while I am on work experience				
Moving on from the centre				
I believe that the centre will help me to move on into further training, education or a job.				
The centre will provide me with Guidance or Counselling support when I first move on from the centre				
I believe that being in this centre is going to help me get on better in the future				

3. Administration Review

It can be useful to separate the Administration Review from the Main Centre Review. Many members of the Planning Team will not be familiar with administrative procedures and it is better if these Quality Areas are reviewed by the stakeholders that know and understand them best.

In order to carry out the Administration Review it is useful to examine two documents:

- the *Quality Standards,* specifically the Quality Areas of *Administration and Financial Management* and *Record Keeping*
- The *Vocational Support Services Unit: Procedures in Respect of Youthreach/ Senior Traveller Centres (VSSU Guidelines)*

A review worksheet based on the relevant Quality Areas is outlined on the following page. The VSSU guidelines should be used as a reference document when reviewing these areas.

When the Review is complete, those involved should list the procedures, documentation and processes that are not yet in place / not yet complete. These potential areas for action should then be listed in order of priority.

Those involved in the Administration Review should attend Session Three, where feedback from the Reviews is presented to the Planning Team. Such individuals should also be involved in the completion of the blank Action Templates (Administration related) during Session Three. This is important as those who have expertise in this area are best placed to work out necessary actions and timescales and are more than likely the individuals who will have responsibility for implementing such actions.

Administration Review Worksheet

Quality Standards and Evaluation Criteria are listed below. In relation to each of the Evaluation Criteria, please indicate (by ticking a box) if it is: ■ **In Place;** ■ **Needs Further Work;** ■ **Not Yet In Place;** or if you ■ **Don't Know** what the situation is. Where an item is deemed to be "In Place", please outline examples of evidence to confirm this assessment.

SECTION ONE: ORGANISATIONAL MANAGEMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
6. Administration and Financial Management					
■ **Administration arrangements meet the needs of all stakeholder groups.**					
◆ The administration support is allocated as appropriate between the centre and VEC Office.					
◆ The administration staff carry out the key administration functions relating to the programme.					
◆ Sufficient equipment and resources are provided in order to carry out all administration functions.					
◆ Clear procedures are in place in relation to all administration tasks.					
■ **Finances are managed in a manner that meets the needs of the centre and is in compliance with national guidelines.**					
◆ The Co-Ordinator / Director is provided with an approved budget for the programme.					
◆ Pay and non-pay budgets are effectively planned and managed by the Co-Ordinator/ Director in conjunction with local management.					
◆ Supplies and services are ordered in accordance with the approved purchasing procedures of the VEC.					
◆ All necessary financial records are maintained.					
◆ Financial management systems are subject to external audit.					

SECTION ONE: ORGANISATIONAL MANAGEMENT

Quality Standards and Evaluation Criteria	IN PLACE	NEEDS FURTHER WORK	NOT IN PLACE	DON'T KNOW	Evidence
6. Administration and Financial Management (continued)					
■ **Adequate insurance cover is in place to cover all activities of the programme.**					
◆ Written confirmation of insurance cover is in place.					
◆ Additional insurance cover for any new programme activities is sought and received prior to engaging in new activities.					
7. Record keeping					
■ **Records relating to key aspects of the programme are maintained according to national guidelines.**					
◆ Individual learner files are maintained to include information on contact details, outside centre supports, recruitment, initial assessment, individual learning plan, attendance, completion rates, payment, assessment, certification and progression.					
◆ Records in relation to staff are maintained to include recruitment details, contracts, claim forms, annual leave, sick leave, programmes of work and evaluations.					
◆ Records in relation to financial management are maintained.					
◆ Due care is taken to protect confidential information.					

Vocational Support Services Unit: Procedures for Youthreach/Senior Traveller Training Centres

To be used as a reference for the Administration Review

Application

1. (1) A clear 'user friendly' application form should be developed.

   (2) This should be completed in respect of each applicant and should be certified by the applicant.

   (3) Certification may require the use of an 'X' or some other appropriate symbol. Such cases should be witnessed and signed accordingly.

   (4) The application form should provide for:

   - Name
   - Address
   - Date of Birth
   - Reason for wishing to attend centre
   - Background information such as Education, Work History and details of attendances at other centres
   - PPS Number
   - Other relevant information

   (5) Application forms shall be date stamped on receipt.

Assessment

2. (1) Original birth certs should be requested. These should be checked to application form, copied (copy certified that original has been inspected) and original cert returned to the applicant.

   (2) Education, work and training records should be independently checked.

   (3) Arrangements should be agreed with the local Social Welfare Office for checking eligibility and avoiding duplication of payment. (This could include a requirement that the Social Welfare Officer stamp the application form as evidence of eligibility or requesting the applicant to obtain a letter of eligibility from their Social Welfare Office).

   (4) Social Welfare Offices should be notified of commencement and finishing dates or other appropriate arrangement agreed.

   (5) Assessment should ideally be carried out by two staff and application forms initialled accordingly. If appropriate, an interview should be conducted. If it is not practical to involve two staff in the assessment process approvals/files should be forwarded to Head Office with the initial set up for independent review in Head Office.

   (6) Trainees should be informed of the acceptance or rejection of their application. Reason for rejection should be given.

   (7) An agreed programme of training should be developed for each trainee.

   (8) Individual files should be maintained for each applicant to contain all personal and essential information. 'Check off' lists should be developed to ensure all necessary information is received.

Attendances

3. (1) Trainees should 'clock in' and 'clock out'. If a clock card system is not in place a signing in and out register should be maintained.

(2) Clock cards should be pre-numbered and a control record maintained in respect of cards ordered, received, issued and in stock.

(3) The clock or register should be located in a secure place. Clocking or signing in/out should be capable of being witnessed.

(4) A class register/record should be independently maintained & signed by each teacher/tutor to record the attendance of trainees in class.

(5) The clock/register should be reconciled each week to the class register and explanations obtained for differences.

(6) A general Code of Conduct should be developed and approved by the Board of Management. National organisations should be consulted in this respect.

(7) A guideline should be developed as to what constitutes an authorised absence including when sick certificates are required in respect of sick leave absences. Details should be incorporated into the Code of Conduct.

(8) The guidelines should provide a framework for termination of training where there is evidence of abuse of absence policy.

Payment

4. (1) The Director/Co-ordinator shall ensure trainees are set up to receive correct payments.

(2) Payment returns should be processed based on reconciled clock/register and class attendance records.

(3) Returns should be processed independent of the Director but certified by the Director.

(4) A set up form/copy of application form should be forwarded to head office for each new set up. Files should be checked by Head Office staff to verify underlying records. This can be done at set up or by independent checking of records at the centre at regular intervals.

(5) Control totals should be developed to verify output totals to input totals.

(6) Payment records should differentiate between attendances and authorised absences.

(7) Deduction mandates should be signed to facilitate deductions for meals/travel. Care should be taken to ensure meals/travel allowances are not paid in respect of approved absences.

(8) Where payment is made by paying order, students should sign as evidence of receipt of payment. Signed sheets should be returned to Head Office.

Monitoring /Review

5. (1) Each 6 months a report should be submitted to the Board of Management, to include inter alia:

1. Period each trainee is in the centre
2. Compliance or otherwise with attendance policy
3. Achievements/progress of each student

(2) Clarity should be provided by the Board of Management as to the length of time trainees should attend the centre.

(3) The Adult Education Organiser or other Approved Officer shall carry out spot checks on a monthly basis to ensure attendance records, supporting documentation and payment returns are in order.

(4) The Director/Co-ordinator should be provided with an approved budget and arrangements agreed for the preparation and review of expenditure reports on a monthly basis.

(5) The Director should submit a financial report to Board of Management outlining

	Annual	***YTD***
a) Approved Tuition Hours		
Teachers/Tutors		
Director		
Hours Utilised		
Teachers/Tutors		
Director		
Balance Available		
Teacher/Tutor		
Director		
b) Non Pay Budget		
Non Pay Expenditure		
Balance available		
c) Allowances - Amount Received		
Allowances - Amount Spent		
Balance available		

(6) A copy of this report shall be forwarded to the AEO or other approved officer on a monthly basis.

(7) All returns shall be made to the Department within approved deadlines. As part of this process, head office and centre records should be reconciled.

Work Experience

6. (1) Trainees on work experience should be covered by the VECs insurance.

(2) Employers facilitating work experience should sign an attendance record and if possible an evaluation form.

(3) Trainees should be required to prepare a report for each week of work experience. This should be checked and signed by the Director/Co-ordinator and maintained on the trainees file.

Staff

7. (1) Staff should be recruited in accordance with the normal procedure of the VEC and contracts issued accordingly.

(2) Timetables should be developed in accordance with criteria prescribed by the Department.

(3) Timetables should be approved by the CEO and Board of Management.

(4) Payment returns should be reconciled by Head Office to approved timetables.

(5) Returns should be processed monthly and controls implemented to avoid duplicate claims.

(6) Files should be maintained in head office and include application form, letter of offer/acceptance, terms/contract of employment, details of qualifications, agreed contracted hours and any amendments.

Creditors

8. (1) Supplies shall be ordered in accordance with the approved purchasing procedures of the VEC.

(2) A goods received book (GRB) shall be maintained in respect of all supplies. This may be maintained in each class or at reception. It shall be signed by the teacher/tutor responsible for receiving the goods/services.

(3) Invoices shall be reconciled with the GRB & order. Calculations shall be checked and a voucher certified by the Director and forwarded for processing in the approved manner.

(4) Original invoices duly authorised by the teacher/tutor shall accompany all payments.

(5) Every effort should be made to have separation between ordering, receipt and payment of goods / services.

Assets

9. (1) Details of all equipment etc shall be entered in stock books/asset records under the supervision of the Director.

(2) The stock book shall show details of acquisitions, transfers, breakages and disposals.

(3) Old/obsolete equipment should be identified each year and a report submitted to the CEO seeking approval for appropriate disposal.

(4) The Board of Management should approve guidelines regarding goods/materials of value produced as part of the training process.

(5) A register shall be maintained to show where title or other appropriate records are maintained in support of the ownership/rent/lease of the building.

(6) A safety statement shall be maintained in accordance with health & safety legislation.

Receipts (if appropriate)

10. (1) An official receipt shall be issued in respect of all monies received. Receipts shall be lodged daily to the VECs account in accordance with approved procedures.

(2) If appropriate, a safe should be available to provide safekeeping of money or to other valuables.

(3) Receipts should be credited to the budget of the centre.

Promotion

11. (1) Application forms, relevant correspondence and premises should highlight sponsors of schemes eg. EU, NDP, Department of Education & Science etc.

General

12. (1) These or other appropriate procedures should be approved by the Board of Management and brought the attention of all relevant staff.

(2) The Chief Executive Officer shall be required to approve issues of an exceptional nature or where deviation from procedure maybe required.

Misappropriation etc.

13. (1) Each member of staff discovering or suspecting any of the following:

- Any incident of actual or suspected fraud, theft or other misappropriation.
- Overpayment or underpayment.
- Irregular or unfounded payment.

shall forthwith inform his/her head of department who shall immediately notify the Chief Executive Officer of the circumstances. If appropriate the Chief Executive Officer should be notified directly.

A full report on the occurrence shall be prepared and submitted to the Chief Executive Officer showing:

- Amount involved.
- Reasons for occurrence.
- Persons involved.
- Action taken in the relevant case.
- Action taken to prevent re-occurrence.

Where appropriate the VECs insurers shall be notified in accordance with the terms of the Fidelity Guarantee/Administrative Negligence Policies. Issues regarding theft or fraud should be referred to the Garda Siochana.

4. Management Review

There are a number of options with regard to the participation of management in the review process:

- Members of management who are part of the Planning Team should participate in the Main Centre Review as previously outlined.
- If for any reason members of management cannot attend the Main Centre Review session, they can complete the *Main Centre Review Worksheet* and return it to the centre Co-Ordinator/ Director before Session Three.
- If any member of management feels that the Main Centre Review Worksheet is too detailed, an alternative Worksheet/ Questionnaire is outlined on the following pages.
- The Review Worksheet/ Questionnaire may be completed by members of management or alternatively, the questions contained within it could be used as a basis for an interview with members of management or for a discussion with the Board of Management.

Alternative Management Review Worksheet

Centre Name: ______________________________

Date: ______________________________

Please complete the following Questionnaire and return it to the Centre Co-Ordinator/ Director before the ______ /______ /______

Please outline the areas of strength and the areas for improvement in relation to the above named centre. It may be useful to use the following headings as a focus for your response.

QUALITY AREAS	
1.	Ethos
2.	Planning
3.	Evaluation
4.	Communication and Links with the Community
5.	Transparency, Accountability and Public Relations
6.	Administration and Financial Management
7.	Record Keeping
8.	Health and Safety
9.	Premises
10.	Equipment
11.	Staff Team
12.	Staff Recruitment and Induction
13.	Staff Development and Training
14.	Staff Support
15.	Social Environment
16.	Code of Behaviour
17.	Equality
18.	Interculturalism
19.	Programme Development and Delivery
20.	Recruitment of Learners and Admission
21.	Initial Assessment, Induction and Review
22.	Learning Assessment and Certification
23.	Support Structures for Learners
24.	Literacy and Numeracy
25.	Social, Personal and Health Education
26.	Work Experience
27.	Transfer and Progression

AREAS OF STRENGTH

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

AREAS FOR IMPROVEMENT

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

RECOMMENDATIONS (in order of priority)

5. Parents Review and Community Review

The Planning Team may decide to conduct a review with parents or community representatives. If such reviews are to take place there are a number of ways in which each can be conducted.

- A questionnaire can be developed and distributed to key individuals.
- Individuals can be interviewed by phone or in person.
- A group of parents or community representatives can be brought together to form a discussion group. A list of questions or issues for discussion would have to be developed in advance.

Generally parents are asked to review issues relating to parents including contact with the centres, being kept up to date on their son's/ daughter's progress. Community groups should be asked to review issues relating to the community including referrals, progression, and communication with groups/individuals in the community.

Feedback from discussion groups, interviews or questionnaires should be collated and brought back to the Planning Team during Session Three.

Collating and Presenting the Results of the Reviews

Those who carried out reviews should collate the overall results of each of the reviews for presentation to the Planning Team and also for inclusion in the centre plan. In many cases, the results can be typed in on the Worksheet that was used for the review. Where an interview was carried out with a group or a broad ranging questionnaire was used, it is a good idea to pick out the key points and recommendations rather than type up every comment that was made by stakeholders. In the case of the main centre review the facilitator collates the feedback.

Stage 4: Prioritising Areas for Action

The Planning Team will be responsible for prioritising actions, based of course on the results of the reviews. In general, the Quality Areas that have not yet been developed within the centre or those that require further work will be the starting point for deciding on priority areas.

The reviews will highlight the areas that each stakeholder group considers to be important. The role of the Planning Team is to take on board the concerns of each group and arrange the Quality Areas/ issues in order of priority. All the areas highlighted as areas for improvement/ development should be listed in order of priority. This list should be included in the centre plan.

Stage 5: Documenting Actions

At this stage the Planning Team moves its focus from gathering information about the various aspects of centre practice to deciding on actions. Many stakeholders feel as if they are finally getting to the heart of the planning process. It is important to remember that the work carried out up to this point ensures that the action plan has a solid basis and that it will more likely receive the support of all stakeholder groups.

Based on the list of priority areas the Planning Team must set out specific actions under each heading. Each action can be recorded in a table together with the following information:

- Specific Action
- Expected Duration
- Process, or how the action will be carried out
- Person/people responsible
- Evaluation criteria (how will we know it has been achieved)

SPECIFIC ACTION: The broad areas for action should be broken down into very specific and achievable actions. Actions should not be described in vague terms. For example, "the centre will improve relationships with the community" is far too vague. It would be better if such ideas were written as follows; " A community liaison person will be appointed" and " the community liaison person will identify and meet with key individuals and organisations in the community with a view to developing a clear working relationship".

EXPECTED DURATION: This sets out the amount of time required to complete the action from start to finish, allowing for the normal running of the centre at the same time. If an action is to take three weeks, such an action might involve 5 meetings spread over three weeks rather than actually requiring three entire weeks.

PROCESS: This should cover a description of how the action will be progressed. It may involve:

- an individual working on his/her own or with others
- working with other centres
- engaging a facilitator/expert to work with centre staff in developing a particular area
- inviting a speaker to the centre
- a meeting with management to clarify certain issues

The process will differ from action to action and will also depend on the personnel available in the centre.

PEOPLE/PERSONS RESPONSIBLE: This usually involves listing the names of the person or people who will be responsible for carrying out an action. Where more than one individual is allocated responsibility, it is advised that an **Action Co-Ordinator** is named. This person has overall responsibility for ensuring that the action is implemented and may be the one to organise meetings and ensure that decisions are made.

EVALUATION CRITERIA: These are statements that will be used to measure the degree to which actions have been implemented. Stakeholders should ask themselves, "How will I know that this action has been completed?" or "How will I measure successful completion of the task?" The evaluation criteria outlined in the Action Template will be used during the annual Internal Centre Evaluation process to evaluate the implementation of the centre plan. Stakeholders should try to include a number of evaluation criteria for each action. For consistency, it is useful to write evaluation criteria in the present tense.

An example of how this information may be documented is set out on pages 67 to 69. The **blank Action Template** on page 70 can be photocopied and completed by members of the Planning Team. A separate page should be used for each action.

Example of how Actions can be Documented

Public Relations

SPECIFIC ACTION	EXPECTED DURATION	PROCESS	PERSON/S RESPONSIBLE	EVALUATION CRITERIA
Strategy developed and documented	3 months	Facilitator will be engaged to work with full time staff team	Full staff team Action Co-Ordinator P. Durnin	• PR strategy is documented in consultation with staff team • The strategy identifies the audience for various PR work • The strategy contains an annual plan for engaging in PR • Training is identified
Training provided for relevant members of staff	3 months	Staff take part in regional training	P. Durnin to organise training	• Responsibility for Public Relations is assigned • Training is organised regionally • Relevant staff members attend training as appropriate
Implement PR Strategy	On-going following implementation of above actions	Actions set out in the PR strategy are implemented	Staff members assigned with responsibility for PR	• To be established on completion of PR strategy

Example of how Actions can be Documented

Recruitment of Learners and Admission

SPECIFIC ACTION	EXPECTED DURATION	PROCESS	PERSON/S RESPONSIBLE	EVALUATION CRITERIA
Develop an Admission Policy and document admission procedures	5 weeks	Develop policy across all centres within the VEC. Engage a facilitator to work with a team of people including reps. from each centre	Action Co-Ordinator: Peter Delaney Peter to co-ordinate process across all 4 centres	• Facilitator is engaged • Policy is developed • Policy meets the approval of the VEC and the staff in each centre • Monitoring arrangements are agreed (as appropriate to each centre)
Review current advertising/ recruitment arrangements and develop more appropriate	8 weeks	Staff member reviews and documents current arrangements	Lisa Duffy	• The current arrangements are documented • A proposal for developing a more appropriate advertising/ recruitment is planned and agreed with the centre Co-ordinator/ Director • The new system is tried out for September recruitment phase
Meet with schools in order to improve referral links	4 weeks	Staff members arrange meetings with relevant school personnel with a view to developing improved arrangements	Karl Lunny Marie Walsh	• Relevant school personnel are identified • Meetings are arranged • More appropriate referral procedures are established • Necessary documentation/ records are maintained

Example of how Actions can be Documented

Literacy and Numeracy

SPECIFIC ACTION	EXPECTED DURATION	PROCESS	PERSON/S RESPONSIBLE	EVALUATION CRITERIA
A Literacy Plan will be developed and implemented	9 months	Centre Co-Ordinator/ Director meet with staff as required to develop plan Representative from NALA to meet with staff	Action Co-Ordinator: Paddy Blake, together with full staff team	• Representative from NALA gives presentation to staff team • Relevant reference material is collated • Research is carried out • The Literacy Plan is developed • Monitoring arrangements are agreed • The plan is implemented from February '06
Specialised training in the area of Literacy is provided to relevant staff	6 months	Following the completion of the Literacy Plan, relevant staff are identified and training is organised	Paddy Blake	• Relevant staff are identified • Appropriate training is identified • Funding for training is allocated • Staff participate in training programme

Blank Action Template - Photocopy as required

Area for Action:

SPECIFIC ACTION	EXPECTED DURATION	PROCESS	PERSON/S RESPONSIBLE	EVALUATION CRITERIA

Annual Actions

Once actions have been documented, by completing the blank Action Templates, it will become obvious that certain actions will have to be repeated on an annual basis. It is useful for the Planning Team to note these actions/ activities and set out an annual timeframe within which each of these actions would be annually implemented. An example of how this might appear is outlined below.

Annual Actions (sample)

September	■ Staff Prepare Plan for year ■ All Staff present Annual Scheme of work to Co-Ordinator ■ New programme begins ■ Co-Ordinator present time-tables and programme plans to VEC ■ Staff Meeting ■ Intake new group - initial assessments
October	■ Students' FETAC Assessment ■ Staff Development Programme ■ Individual Learning Plans are reviewed ■ Staff Meeting
November	■ Special Project ■ Staff Meeting ■ Monitoring Meeting
December	■ Staff meeting
January	■ Term planning meeting ■ Equipment/ Resource List presented by each staff member to Co-Ordinator/ Director ■ Intake new group - initial assessments
February	■ Mid-term - Staff Development ■ Student / Staff Meeting
March/April	■ FETAC Assessment ■ Staff Training ■ Monitoring Meeting ■ Intake new groups - initial assessments
May	■ Staff Meeting ■ Trip abroad ■ Individual Learning Plans are reviewed ■ Student Staff Meeting
June	■ Programme Evaluation with learners and staff ■ Following year's programme reviewed, designed and developed ■ Monitoring Meeting
July	■ Summer Programme ■ Prepare time-table and programme plans for VEC ■ Annual Internal Centre Evaluation ■ Annual Report

Setting Actions Into a Timeframe

Once the actions have been thought out in detail and recorded on the blank Action Templates, the next task is to set out the actions into a timeframe for implementation. This involves deciding the order in which actions will be implemented. The implementation of actions will be spread out over 2-5 years.

There are a number of issues that need to be considered when setting out the timeframe:

1. Are there actions that need to be implemented immediately (sometimes before the plan is even collated)?
2. Are there any actions that can only be implemented if another actions is implemented first?
3. Are there any actions that naturally go together and should be implemented at the same time?
4. Some actions will occur on an annual basis and should be timetabled for each year of the plan (for example, annual evaluation sessions, monthly meetings, exams, assessment deadlines).
5. Take note of any particularly big event that the centre may have committed to, for example, an exchange programme or an arts festival.
6. Plan to take on one big action and a number of smaller actions at the same time. Be sure to spread big actions over the 2-5 years.
7. Avoid the temptation to do everything now! Many staff teams feel that everything is a priority. Remember that the centre still has to operate as normal. Be realistic. After all, the Centre Development Planning Process attempts to alleviate stress not cause more of it. Do not be over ambitious.
8. Allow time for other eventualities. Unexpected things happen all the time. Staff may be out of the centre on leave, some actions take longer than expected. Do not be tempted to fill every month with actions. Allow time in between actions to focus on the every-day work.

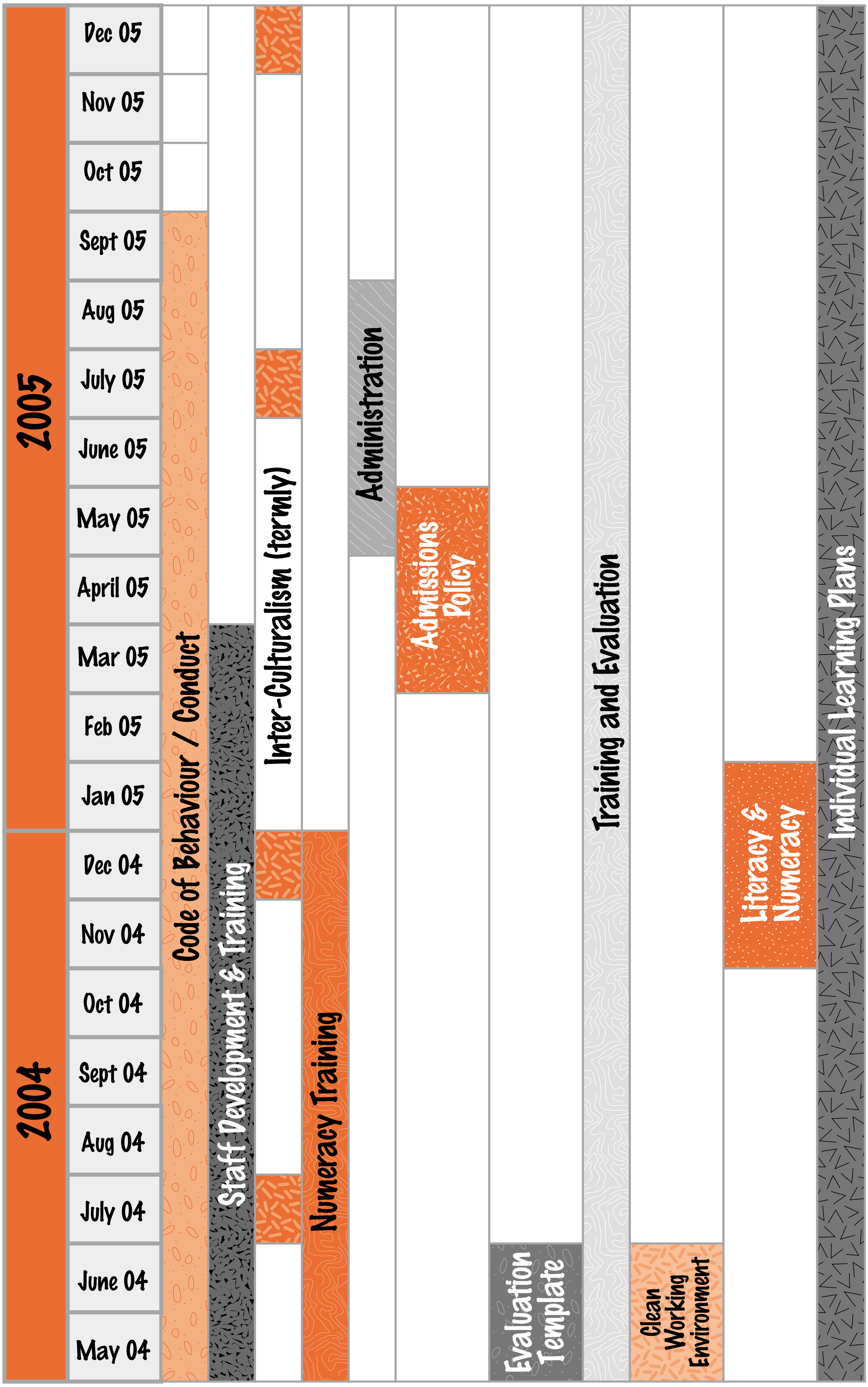
Laying Out the Timeline for Actions

The process of laying out the actions into a timeframe will be carried out as part of one of the facilitated sessions. The timeframe can be represented as a grid or diagram. However it is set out, it should be easy to read. This timeline is usually copied and put up on notice boards or distributed to staff as a quick reference guide to the actions that are planned for each year. Sometimes colour is used to reinforce the grid or diagram. Two examples of how the timeline for actions may be laid out are outlined below.

Sample A: Timeline for Action

<table>
<tr><td>February</td><td colspan="2">Planning Work on Premises</td><td>Planning Annual Calendar</td><td colspan="2"></td><td></td></tr>
<tr><td>March</td><td rowspan="7">Work Experience and Business Links</td><td rowspan="2">Premises Work</td><td>Women's Health Programme</td><td colspan="2">Start Staff Support Sessions</td><td></td></tr>
<tr><td>April</td><td>Area Based Network Presentation</td><td colspan="2">Youth Participation Strategy</td><td>Planning Annual Calendar</td></tr>
<tr><td>May</td><td rowspan="7">Programme Design and Progression</td><td></td><td colspan="2">Building Work</td><td></td></tr>
<tr><td>June</td><td>Ideas for Website to Planning Group</td><td colspan="2">Logo Competition</td><td></td></tr>
<tr><td>July</td><td></td><td colspan="2"></td><td></td></tr>
<tr><td>August</td><td></td><td colspan="2"></td><td></td></tr>
<tr><td>September</td><td rowspan="2">Implement Admissions Policy</td><td rowspan="4">Develop Website</td><td></td><td>Introduce CSPE</td></tr>
<tr><td>October</td><td></td><td></td><td></td></tr>
<tr><td>November</td><td rowspan="2">Information Cards</td><td></td><td></td><td>Men's Health Programme</td></tr>
<tr><td>December</td><td></td><td></td><td></td><td></td></tr>
</table>

Sample B: Timeline for Action



Stage 6: Collating the Plan

First Draft

At this stage much work has already taken place in the planning cycle and the Planning Team will have gathered a great deal of information. The next challenge is to draw all this information together and put it into a format that is easy to follow. As we saw earlier, the suggested format is:

- Introduction (by CEO of VEC)
- Background to Quality Framework Initiative
- Brief History of Centre
- Centre Aims and Objectives and Mission
- Outline of the Programme Delivered and the Staff Team
- The Centre's Planning Process (from facilitator's notes)
  - *Dates*
  - *Venues*
  - *Stages*
  - *Which groups participated in which sessions*
- Profile of Learners
- Outline of the Reviews and the Findings
- Actions Identified- set out in table form
- Timeline for Actions
- Monitoring Arrangements
- Contact Details for Centre; Tel, Address, Map, Fax, Email and website
- Acknowledgements

The actual collation of the plan requires the involvement of one or more persons who have excellent IT skills. Each person responsible for typing up the various parts of the plan should give this information (on disc) to the individual/s who is/are collating the plan.

The need to have excellent IT skills cannot be emphasised enough. It will prove very time-consuming and frustrating to collate the plan otherwise. For this reason many centres ask a member of the administration staff or the IT teacher to help out at this stage. Alternatively the task may be given to someone external to the centre.

While those involved with the collation of the plan may feel a little overwhelmed with the work-load at this stage, it is important to remember that this process also provides a huge sense of achievement. It can be very gratifying to produce the first draft of the plan. The work of "cutting" and "pasting", editing and binding does provide a feeling of ownership to those who are involved. For this reason it is very important that members of the Planning Team take ownership of this task rather than the facilitator. However, the facilitator should receive a copy of the draft plan before the final session. This will allow the facilitator to examine the plan and recommend further changes. The facilitator should be satisfied that the plan is in order before the final meeting with the Planning Team.

Planning Team Review First Draft

Once the first draft of the plan is prepared it is important that the Planning Team have an opportunity to examine the plan in its entirety. This generally takes place during the last facilitated session.

The Planning Team should be given copies of the draft plan in advance of the meeting so that they can become familiar with its contents. In finalising the plan, the Planning Team will have to examine the draft plan, bearing in mind a number of questions as follows:

- Does the layout make sense? Is everything in order?
- Is there any area incomplete or left out?
- Is any information incorrect?
- Is there any information that is inappropriate or should be removed?
- Do all members of the team agree with the actions that are planned and the order of implementation?
- Do all members of the team accept responsibility for the areas indicated in the action grids?
- Looking at the overall plan, are there too many actions planned within any given year?

The Planning Team will agree any changes that need to be made and set a date for finalising the first draft. From this point on, the Planning Team is working without the involvement of the facilitator. This should not cause any problems, as a real sense of ownership will have developed among members of the Planning Team at this stage in the process.

Other Stakeholders Review Plan

Before the plan is finalised the Planning Team may decide to ask some of the stakeholder groups to make comments about the plan and recommend changes if necessary.

This is particularly important if management have not been in a position to participate in the Planning Team. The Planning Team may also decide to send copies of the draft plan to the Board of Management.

It is not necessary to seek comments and recommendation from all the stakeholders groups. The planning team should decide who would be invited to comment on the plan and should set a date by which comments should be returned.

Finalise the Plan

Based on the feedback received from various groups the Planning Team will finalise the plan. It is not necessary to make all the changes that are recommended. The Planning Team is more familiar with the plan and may see very good reasons for not making certain changes.

If the introduction to the plan has not yet been written, now is a good time to follow this up. Very often the CEO of the VEC or the Chairperson of the Board of Management is asked to write the introduction. The person writing the introduction may need to see a copy of the final plan before writing the introduction.

The final stages in writing the plan are usually cosmetic. After putting in all the effort it is important that the information is clear and easy to read.

Stage 7: Distributing the Plan

Reasons for Distributing the Plan

The main reason for distributing copies of the plan is to ensure that those who have a part to play in implementing the plan have details of what tasks they have agreed to carry out. It is also important to show key stakeholders how their feedback was incorporated into the plan and to outline the focus of centre work for the years ahead.

The key individuals and groups that may receive a copy of the plan (or a version of it) are:

- The Planning Team
- Those who participated in the Reviews
- Learners who fed into the planning process
- Other individuals and organisations associated with the centre

Distribute the Entire Plan or Parts of It?

While it may appear obvious that the centre plan in its entirety should be distributed to some individuals or organisations, great care should be taken in deciding if it would be more appropriate if certain individuals were to receive a more pared down version. Here are some of the reasons for making such decisions:

- The language of the plan may not be appropriate for some individuals
- It may be inappropriate to distribute some of the information contained within the plan, particularly information in relation to the profile of learners or the detail of some of the actions planned
- A number of stakeholders would not have the time to read a complete plan and therefore it may be more appropriate to simply outline the key priority areas and the general focus for action.

How to Distribute the Plan

Bearing in mind the issues raised above, the dissemination of the plan can be handled in a variety of ways. Some suggestions are:

- Organise a launch and ask a local politician, dignitary or famous person to say a few words
- Organise a seminar to present your plan and invite local organisations to attend
- Circulate your plan in the post with a cover letter to local organisations and key individuals
- Give a presentation to members of management and the Board of Management
- Meet with the learners and explain how their review has contributed to the plan and what changes are going to happen in the centre.

The plan should become an important resource for your centre. Some ways it could be used internally include:

- Using sections of it for staff and learner induction, such as aims and objectives, mission and history of centre
- Using it as a learning material; for instance in devising literacy materials, use sections of the plan

Stage 8: Implementation and Monitoring

Implementation

When the plan is completed it may feel as if the work is over. In truth, it is only just beginning. The whole purpose of developing the plan is to make improvements that will benefit the learners, staff and management as well as other key individuals or organisations associated with the centre.

In order to facilitate the implementation of actions it is necessary that the staff team set dates for working on various actions. Information may have to be gathered, facilitators may need to be booked, regional training sessions may have to be organised, policy development may have to be co-ordinated across a number of VEC centres. Each individual with responsibility for carrying out or organising an action should have a copy of the actions planned.

Do not forget to record any progress made by noting it in the minutes of staff meetings and in the reports sent to management.

Monitoring

The implementation of the centre plan could be an item on the **agenda of staff meetings,** at least once a month. In this way staff can discuss progress and agree dates for working on actions.

If there is insufficient time to discuss the monitoring of actions at staff meetings it may be more appropriate to **plan separate monitoring meetings.** These may take place every three months or less often if required. Such monitoring meetings can be written into the timeframe for Actions (see pages 73-74). It may be decided that a core group of staff would form a **monitoring team.** The team would meet on a regular basis. Any member of staff responsible for organising or implementing a particular action may be asked to attend certain monitoring meetings, to report on progress made or to raise any issues.

Monitoring is a formal process and therefore monitoring records should be maintained. A sample monitoring sheet is outlined in Appendix C. The monitoring team can complete this sheet when they meet. It is only necessary to monitor current actions at any given time. Current actions include those that are in the process of being implemented, are just complete or are about to be started. The arrangements for monitoring should be written into the centre plan.

Stage 9: Evaluation

Once a year it is essential that the full staff team and other key stakeholders evaluate the implementation of the action plan. This can tie in with the annual Internal Centre Evaluation process.

An annual evaluation session is an ideal time to evaluate the implementation of actions arising from a Centre Development Planning process. The Centre Plan is usually completed in April/ May of any given year. Following this a number of actions are implemented and after approximately one year an Internal Centre Evaluation process occurs. This gives stakeholders an opportunity to examine progress made, identify any actions that did not occur and make amendments to the plan if necessary.

When centres engage in a Centre Development Planning process the action plan sets out actions that are to be implemented over a specific timeframe. In relation to each action a number of evaluation criteria are also documented in the plan. These evaluation criteria are used during an evaluation process to evaluate the implementation of each of the actions.

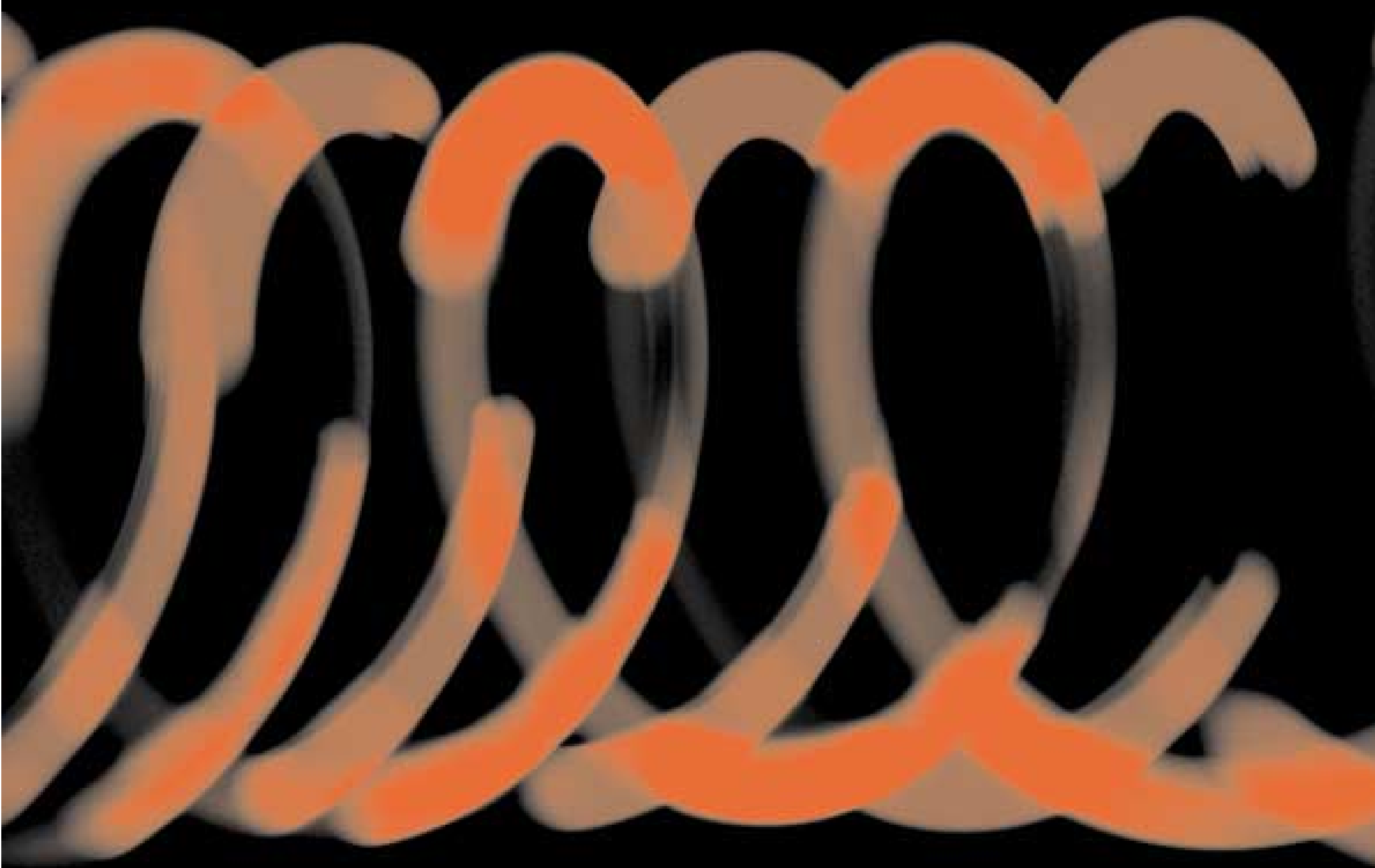
The evaluation criteria for each action should be documented on the blank Evaluation Criteria Worksheets (page 102 of the *Guidelines for Internal Centre Evaluation*). Use a separate Worksheet for each action.

If a large number of actions were to be implemented in a given year it may take the full two-day session to evaluate the implementation of actions. If a smaller number of actions were planned in a given year there may be time to evaluate additional quality areas other than those set out as actions in the Centre Plan. The additional areas selected for evaluation may include the evaluation of Quality Areas that need immediate attention by the stakeholder group or the evaluation of specific programmes delivered within the centre. It is not advisable to evaluate areas that have been documented as actions in the Centre Plan but which are not yet due for implementation.

The facilitator or the Quality Framework Co-Ordinator will be in a position to advise centres on the number of areas that should be selected for evaluation. It is important that adequate time is given for each area and it can be frustrating for participants if they feel rushed through the process.

4 section four

Sample Session Plans



INTRODUCTION

This section aims to give a practical guide to working through the centre development process. It takes the form of a series of sample session plans. It gives details of:

- Who this session is for?
- What materials and equipment are necessary?
- How the room should be laid out
- The overall time necessary for the session
- What should be done in advance of the session?
- The process that the session should follow

Facilitators will choose energisers, icebreakers and evaluation exercises that are appropriate for the group and add them in to these sessions.

This section is aimed primarily at facilitators although it will give stakeholders a clear picture of what the five-day process is likely to involve as well as the activities that should occur between sessions.

An outline of the key activities that occur on each of the five days is outlined in the following table together with a sample timeframe.

Sample Timetable for Developing a Plan

Stages and Activities	Who is involved	Possible Date
Session 1 Presentations ▪ Introduction to Planning Process ▪ Outline of Tasks involved Activities ▪ Document history of centre ▪ Review Centre Mission Statement, Aims & Objectives	Planning Team	September 20th
Session 2 ▪ SCOT Analysis ▪ Main Centre Review	Planning Team	October 16th
▪ Management Review	Co-ordinator/Director and member/s of management. Separate review may be held with the Board of Management or representative/s	October 24th
▪ Administration Review	Co-Ordinator/Director, Centre Administration Staff, VEC Administration representative	November 2nd
▪ Learner Review	Staff member/s facilitate learners	November 9th
▪ Community Review (optional)	Staff member/s and community representatives	November 22nd
▪ Parents Review (optional)	Staff member and Parents Group or representatives	November 29th
Session 3 ▪ Feedback from all Reviews ▪ Prioritise Areas for Actions ▪ Start to Document Specific Actions ▪ Check Progress on Various Tasks	Planning Team	January 22nd
Session 4 ▪ Continue to Document Actions ▪ Agree Annual Actions ▪ Set Actions Within a Timeframe ▪ Check Progress on Various Tasks	Planning Team	February 7th
▪ Complete First Draft of Plan ▪ Send Copy to Facilitator for Review	Planning Team	February 8th-25th
Session 5 ▪ Review 1st Draft of Plan ▪ Finalise Implementation, Monitoring and Evaluation Arrangements ▪ Discuss distribution options ▪ Closure	Planning Team	March 10th
▪ Finalise Plan ▪ Distribute Plan	Planning Team and other key stakeholders	March 21st

Session One: Introduction to the Centre Development Planning Process

Who this session is for?

The Planning Team and Facilitator.

Materials and equipment:

- Copies of the *Quality Standards*
- Handouts on various topics (to be decided by Facilitator)
- Copies of current centre Aims and Objectives and Mission Statement.
- Flipchart and overhead projector/ laptop & projector

Room layout:

Ideally the session would take place in a comfortable room where participants can sit in a large circle or move their chairs for small group work.

Time needed for session:

This is a full day session (9:30am - 4:30pm)

In advance of the session:

- Director/Co-Ordinator will have issued invitations to the Planning Team.
- Co-Ordinator/ Director will have sent copies of current Aims, Objectives and Mission Statement to the Facilitator.
- Staff are asked to bring anything that may contain information on the history of the centre (going back to its opening) such as diaries, reports, calendars, funding applications, photographs etc.
- Co-Ordinator/ Director will have decided who welcomes participants to day.

Process:

Welcome and introductions, hand proceedings over to facilitator (10 Minutes)

Facilitator outline day: (10 minutes)

Content of the day will include:

- Background to the Quality Framework Initiative
- Key stages in the CDP process
- Hopes and fears in relation to planning process
- Ground Rules
- Suggested format of a centre plan
- Identifying tasks- deciding who will do what
- Looking at the Development of a Profile of Learners
- Looking at monitoring options

Group Activities:

- Reviewing the Centre Mission, Aims and Objectives
- Documenting a brief history of centre

Introduction to Planning Process (20 minutes)

Facilitator uses overheads/ laptop and projector to talk through:

- the Background to the QFI
- the key stages in the CDP process

Facilitator takes questions and clarifications on planning process

Hopes and Fears in Relation to Planning Process (45 minutes)

- Group breaks into small groups of 3-5 participants. The task in the small groups is for people to share their hopes for the planning process and any fears they may have. Group leaders note hopes and fears (20 mins)
- Small groups report back in turn and Facilitator notes on flipchart group's hopes and fears. (20 mins)
- Facilitator reads aloud through hopes and fears and clarifies any information points. (5 mins)

Ground Rules (5 minutes)

Facilitator talks through suggested ground rules for the work of the group and group members are asked to suggest their own rules in addition to those suggested. Ground rules should be agreed and displayed on the wall.

Sample ground rules are:

- Each person takes responsibility for himself or herself
- What is said in the room stays in the room
- We do not use jargon
- If somebody does not understand a word or a term he/she needs to ask what it means
- We focus on what is within our control
- We focus on issues, not personalities

Tasks Involved in the Planning Process (1 hr 40 min)

Facilitator uses handouts and flipchart to outline the following areas:

- Suggested format of a centre plan
- Identifying tasks - deciding who will do what
- Plan Reviews
- Looking at the Development of a Profile of Learners
- Looking at monitoring options

Allow time for questions and discussion. Complete Task Worksheet (page 28).

Review Centre Mission Statement, Aims and Objectives (1 hour and 15 min)

Facilitator breaks Planning Team into small groups to Review Centre Mission, Aims and Objectives (as outlined in Section 2). Allow time for feedback. One volunteer should be nominated to make any agreed changes to the Mission Statement, Aims and Objectives. This should be typed up and brought back to the Planning Team before Session 3.

Brief History of Centre (1 hour and 15 min)

The aim of this exercise is for the group to identify the main stages in the development of the centre and to acknowledge the work that the centre planning process will build upon. (5 minutes). The task is to build up a picture of the main stages of the centre's development. Key events may be:

- The establishment of the centre
- Appointment of a new Director/Co-Ordinator
- Open days
- Awards ceremonies
- Visits from dignitaries
- The introduction of new certification
- Trips away

The group has a long sheet of blank flip chart paper (probably 3-4 joined together). Participants draw a timeline with key dates and events noted on the line. They can draw, or write notes, whichever they prefer. (20 minutes)

When the timeline is complete, one participant presents the time line to the group and the Facilitator. The group is asked for a volunteer, or a small group of volunteers who will take this material away, fill in any gaps and get it back to the planning group before Session 3.

Session Two: Main Centre Review

Who this session is for:

Planning Team and Facilitator

Materials and Equipment:

- Overheads/ handouts of planning cycle
- Copies of Main Centre Review-Worksheet (pages 36-50)
- Evidence in relation to each of the Quality Areas being reviewed
- Overhead projector
- Flipchart and markers

Room layout:

A room, which is large enough for the group to sit in a circle, is needed for this session together with enough space to split up into smaller groups or other spaces which can be used as break out rooms. Each small group will require the use of a table.

Time needed for session:

This is a whole day session (9.30am- 4.30pm)

In advance of the session:

- Planning team issue invitations and organise room

Process:

- Facilitator welcomes participants (5 minutes)

Facilitator outlines day (10 minutes)

Content of the day will include

- Brief recap on where the review fits into the planning cycle
- SCOT Analysis
- Main Centre Review
- Check preparations for reviews (with other stakeholders)

SCOT Analysis (1 hour 15 min)

- The Facilitator introduces idea of SCOT analysis to participants (5 minutes)
- The facilitator splits the large group up into smaller discussion groups (3-5 people), gives each group a sheet of flip chart paper and a marker and asks them to do their own analysis of how they see the centre right now. Each group must select someone to write up their flipchart page and report back to the large group. (35 minutes)
- Each group reports back to the large group and the Facilitator builds composite analysis on flip charts as each group reports. (35 minutes)

Main Centre Review - Using Worksheet

Introduce Main Centre Review (10 min)

Facilitator introduces Main Centre Review using Worksheet and explaining how it is to be completed. The planning team should decide if the areas of Administration, Financial Management and Record Keeping are to be included in the Main Centre Review or if these areas will be covered in a separate Administration Review (if they are being dealt with in the Administration Review there is no need for the Planning Team to include these areas in this review).

Facilitator introduces quality standards and gives brief overview of each section.

- Organisational Management
- Personnel and Development
- Learning Environment
- Programme

Facilitator explains that the group is going to work systematically through the Quality Standards by asking, is each Evaluation Criteria:

- in place
- needs further work
- not yet in place

or

- we do not know what the situation is with regard to this area

In relation to areas that are deemed to be "in place" the group should document examples of evidence to confirm this assessment. Evidence for each quality area should be available in the room.

Helpful hints

- For this exercise, the Planning Team may work as one group. If numbers are greater than 10 it is better to break the group into smaller groups. Each group works on each of the four sections simultaneously.
- The findings from each group are recorded on one worksheet, which will be collected by the Facilitator.
- Where a group "don't know" what the situation is with regard to certain areas, it is useful to ask the full group if any members of the planning group can clarify the situation. It may be necessary to examine evidence in order to confirm what work has been completed in relation to certain areas. For example, if staff are unsure as to whether a procedure or policy was developed and documented it may be useful to examine the available evidence.
- Each small group must agree on one answer for each statement.
- If agreement cannot be reached this should be recorded.
- When each group has fed back its results the full group should discuss differing results and attempt to come to a consensus finding for each statement.

Review Section 1: Organisational Management (30 min)

Feedback from Section 1 (15 min)

Review Section 2: Personnel and Development (30 min)

Feedback from Section 2 (15 min)

Review Section 3: Learning Environment (30 min)

Feedback Section 3 (15 min)

Review Section 4: Programme (30 min)

Feedback Section 4 (15 min)

Facilitator concludes review (15 min)

The Facilitator outlines the key findings, outlining the areas that are in place, those that require further work and those that are not yet in place. The Facilitator reminds the group that the focus for action will be on the areas that require further work or have not yet been started.

Check Preparation for Reviews (15 min)

The Facilitator checks with members of the Planning Team if decisions have been made in relation to reviews and if these have been arranged. Session 3 will not take place until all Reviews are concluded and the results have been collated.

Session 3: Feedback from Reviews, Prioritise and Plan Actions

Who is this session for?

The Planning Team and the Facilitator

Materials and Equipment

- Written feedback from each of the reviews (copies for each group member)
- Copies of blank Action Template (see page 70)
- Post-it notes
- Flip chart stand, paper and markers
- Handouts on sample action templates

Room layout

Participants will be sitting in a large circle. Planning team will also need to break into smaller groups of 3-4 people. Each of these groups will require a table to work on.

Time needed for session

This is a full day session (9:30am - 4:30pm)

In advance of the session

- Planning Team members will have collated and typed up the results of the reviews
- The facilitator will have typed up the consensus findings of the Main Centre Review as well as the SCOT Analysis
- The tasks allocated in Session 1 will be complete (to first draft stage)
- Photocopies of blank Action Template will be prepared (approx. 30-40 copies)

Process

Facilitator Welcomes Participants (5 min)

Facilitator outlines day (10 min)

Content of day will include

- Feedback from all Reviews
- An activity to prioritise areas for action
- Start to document specific actions
- Check progress on tasks (as agreed in Session 1)

Feedback from Main Centre Review (10 min)

Facilitator distributes findings from Main Centre Reviews and outlines the key points.

Feedback from Learner Review (20 min)

Member of Planning Team distributes findings from Learner Review and presents to group.

Feedback from Management Review (20 min)

Member of Planning Team distributes findings from Management Review and presents to group.

Feedback from Administration Review (20 min)

Member of Planning Team distributes findings from Administration Review and presents to group.

Feedback from Parents and Community Review (20 min)

Member/s of Planning Team distribute findings from Parents and Community Reviews and present to group.

Prioritise Areas for Action (I hour)

Break planning group into smaller groups (4-5 people). Ask each group to prioritise areas for action based on the feedback from all of the Reviews. Ask each group to consider:

- the areas that were not in place or needed further work
- the issues raised or recommendations made
- the findings of the SCOT Analysis

Give each group a marker and a pad of Post-it notes. The group should note each potential area for action on a Post-it note and stick each note in order of priority on a flip chart page. Group members should be encouraged to discuss reasons for prioritising actions.

Feedback from groups (30 min)

A member of each group feeds back to the large group. The Facilitator will collate findings on one flip chart page asking group to come to a consensus agreement in relation to priority areas. Each group may have come up with areas for action that were not thought of by the other group. All of these ideas should be collated on the one list. Once the list is agreed, the Facilitator writes up this list on a flip-chart page (this is simply to ensure that the findings are recorded without fear of the Post-it notes coming unstuck).

Start to document Specific Actions (1 hour 30 min)

The Facilitator hands out copies of the blank Action Template and explains how it is to be completed in order to document specific actions. A separate sheet is to be used for each area for action. Sample copies of completed Action Templates are also distributed (see pages 67-69). Allow time for participants to ask questions and ensure that all understand the task.

The Facilitator divides the group into sub groups of 3-4 people. Each group is allocated a number of areas for action (the facilitator divides up the list of priority areas for action). Each group should complete the blank Action Templates under the following headings:

- Specific Action
- Expected Duration
- Process
- Person/s Responsible
- Evaluation Criteria

It may be appropriate to allocate certain areas to groups where staff members have related expertise or responsibility. For example, the area of Literacy may be allocated to the group involving the Literacy Teacher. Participants should refer to the Review findings to work out the specific areas that require action under each heading. The Facilitator should check with each group on a regular basis to ensure that the templates are being correctly completed.

Feedback from groups (30 min)

The Facilitator invites a member of each group to read out completed action templates. After each area is presented, the Facilitator should encourage other members of the Planning Team to comment. The full group should agree any additions or changes. Continue this process for the other areas for action.

Note: The filling in of the Action Templates may not be completed in the time allocated. The exercise will be continued and completed during the following Session. For this reason it is a good idea to timetable Sessions 3 and 4 no more than 2-3 weeks apart.

NOTE: It is very important that these forms are completed clearly and accurately. All stakeholders should be in agreement with what is documented. The Facilitator is responsible for typing up the Action Templates and giving them to the plan collator/s so that the first draft of the plan can be produced.

Check Progress on tasks - as agreed in Session 1 (30 min)

The Facilitator will ask group members to outline progress made in relation to the following tasks:

- Write up Background to the QFI
- Write up History of Centre
- Write up amended Centre Mission Statement, Aims and Objectives
- Write up Profile of the Learners
- Write up Reviews

Any problems in relation to these tasks are discussed. Completed tasks should be handed over to the Plan Collator/s. All tasks should be complete before Session 4. Agree date for Session 4.

Session 4: Complete Action Planning

Who is this session for?

The Planning Team and the Facilitator

Materials and Equipment

- Completed Action Templates from Session 3
- Blank Action Templates
- Current Year Planner
- Flip chart stand, paper and markers

Room layout

Following an introduction to the day, this session will start with small group work (3-4 people). Each group requires a table to work on. The second part of the session involves the group sitting in a circle around a flip chart.

Time needed for this session

This is a full day session (9.30am-4.30pm)

In advance of the session

- Tasks allocated in Session 1 should be complete

Process

Facilitator welcomes participants (5 min)

Facilitator outlines day (10 min)

Content of day will include

- Continue to document actions
- Agree annual actions
- Set actions within a timeframe
- Timeframe diagram
- Check progress on various tasks

Continue to document actions and feedback to the larger group (3 hr 45 min)

The exercise that was started during session 3 is continued and completed in session 4. The planning team may have yet to complete filling in the blank Action Templates or if this aspect of the exercise is complete, each group will probably have to continue feeding back to the larger Planning Team.

As with the previous session, the Facilitator should encourage discussion in relation to the actions documented. Additions and changes should be agreed by the full group.

> NOTE: It is very important that these forms are completed clearly and accurately. All stakeholders should be in agreement with what is documented. The Facilitator is responsible for typing up the Action Templates and giving them to the plan collater/s so that the first draft of the plan can be produced.

Agree annual actions (30 min)

From an examination of the completed Action Templates it is possible to work out a number of actions that should be carried out on an annual basis rather than as a "once-off".

With the full Planning Team sitting in a half circle around a flip-chart stand, the Facilitator should ask the group to identify such actions, as well as any other activities that occur in the centre on an annual basis. A timetable of annual actions can be drawn up from this information and the facilitator can record this agreed timetable on a flip-chart. An example of what this timetable might look like is outlined on page 71.

Set actions within a timeframe (1 hour)

This activity is carried out with all members of the Planning Team sitting in a half circle facing a flip-chart stand. The facilitator explains that all of the actions need to be set within a timeframe. The Planning Team need to decide what actions are carried out in each year of the plan and at what time of year each action should start and finish. In order to make these decisions the Planning Team need to consider the points outlined on page 72 under the heading *Setting Actions Into a Timeframe.*

Using a flip-chart the Facilitator lists the actions to be implemented during each year of the plan, as recommended by the Planning Team.

Timeframe Diagram

By setting the annual plan within a timeframe it will be possible to examine the actions that will take place each year and the duration of each action. In addition to setting out the actions in this manner it is also useful to develop a timeframe diagram. The diagram includes the information set out in the timeframe of actions but is represented in a manner that allows stakeholders to see "at a glance", the actions that occur each year. An example of what this diagram might look like is outlined on pages 73-74.

Check Progress on tasks - as a follow-up to Session 3 (30 min)

The Facilitator will ask group members to outline progress made in relation to the following tasks:

- Write up Background to the QFI
- Write up History of Centre
- Write up amended Centre Mission Statement, Aims and Objectives
- Write up Profile of the Learners
- Write up Reviews

Many of these tasks will have been completed by Session 3. Remaining tasks should be complete at this stage and should be handed over to the Plan Collator/s.

The first draft of the plan has to be complete before Session 5. A deadline for the completion of the first draft should be agreed together with a provisional date for Session 5.

Session 5: Review First Draft of Plan

Who is this session for?

The Planning Team and Facilitator

Materials and Equipment

- Flip charts, markers and paper
- Copies of the Plan (first draft)

Room layout:

For most of this session, the Planning Team will sit in a half circle examining the draft plan. At various stages throughout the session small sub groups will be formed and each sub-group will require the use of a table.

Time needed for session:

This is a full day session (9:30am - 4:30pm)

In advance of the session:

Co-Ordinator/ Director ensures that each member of the Planning Team has received a copy of the first draft of the plan at least 1 week in advance of the session. Planning Team members should be encouraged to examine the plan and take note of any feedback or recommended changes.

Process

Facilitator welcomes participants (5 min)

Facilitator outlines day: (10 min)

Content of day will include

- An outline of the process so far
- A brief presentation of each part of the plan
- A focus on the actions planned and the timeframe
- Finalise implementation, monitoring and evaluation arrangements
- Discuss distribution options
- Closure

Outline of the process so far (15 min)

The facilitator will outline the various stages of the Centre Development Planning process to date. This reminds participants of the journey that has brought them to this point in the development of the centre plan.

Planning Team review first draft (4 hours)

In finalising the plan, the Planning Team will have to examine the draft plan, bearing in mind a number of questions as follows:

- Does the layout make sense? Is everything in order?
- Is there any area incomplete or left out?
- Is any information incorrect?
- Is there any information that is inappropriate or should be removed?
- Do all members of the team agree with the actions that are planned and the order of implementation?
- Do all members of the team accept responsibility for the areas indicated in the action grids?
- Looking at the overall plan, are there too many actions planned within any given year?

The various individuals who were responsible for documenting the plan will outline various parts. The entire plan does not have to be read in detail at this stage. Some individuals may want to describe how certain information was obtained, for example, how the profile of the learners was collated. As each individual presents a section, time should be allowed for feedback. The Facilitator should ask a member of the Planning Team to document any agreed changes.

The Action Templates and the timeframe for implementing actions should be reviewed **by reading through each page in detail.** This is usually the section that requires most fine-tuning. The Planning Team will agree any changes that need to be made and set a date for finalising the first draft.

Finalise implementation, monitoring and evaluation arrangements (30 min)

The Facilitator should discuss how the Planning Team will ensure that the plan will be implemented, monitored and evaluated. Further information in relation to these areas is outlined on pages 78-79.

A member of the planning team should note the decisions made in relation to implementation, monitoring and evaluation. This information should be included in the plan, if it has not yet been included.

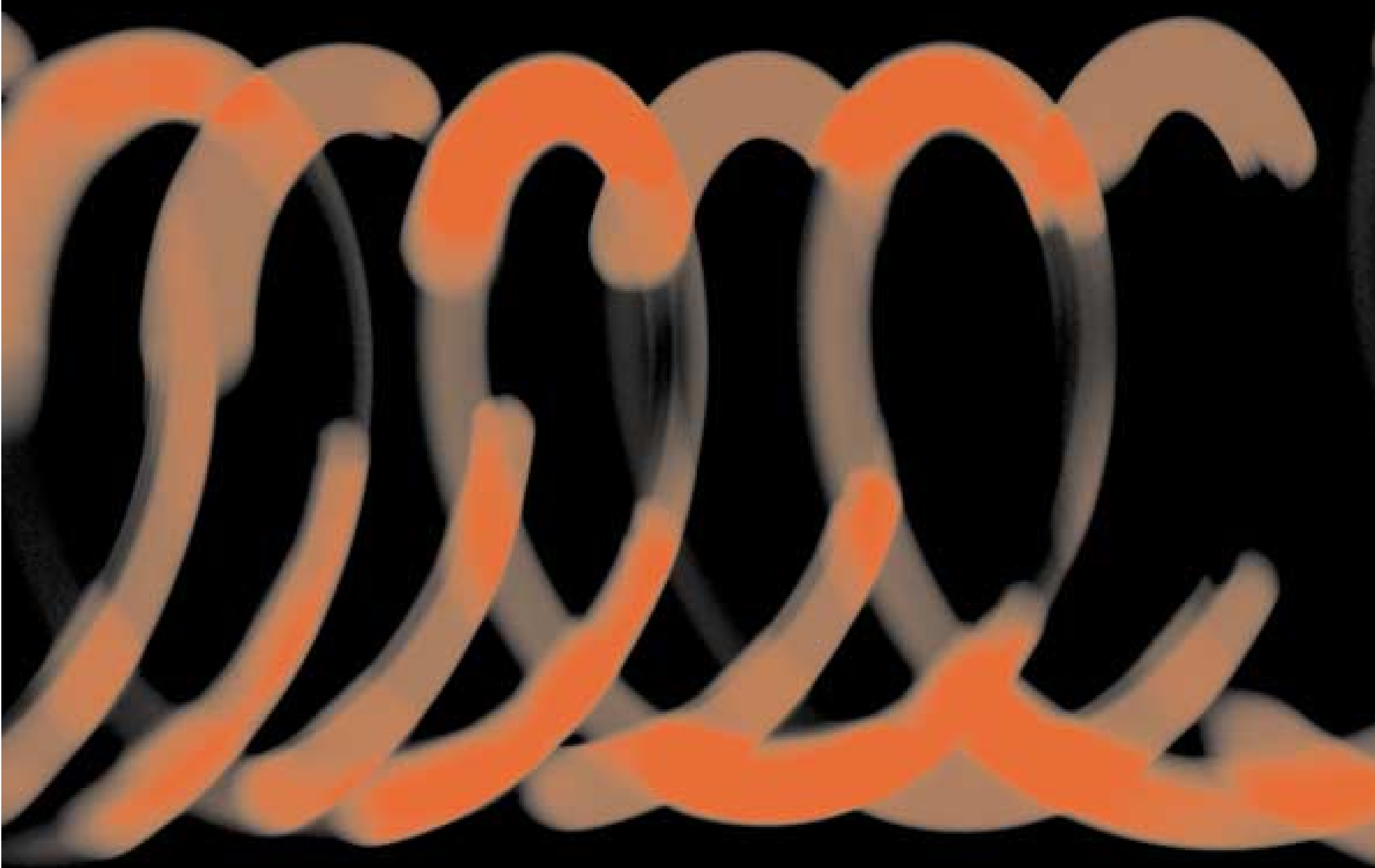
Discuss distribution options (30 min)

The Facilitator should outline distribution options with the planning team. Some of these are outlined on page 77. The Planning Team should agree plans for distribution and a member of the team should note such decisions.

Closure (30 min)

It is important that the Facilitator organises a closing exercise that recognises the work that has taken place in the development of the plan. Participants should be given an opportunity to formally evaluate the process by completing the evaluation form (Appendix E). Members of the planning group should also be provided with an opportunity to openly discuss the process and how they feel about it now that it is almost concluded.

appendices



How to Write a Procedure

A Procedure is intended to be a formal and, most importantly, CLEAR statement of how a particular task is to be carried out. The task may be large or small, involve one person or many, but the same principles apply - it should be CLEAR to any person reading the procedure, whether familiar with the task or not, what the steps required for the successful achievement of that task are.

The way to write a procedure is to break down the task into as many discrete steps as possible and to write these down in sequence. You then test out the procedure to ensure that no step is omitted due to over familiarity on the part of the person who wrote the procedure. Always write a procedure as if for someone unfamiliar with the situation - that way it will work for existing staff, for new staff and for learners if appropriate.

A Procedure should…

- Cover a specific, identifiable task
- Clearly identify the task, the procedure revision, the revision date and the name of the person who has approved the procedure.
- State the overall purpose of the task.
- Identify the positions of the person(s) ultimately responsible for the task being carried out successfully.
- Identify the positions of the person(s) directly involved in the task.
- Identify any documents / records needing to be updated as a result of the task being carried out.
- Have a list of the steps to be carried out to perform the task. Each of these steps should be written in as explicit a fashion as possible.
- Have a list of possible contingencies and the actions to be taken should they arise.

To Compile a Procedure

1. Discuss the task with the person(s) most familiar with it.
2. Discuss with other staff members directly or indirectly involved / affected by the task.
3. Collectively analyse the current system for carrying out the task and identify strengths and areas that could be improved.
4. Once the system is agreed, break it down into a sequence of discrete actions and write these down.
5. Test the procedure steps on someone not familiar with the task.
6. Get feedback and revise if necessary.
7. Once agreed and tested, the steps are finalised.

How to Write a Policy Statement

A policy is a statement that serves as a guideline for dealing with a recurring issue. A clear policy statement promotes consistency, reduces uncertainty and reduces poor decision-making. Policy is made at different levels; some policies may be developed nationally or regionally such as an Equality Policy, while others need to be locally developed such as a Health and Safety Policy or Disciplinary Policy. Clear policies allow for time to be saved, as lengthy discussion need not take place each time issues recur. A policy statement is a resource that supports centres in dealing with difficult situations and which provides a reference point for staff, learners and the wider community. Policy development provides the opportunity to involve learners, parents and key organisations with specific expertise in developments within the centre.

A Policy statement should…

- Be in harmony with the Centre's Mission, Aims and Objectives
- Be specific, clear and jargon free
- Be the product of collaboration and consultation
- Present a clear description of what is required of the group or individuals named in the policy
- Accessible to all who need to operate within it
- Outline how the policy should be monitored and reviewed

To Compile a Policy

1. Discuss the issue with the people most familiar with the issue.
2. Discuss the issue with others who are directly or indirectly involved with the issue.
3. Collectively analyse the current system for dealing with the issue, if any, and identify strengths and areas that could be improved.
4. Allocate the task of writing a policy statement (See framework outlined below)
5. Circulate the policy statement for comment to all who were involved in drawing it up
6. Examine feedback and revise if necessary.
7. Once agreed, the policy is stored in an agreed location within the centre.

A Framework for Writing Policy Statements

A well formulated policy statement would:

- **Name** the policy issue or aspect of centre life to which it relates
- **Name** the scope of the policy- whole centre, specific subject area, specific activity
- Be clearly related to the centre's aims, objectives and mission
- Provide a rationale for the policy
- Specify the objectives of the policy
- Specify the content of the policy
- Specify the roles and responsibilities of all who are involved in the development, implementation, monitoring and review of policy in this area of centre life
- Specify success criteria by which the effects of the policy will be gauged
- Specify monitoring personnel and procedures
- Specify review procedures
- Specify a time-frame for the review of the policy

Monitoring Form

Specific Action

____

____

____

____

Date of this report: ____

Progress to date

Any difficulties encountered

Changes to action agreed

Is action on target for completion on due date?

If not, what is new projected completion date?

When is next monitoring form due?

Signed: ____

Person responsible for monitoring

Sample Timetables for 5 Facilitated Sessions

Session 1

9:30	Welcome and Introductions
9:40	Facilitator Outlines Day
9:50	Introduction to Planning Process
10:10	Hopes and Fears, Ground-rules
11:00	Tea / Coffee Break
11:20	Tasks Involved in Planning Process
12:40	Outline Afternoon Activities
1:00-2:00	LUNCH
2:00	Review Centre Mission Statement, Aims and Objectives
3:15	History of Centre
4:30	Finish

Session 2

9:30	Welcome
9:35	Facilitator Outlines Day
9:45	SCOT Analysis
11:00	Tea / Coffee Break
11:20	Introduce Main Centre Review
11:30	Review Section 1 (Organisational Management)
12:00	Feedback Section 1
12:15	Review Section 2 (Personnel and Development)
12:45	Feedback Section 2
1:00-2:00	LUNCH
2:00	Review Section 3 (Learning Environment)
2:30	Feedback Section 3
2:45	Review Section 4 (Programme)
3:15	Feedback Section 4
3:45	Facilitator Sums up Overall Results of the Day
4:00	Check Preparations for Reviews Involving Other Stakeholders
4:30	Finish

Session 3

9:30	Welcome
9:35	Facilitator Outlines Day
9:45	Feedback from Main Centre Review
9:50	Feedback from Learner Review
10:10	Feedback from Management Review
10:30	Feedback from Administration Review
10:50	Feedback from Parents and Community Review
11:10	Tea / Coffee Break
11:30	Prioritise Areas for Action (small groups)
12:30	Groups Compare Priority Areas and formulate one list in order of importance
1:00-2:00	LUNCH
2:00	Start Filling in Action Templates
3:30	Feedback
4:00	Check Progress on Various Tasks
4:30	Finish

Session 4

9:30	Welcome
9:35	Facilitator Outlines Day
9:45	Continue to Document Actions (Action Templates) and Feedback to Group
11:00	Tea/Coffee Break
11:20	Continue to Document Actions (Action Templates) and Feedback to Group
1:00-2:00	LUNCH
2:00	Continue to Document Actions (Action Templates) and Feedback to Group
2:30	Agree Annual Actions
3:00	Set Actions Into a Timeframe
4:00	Check Progress on Tasks
4:30	Finish

Session 5

9:30	Welcome
9:35	Facilitator Outlines Day
9:45	Outline of Process to Date
10:00	Planning Team Review First Draft of Plan
11:00	Tea/Coffee Break
11:20	Planning Team Review First Draft of Plan
1:00-2:00	LUNCH
2:00	Planning Team Review First Draft of Plan
3:00	Finalise Implementation, Monitoring and Evaluation Arrangements
3:30	Agree Distribution Options
4:00	Closure
4:30	Finish

EVALUATING THE CENTRE DEVELOPMENT PLANNING PROCESS

The Centre Development Planning Process requires the investment of time and energy by the stakeholders who are involved, and in particular by the Planning Team members. It is important to examine the stakeholders' experience of the process and to assess its usefulness to the centre. The Facilitator will ask each participant to complete an evaluation sheet.

Evaluation Questionnaire
Centre Development Planning Process

Please complete this questionnaire, as your feedback will help to improve the Centre Development Planning guidelines and process.

Centre Name:____ Date: __________________

Name of the Facilitator:____

To score each of the areas listed below simply circle the score.
1 = poor   2 = fair   3 = good   4 = very good   5 = excellent

Facilitator	Score				
Introduction to process	1	2	3	4	5
Use of Energisers/ Games/ Icebreaker	1	2	3	4	5
Communication skills	1	2	3	4	5
Ability to encourage interaction	1	2	3	4	5
Listening skills	1	2	3	4	5
Ability to involve all participants	1	2	3	4	5
Knowledge of subject/ theme	1	2	3	4	5
Ability to clarify points	1	2	3	4	5
Ability to keep group focused	1	2	3	4	5
Confidence	1	2	3	4	5
Ability to motivate group	1	2	3	4	5
Overall planning	1	2	3	4	5
Time management	1	2	3	4	5
Closure	1	2	3	4	5

Please add any other comments with regard to the facilitation of the process

____

____

____

____

____

Content/Structure of Process

Various stakeholders had different levels of involvement in the Centre Development Planning Process. Only score the activities in which you were directly involved.

In order to score the usefulness of each of the exercises / activities listed below please circle score.
1 = useless   2 = not very useful   3 = fairly useful   4 = very useful   5 = extremely useful

Session 1: Introduction to Process	Score				
Background to the Quality Framework	1	2	3	4	5
Introduction to Centre Development Planning Process	1	2	3	4	5
Hopes and Fears	1	2	3	4	5
Ground Rules	1	2	3	4	5
History of Centre	1	2	3	4	5
Review Centre Mission, Aims and Objectives	1	2	3	4	5
Agreeing Format of the Plan	1	2	3	4	5
Allocating Tasks	1	2	3	4	5
Planning Reviews	1	2	3	4	5

Comments on Session 1:

Session 2: Main Centre Review	Score				
SCOT Analysis	1	2	3	4	5
Review of Quality Standards - Worksheet	1	2	3	4	5

Comments on Session 2:

Session 3: Feedback from Reviews, Prioritise Areas for Action & Start to Document Specific Actions	Score				
Feedback from Reviews	1	2	3	4	5
Prioritise Areas for Action	1	2	3	4	5
Documenting Actions using the Action Templates	1	2	3	4	5
Check Progress on Tasks	1	2	3	4	5

Comments on Session 3:

Session 4: Finalising Action Templates & Agreeing Timeframe	Score				
Continue to Document Actions Using Action Templates	1	2	3	4	5
Agreeing Annual Actions	1	2	3	4	5
Drawing Up an Implementation Timeframe	1	2	3	4	5
Check Progress on Tasks	1	2	3	4	5

Comments on Session 4:

Session 5: Reviewing First Draft of Plan	Score				
Outline of Process So Far	1	2	3	4	5
Planning Team Review First Draft of Plan	1	2	3	4	5
Finalise Implementation, Monitoring & Evaluation Arrangements	1	2	3	4	5
Discuss Distribution Options	1	2	3	4	5
Closure	1	2	3	4	5

Comments on Session 5:

Please comment on your overall experience of the Centre Development Planning Process:

What do you recommend could improve the Centre Development Planning Process?

Please recommend any improvements that could be made to the Guidelines for Centre Development Planning:

Any other comments:

Thank you for your co-operation

Accountability:
Obligation to account for one's actions, or willingness to accept responsibility.

Admission:
The process of admitting a learner into the programme.

Assessment:
An exercise such as a written test, portfolio, or experiment that seeks to measure a learner's skills, knowledge or competencies.

Centre Development Planning (Strategic Planning):
The process of reviewing the centre's purpose and activities with a view to setting out a clear direction and concrete goals for the future.

Certification:
A formal written statement of standards achieved by an individual as part of an education or training programme.

Completion Rates:
The number of learners who complete a programme of education and training expressed as a percentage of the number of learners who commenced the programme concerned.

Ethos:
The fundamentals and distinctive character of a centre reflecting beliefs and principles that guide the work.

Evaluation:
The process of examining centre's practice with regard to the Quality Standards, acknowledging success and identifying areas and specific actions for improvement.

Evaluation Criteria:
Statements of how Quality Standards are made operational.

Facilitator:
Person who provides facilitation services to a centre. The facilitator helps the centre to move through a particular process.

Individual Learning Plan:
A plan of learning tailored to the learner's specific needs and abilities, written by staff in conjunction with the learner, which sets out broad goals for the learner to reach.

Induction:
Formal information and training provided to a learner or member of staff during their initial period in the centre.

Initial Assessment:
A process undertaken with new learners that will determine their ability, interests and needs for the purpose of developing and implementing an individual learning plan. The process may involve collecting information from other individuals or organisations in order to create a more complete picture of the learner's situation.

Interculturalism:
A principle that underpins educational policy and requires that educational policy and practice be framed in the context of serving a diverse population as opposed to a uniform one.

Learning Environment:
All of the physical surroundings, psychological or emotional conditions and social or cultural influences affecting the growth and development of a learner.

Mission Statement:
This sets out the fundamental purpose of an organisation and what it hopes to achieve.

Monitoring:
A process of tracking and recording the implementation of Quality Standards, policies, procedures and centre plans.

Personnel:
The body of persons employed by the organisation. May include Director/ Co-Ordinator, teachers and other centre staff.

Progression:
The process by which learners transfer from the centre to another programme of education and training, employment or any other relevant option.

Quality Assurance:
The system(s) put in place to establish, maintain and improve the quality of all the key aspects of the work in centres.

Quality Standards:
Statements outlining the key elements of a quality programme.

Referral:
To direct towards a source of help, information or service.

Social Environment:
Social and cultural patterns and processes that influence the environment in the centre.

Staff Support:
A structured system of providing opportunities for staff to discuss problems relating to their work on an individual or group basis leading to problem solving and issue resolution.

Stakeholder:
Individuals or organisations that have a key interest in, and a responsibility for the success of the centre.

Transparency:
The quality of being clear and easy to understand.

Vocational Education Committee (VEC):
Regional management body responsible for YOUTHREACH and Senior Traveller Training Centres.

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