#  Selecting Areas for Evaluation.

## To be completed by each member of staff

Please select 5 Quality Standard Areas – excluding QA 23 which is mandatory that you would wish to be included in the annual Centre Evaluation and Planning session.

**Do not** include areas 5/6 as they will be reviewed outside the two day process annually.

\*Quality Area 17 Evaluation of the SEN Initiative in SENI centres will be evaluated external to the CEIP Process annually **by all SENI centres**

Please prioritise your selection by scoring the areas selected between1-5 **\*1 = high priority**

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| **Quality Areas** | **Select areas and indicate score here**  |
| Section One: Organisational Management |  |
|  | Ethos |  |
|  | Evaluation and Planning |  |
|  | Communication and Links with the Community |  |
|  | Transparency and Accountability |  |
|  | Administration and Financial Management |  |
|  | Record Keeping |  |
|  | Health and Safety |  |
|  | Premises |  |
|  | Equipment |  |
| Section Two: Personnel and Development |  |
|  | Staff Team |  |
|  | Staff Recruitment and Induction |  |
|  | Staff Development and Training |  |
|  | Staff Support |  |
|  | Critical Incident Planning |  |
|  | Support Services and Practices  |  |
|  | Implementation of the WEB Wheel model in centres |  |
|  | \*Evaluation of the SEN Initiative in SENI centres |  |
| Section Three: Learning Environment |  |
|  | Child Protection and Safeguarding Policies and Practices |  |
|  | Code of Behaviour |  |
|  | Equality and Interculturalism |  |
|  | Implementation and Evaluation of a systematic approach to Soft Skills Development |  |
| Section Four: Programme |  |
|  | Programme Development and Delivery |  |
|  | Teaching and Learning | Mandatory |
|  | Recruitment of Learners and Admission |  |
|  | Initial Assessment, Induction and Review |  |
|  | Learning Assessment and Certification |  |
|  | Support Structures for Learners |  |
|  | Language, Literacy and Numeracy |  |
|  | Social, Personal and Health Education |  |
|  | Work Experience |  |
|  | Transfer and Progression |  |