

# OPERATING STANDARDS for Community Training Centres



**msletb**

Bord Oideachais agus Oiliúna  
Mhaigh Eo, Shligigh agus Liatroma  
Mayo, Sligo and Leitrim  
Education and Training Board



Cómhaoiniú ag an  
Aontas Eorpach  
Co-funded by the  
European Union



Rialtas na hÉireann  
Government of Ireland



**msletb**

Bord Oideachais agus Oiliúna  
Mhaigh Eo, Shligigh agus Liatroma  
Mayo, Sligo and Leitrim  
Education and Training Board

	<b>Introduction</b>	<b>01—03</b>
<b>1.</b>	<b>ETB Policy</b>	<b>04—06</b>
1.1	ETB Aim	
1.2	ETB Objectives	
<b>2.</b>	<b>Organisational Structure</b>	<b>07—15</b>
<b>3.</b>	<b>Operational Arrangements</b>	<b>16—28</b>
3.1	Overall Arrangements	
3.2	Business Plan & Contract	
3.3	Financial	
3.4	Float	
3.5	Insurance	
3.6	Administrative Procedures	
3.7	Interviewing & Recruitment of Applicants for Training	
3.8	Registration & Learner Record Document	
3.9	Induction of Learners	
3.10	Training Records	
3.11	Early Termination/Late Terminations/Extensions	
3.12	Progression/Placement/Outcome Objectives	
3.13	Project Work	
3.14	Learner Holidays	
3.15	Learner Sick Leave	
3.16	Income	
3.17	Monitoring	
3.18	Evaluation	
3.19	Assessment & Certification	
3.20	Presentation of Certificates	
3.21	Visitors to Programmes	
3.22	Overseas & Other Programmes (Matching Funding)	
3.23	Staffing Level & contribution to Staff Costs	
3.24	Travel & Subsistence	
3.25	Claims, Payments, and Purchasing Procedures	
3.26	Signage & Printed Material (EU Acknowledgement Criteria)	
3.27	Government Regulations	
<b>4.</b>	<b>Recruitment, Training &amp; Development of Community Training Centre Personnel</b>	<b>29—34</b>
4.1	Operational Ratios-Class size	
4.2	Selection of New Staff	
4.3	Directors and Staff Training and Development	
4.4	General Managers Training and Development	
4.5	Instructor Development	
4.6	Clerical Staff Development	
4.7	Representative Organisations	

<b>5.</b>	<b>Safety Health and Welfare</b>	<b>36—37</b>
5.1	Safety, Health & Welfare at Work Act 1989	
5.2	Safety Statement	
5.3	Essential for all Staff	
5.4	Injury Reporting	
5.5	Work Breaks etc.	
<b>6.</b>	<b>Equal Opportunities Policy</b>	<b>38—39</b>
<b>7.</b>	<b>Standards for the Protection of Young Persons in Community Training Centres</b>	<b>40—48</b>
7.1	Introduction	
7.2	Definition of 'Child'	
7.3	Definition of Child Abuse and Neglect	
7.4	Health Service Executive Responsibilities	
7.5	Initial Steps	
7.6	Preparing Procedures	
7.7	Designated Individual	
7.8	Recruitment and Selection of New Staff	
7.9	Clearance Checks	
7.10	Staff Induction Programme	
7.11	Dealing with Suspicions & Allegations of Child Abuse	
7.12	Handling Allegations, Disclosures or Suspicions where are not directly linked to the project	
7.13	Handling Allegations, Disclosures or Suspicions made against Community Training Centre Staff or Board of Directors	
7.14	Learner Grievances & Discipline	
7.15	Sexual Harassment	
<b>8.</b>	<b>Financial Administration</b>	<b>49—57</b>
8.1	General	
8.2	Financial Records	
8.3	Bank Account	
8.4	Cash Receipts	
8.5	Cheque Payments	
8.6	Petty Cash	
8.7	Bank Reconciliation (Procedure, Bank A/C Preparation, Reconciliation, Balance)	
8.8	Tax Clearance	
8.9	Wages & Salaries	
8.10	Learner Costs	
8.11	Monthly Financial Return	
8.12	Income	
8.13	Purchasing Procedures	
8.14	Purchase of Equipment/Refurbishment Materials	

- 8.15 Year End
- 8.16 Financial Monitoring
- 8.17 Third Party Returns
- 8.18 Temporary staff

## 9. List of Appendices

58—138

- 1 Key Performance Indicators Document
- 2 Business Planning
- 3 Training Specifications
  - a) QA 58/01
  - b) Individual Learning Plans
- 4 Standard Contract
- 5 Tax Clearance Form TCI (Available from Local Revenue Commissioner's Office)
- 6 Learner Registration (Sample Forms)
  - a) Learner Allowance Entitlement
  - b) Learner Commencement Form
  - c) Revision to Expected Finish Date
  - d) Termination/Late Placement Notice
- 7 Community Training Centre Registration Form (Sample)
- 8 Safety And Insurance Forms
  - a) Certificate of Safety & Insurance Inspection (Internal ETB Use)
  - b) Insurance Renewal Form (Internal ETB Use)
  - c) In-Company Insurance Letter
- 9 Financial Documentation
  - a) Monthly Administration Claim Form
  - b) Monthly Bank Reconciliation Form
  - c) Staff Salary & Wages Form
- 10 Overview of Community Training Centre Range of Programme Options
- 11 Community Training Centre Tracking System Samples
- 12 Purchase Order Form (Sample)

# INTRODUCTION

---



## 1. INTRODUCTION

Since 1977, Community Training Centres have been involved in innovative training for marginalised groups in Irish Society. The ETB acknowledges the central role that Community Training Centres have in the delivery of services to marginalised unemployed job seekers, who would otherwise have been excluded from active participation in both the workforce and in society.

Since the introduction of the Social Guarantee in 1985, and of YOUTHREACH in 1988, the main focus of Community Training Centres has been on Early School Leavers. It is intended that Community Training Centres should continue to adapt to meet the ongoing needs of the disadvantaged, including young people under 21 years of age at risk, especially early school leavers. Other young people under the age of 25 who are similarly at risk form the second priority group. This is to enable them compete for jobs, further education and specific skills training.

In the above context, and as agreed locally, Community Training Centres will provide progression type training for such disadvantaged groups and job seekers who have not yet obtained a secure foothold in the labour market. Also, and uniquely, it is accepted that Community Training Centres will work with each learner to help him/her identify and develop to their maximum potential and at their own pace, including the opportunity to have access to and transfer to ETB mainline courses.

These Operating Standards have been developed by a Working Group representative of the Boards, General Managers, staff of Community Training Centres, and of FÁS and are intended to be used as a working document which forms a common reference point for the operation of Community Training Centres. It attempts to ensure the implementation of best practice and the terms agreed in "Working for Change" in 2003, and the maximum utilisation of resources for the benefit of the Learner.

Where any of the procedures in these Standards require clarification, the Centre Management should in the first instance contact local ETB management who may then consult others, should it be necessary or useful.

It is proposed to formally review the document in the future, and your experience of implementing the Standards that follow will be invaluable in this exercise.

## INTRODUCTION

The ETB acknowledges the significant contribution and assistance given by the following in developing these Standards.

### Working Group - Operating Standards

Frank Kelly, Chair, FÁS Community Services  
Paula Banks, FÁS Community Services  
Paddy Carleton, FÁS Community Services  
Fran Fitzgibbon, Community Based Training Support Unit, FÁS  
Patrick Kivlehan, Finance and Administration Unit, FÁS  
Liz Neary, Employment Services, FÁS  
Alan Davis, Mayfield Community Training Centre, Cork  
Brendan Roantree, Tralee Community Training Centre  
Eleanor O'Boyle, Galway City Community Training Centre  
Frank Cullen, DunLaoghaire Community Training Centre  
John Furey, Board of Management, St. Vincents, Dublin  
John Clohessy, Board of Management, Mayfield, Cork

### Secretary – Co-ordinator

Karen Fallon, FÁS Community Services

### Working Group - Quality

Clare Wynne, Chair, FÁS Community Services  
Martin Kelly, FÁS Community Services  
John O'Neill, FÁS Community Services  
Cathy English, Community Based Training Support Unit, FÁS  
Veronica Cleary, Curriculum & Quality Assurance, FÁS  
Albert Myers, Magnet Community Training Centre, Dundalk  
Cathal Hughes, G & K Community Training Centre, Cork  
Tony Hannon, Liberties Community Training Centre, Dublin  
Ken Smartt, St. Vincents Community Training Centre, Dublin  
Oliver Flood, Board of Management, Dundalk Community Training Centre  
Mary Corridan, Discovery Centre Community Training Centre, Darndale, Dublin

### Working Group - Key Performance Indicators

Larry Kelly, Chair, FÁS Community Services  
Danny Carr, FÁS Community Services  
John Evers, FÁS Community Services  
Guss O'Connell, Community Based Training Support Unit  
Tadhg McCarthy, Curriculum and Quality Assurance, FÁS  
Kathleen Kramer, Newbridge Community Training Centre  
Estelle Webb, Kilemore Community Training Centre  
Dan Gallagher, Board of Management, Thurles Community Training Centre  
Michael Touhey, Athlone Community Training Centre  
John Wall, Board of Management, Tralee Community Training Centre

Reiltín McCall, Executive Director, IACTO

# ETB POLICY

---

1.1 ETB Aims

1.2 ETB Objectives



### 1. ETB POLICY FOR COMMUNITY TRAINING CENTRES.

With the development of community based learning, training and support for other groups in the labour market, the ETB seeks a positive role and partnership relationship with Community Training Centres. The new operating standards will facilitate the achievement of the following objectives:

- A partnership and collaborative approach, as set out in the productivity agreement, to meeting in a flexible manner local and Learner needs.
- To strengthen the quality of outputs of Centres in terms of training outcomes and standards.
- To facilitate the use, by the ETB and the Community, of Community Training Centres as facilities for delivering a wide range of educational, training and development programmes which will be mutually agreed.
- To make available to all Community Training Centres, where possible and as budgetary constraints allow, the necessary resources, personnel and facilities to enable Community Training Centres to carry out the agreed programme. The agreed programme will flow from the Community Training Centre's Strategic Plan and annual Business Plan.
- To provide a framework within which the ETB and Community Training Centres can collaborate in identifying and providing for the needs of very marginalised and disadvantaged young people.
- To maximise the utilisation of resources in Community Training Centres for the benefit of the Learners.

#### 1.1 ETB Aims

It is the intention of the ETB that Community Training Centres should, within the overall context of partnership and collaboration be recognised as:

- Providing a resource for community based training programmes for mutually agreed target groups;
- Being responsible for outcomes and standards of programmes which they deliver;
- Being self managing units with clearly defined roles and responsibilities;
- Having the flexibility to respond to local needs as they emerge, and as mutually agreed with the ETB from time to time.

#### 1.2 ETB Objectives

It is the intention of the ETB that the above policy and aim be pursued through the following overall objectives:

- To deliver services relevant to the needs of Early School Leavers who otherwise would find it difficult or impossible to avail of ETB training services and would therefore be excluded from active participation in both the workforce and society.

- To facilitate the ETB and the community's need for local delivery of a wide range of programmes.
- To operate to an agreed mechanism through which accountability for funding can be structured and which will facilitate funding of different types of development programmes for the agreed learners.
- To continuously improve training outcomes in accordance with the ETB Quality Assurance Procedures or Regulation of Programme Development Delivery and Review, (Community Training Quality Assurance Procedures) the ethos of the Community Training Centre, and the potential of each Learner.

# ORGANISATIONAL STRUCTURE

---

### 2. ORGANISATION STRUCTURE, ROLES AND RESPONSIBILITIES

The Community Training Centre operates through the co-operation, partnership, and commitment of several parties:

ETBs, as outlined in Section 1, ETB Policy, contribute to the joint Department of Education and Skills YOUTHREACH Programme through the provision of funding and support to the national network of Community Training Centres. They also provides a quality assurance framework, and other guidance, to ensure that outcomes for Learners are appropriate, and in line with the objectives of the YOUTHREACH Programme and of the ETB Strategic Plan.

#### Board of Directors

The Board is responsible for the overall governance of the Community Training Centre, and for the employment of its General Manager and Staff.

#### IACTO

The Irish Association of Community Training Organisations is the recognised employer body for the Boards of Directors of Community Training Centres. Its role includes the provision of assistance to Boards through advice, guidance and support, and this role is acknowledged by the ETB and SIPTU.

#### General Manager

Reporting to the Board, a General Manager will be appointed in each Community Training Centre. This person will be responsible for the management of the Community Training Centre, including budgets, development, and delivery of services.

#### Staff of the Community Training Centre

Staffing levels will be agreed between the ETB and the Community Training Centre in accordance with the attainment of utilisation factors. The training needs of the client group and the resources available will be the primary determining factors. A staff training and development policy will be in operation in each Community Training Centre in accordance with Community Training Centre's Policy for Staff Recruitment and Development.

#### The Board of Directors

A legally incorporated non-profit making structure is required for the operation of the Community Training Centre. Each Centre will have a Board of Directors that is broadly representative of the community. The names of the Directors responsible for the Centre should be available to the ETB and any subsequent changes should be notified in writing to the ETB. One person, it may be the chairperson, should be nominated as liaison between the Board and the ETB. A structure and procedure should be created for choosing and vetting new board members.

Examples of local involvement include:

Education

Trade Unions

Employers

Local Development

Local Voluntary Groups, such as Community Council, Local Residents as individuals, Rotary, Junior Chamber ICA etc.

### The duties of the Board of Directors to include responsibility for:

Strategic and Business Planning  
Staffing  
Training, Certification & Quality  
Placement, Progression of Learners  
Administration  
Health, Safety & Welfare  
Monitoring  
Evaluation  
Annual Review  
Control of Assets  
Preparation & presentation of the Annual Report  
Financial Control  
Compliance with all Relevant Legislation, and insurance requirements

The Board should comprise of approximately eight members plus a Chairperson. A grouping of this size should lead to an effective operating body, although the details of individual Boards will be agreed locally.

It is essential to have an active and effective Chairperson who ensures that the Board does not lose contact with the Centre and the reasons for which it was initiated. All Directors are there for the purpose of providing help and expertise and each will make a substantial input into the successful running of the Centre. Care should be taken in the establishment of the Board to ensure that conflicts of interest do not exist.

### Boards of Directors will work in Partnership with their staff and the ETB:

- To provide a level of training and services to learners, which is consistent across the sector, to an agreed standard consistent with the highest national and international practice while allowing for, and addressing local needs.
- To operate their services in a manner which is needs based, quality driven and gives value for money so that available resources are utilised for the maximum benefit of Learners.
- To acknowledge, develop and promote the models of good practice that have developed within Community Training Centres.
- To facilitate staff flexibility in recognition of the need for ongoing change and continuous development at local level.
- To work with their staff, and the ETB to identify and implement performance indicators for evaluating training outcomes.

### Functions that under the terms of these Operating Standards are to be performed by the Board of Directors may, with the consent of the ETB be delegated to the General Manager of the Centre or such other.

- As employers each Board of Directors has responsibility for implementing national agreements negotiated on behalf of Community Training Centre staff that may be agreed from time to time in accordance with prescribed procedures, and available funding.
- It is the responsibility of each Community Training Centre's Board of Directors to respond to staff requests in an appropriate and professional manner, within agreed industrial relations protocols and contractual obligations.
- It is the responsibility of individual Community Training Centre Boards of Directors to ensure that they operate within legislative requirements, including obligations in respect of Equality, Organisation of Working Time, Health and Safety and Childcare provisions.

## SECTION TWO

- It is the responsibility of individual Community Training Centre Boards of Directors to ensure that each staff member has been issued with a Contract of Employment and relevant job description.
- It is the responsibility of individual Community Training Centre Board of Directors to ensure that the written policy and procedures are issued to staff.
- It is the responsibility of individual Community Training Centre Boards of Directors to ensure that personnel records are kept in accordance with legislative requirements.
- Individual Community Training Centre Boards of Directors have a responsibility to communicate with IACTO and the ETB in relation to staffing issues in accordance with agreed procedures.
- As per the Community Training Workshop Operating Standards, individual Community Training Centre Boards of Directors will implement the Recruitment Standards as agreed with the ETB and IACTO, including the public advertising of new vacancies, and appropriate starting salaries.

### The General Manager

The Board will employ a General Manager, and:

- In future recruitment, General Managers will hold at least a recognised degree level qualification or equivalent and significant management experience.
- The Community Training Centre General Manager will be provided with written Job Description and Employment Contracts.
- General Managers, under the direction of, and accountable to, the Board of Directors will be responsible for the management of a Community Training Centre, including budgets, development and delivery of services.
- General Managers will work a minimum of 35 hours per week in a flexible manner that may include evenings and other times, in accordance with the service needs.
- General Managers shall advise and prepare regular reports to their Boards of Directors and the ETB as appropriate.
- General Managers will liaise with the ETB at local and national level in accordance with agreed protocols.
- General Managers will work with Boards of Directors and staff to plan, develop, and monitor the total service provision of a Community Training Centre to ensure that it is needs based, quality driven, and provides for the maximum utilisation of resources, including staffing resources.
- In furtherance of this objective under the direction of the Board of Directors and in consultation with staff, the ETB and other service providers, General Managers shall develop a 3-year strategic development plan for the provision of Community Training Centre services.
- General Managers will work with Boards of Directors, Staff and the ETB to identify, develop, plan and evaluate responses to training needs, including the identification and implementation of performance indicators for training outcomes.
- General Managers shall manage and co-ordinate the provision of a variety of training options, both in house and industry based e.g. Linked Work Experience (LWE), including new training programmes and methods of delivery in an integrated manner, based on identified needs in accordance with best international practice.
- General Managers will work with Boards of Directors, staff and the ETB to implement a Quality Assurance Framework for the delivery of Community Training Centre services.

## SECTION TWO

- General Managers will work with Boards of Directors, staff and the ETB to develop, implement and evaluate appropriate monitoring systems that track Learner progress throughout their time in the Community Training Centre and for at least a 6-month period after their departure.
- General Managers will organise and manage agreed supervision practices for sick/absent colleagues and during lunch breaks in accordance with best Health and Safety Practice.
- General Managers will organise and manage the integration of services for new and emerging client groups that may be determined from time to time.
- General Managers will liaise with other community groups, state agencies and service providers in the planning and provision of integrated services for locally identified training needs.
- General Managers will commit to up-skill and retrain themselves in response to changes in the training environment.
- General Managers will commit to ongoing change and recognise the need for local flexibility in order to respond to new and emerging training needs in the community.
- The General Manager, under the direction of their Board of Directors, will have responsibility for the promotion of and responses to new and emerging national policy initiatives and services, including the Educational Welfare Service, Life Long Learning, Social Inclusion, Equality and others as may be determined from time to time.

### Staffing:

- Staffing levels will be agreed between the ETB and each Community Training Centre, in accordance with the attainment of utilisation factors. The training needs of the client group will be the determining factor.
- Subject to demand and the needs of the target groups, individual Community Training Centres will continue to operate at their current staffing levels. The provision for additional sessional/specialist staff will be in accordance with the maximum utilisation of resources and provided for in annual plans and budget submissions.
- Community Training Centres will facilitate staff training and development in accordance with identified training needs of the client group and the maximum utilisation of resources, subject to available funding.
- Community Training Centres will prepare and implement a staff training and development policy.
- Annual staff training and development programmes that include provisions for in-service/additional skills training for individual staff members will be fully costed and form part of annual budget submissions.
- Community Training Centre Instructors in agreement with management may avail of up to 10 working days per annum for team training, programme planning and evaluation, attendance at seminars and other programme related matters. Provision will be made through appropriate staff scheduling, additional learner holiday provisions and will be reflected in annual plans and budget submissions.

### Service Delivery:

- Community Training Centres will operate an integrated approach to the delivery of services. They will ensure that training is delivered in a flexible manner and in a format directly related to the needs of the individual.
- Each Community Training Centre will provide a range of services, which complement other services locally, and which address the needs of Early School Leavers, older unemployed and other client groups that may be determined from time to time.
- Community Training Centres will actively engage with other service providers in the planning, development and monitoring of local service provision.
- Individual Community Training Centres will organise services based on the matrix of training needs of their registered learner group, and will operate flexible opening hours to suit client needs.
- Community Training Centres will provide a variety of training options including new training programmes, methods of delivery, modular training options and flexible delivery times, based on locally identified needs and in accordance with the best international practice. Reference Qualifications (Education and Training) Act 1999.
- Each Community Training Centre will be committed to implementing the ETB Quality Assurance Policy to meet the requirements of the Qualifications (Education and Training) Act 1999 and subsequent Awards Council requirements in relation to quality assurance of training provision and validation of programmes.
- Community Training Centres will, through the rostering of core staff, and/or using Advocacy within the confines of that service or an alternative approach and within agreed National Standards, actively track learners for a period of at least 6 months after their completion date. See Appendix 11
- Community Training Centres will participate in the implementation of a Quality Assurance Framework and the implementation of the current Operating Standards for the delivery of all Community Training Centre provision.
- Community Training Centres will participate with the ETB in the review, implementation, and management of performance measures/indicators as a means of setting targets and evaluating training outcomes. The measures will be in accordance with nationally approved Standards and include recognised assessment methods and certification.
- Community Training Centres will work to promote new and emerging national policy initiatives and services including, the concept of Social Inclusion, Life Long Learning, Equality and the Educational Welfare Service.
- Community Training Centres must be committed to full and ongoing co-operation with change and the need for continued adaptation and flexibility to maintain and improve the provision of services.



### Objective 1

*All Boards of Management/Community Training Centres will implement the ETB Quality Assurance Policies*

### Key Performance indicators

- 1.1 FETAC requirements as contained in the Quality Assurance Policy.
- 1.2 Other Quality Assurance Systems as agreed in place and requirements met.

### Operational Ratios – Class size.

The training needs of the target group will be the determining factor for class size. Some flexibility is allowed and deviations can be negotiated with the ETB locally on a case-by-case basis. Norms are as follows: Induction, Targeted inputs: 5:1

- Choices: 8:1
- Foundation Level, Progression Level: 10:1
- Bridging, Pre-Apprenticeship: 12-15:1
- Others, by arrangement with the ETB locally.

### Instructors:

Community Training Centre Instructors will be provided with written Job Description and Employment Contracts that will include reference to the following:

- In future recruitment, Community Training Centre Instructors will hold at least a recognised diploma/ trade qualification.
- Community Training Centre's full time Instructors will be rostered for 35 hours per week, with a maximum of 32.5 learner contact hours. The remainder to be availed of for related work, which may include administration and/or other managerial duties where appropriate.
- Instructors to work a flexible 35 hour week suited to training needs, which may include evening training, outings out of hours, and other related duties.
- Instructors to deliver flexible training options, in accordance with a learner centred service, which may include assorted ratios, modular training and other programme developments.
- Instructors to work with management and the ETB to implement a Quality Assurance Framework for the delivery of Community Training Centre services.
- Instructors to work with management and the ETB in the planning, delivery and evaluation of appropriate responses to training needs, including the identification and implementation of performance indicators for training outcomes.
- Instructors to provide locally agreed supervision practices for sick/absent colleagues and during lunch break in accordance with best Health and Safety Practice.
- Instructors to work with management, the ETB and other staff members to develop, implement and evaluate appropriate monitoring systems that track learner progress throughout their time in the Community Training Centre and for at least a 6-month period after their departure.

- Instructors to draft reports for Management as may be determined from time to time.
- Instructors to integrate IT based learning, literacy development and other new pedagogical skills and approaches including soft skill development.
- Instructors to commit to up-skill and retrain.
- Instructors to integrate services for new and emerging client groups, which may be determined from time to time.
- Instructors to outreach/liase with other community groups and state agencies in accordance with training needs as appropriate.
- Instructors to commit to ongoing change and recognise the need for local flexibility to respond to new and emerging training needs in the community.
- Community Training Centre staff members will work in an integrated manner, to promote and respond to new and emerging national policy initiatives and services, including the Educational Welfare Service, Life Long Learning, Social Inclusion, Equality and others as may be determined from time to time.

### Clerical Staffing:

Community Training Centre Clerical Staff will be provided with written Job Description and Employment Contracts that will include reference to the following:

- Based on a 90% utilisation of registered learners annually, 40 learners will be considered as the qualifying point for the higher clerical grade.
- In future recruitment, Community Training Centre Clerical staff will be required to be computer proficient.
- Clerical staff will work a flexible 35-hour week in accordance with identified needs.
- Clerical staff will provide the administrative support to compliment the planning, delivery and evaluation of appropriate responses to training needs, including the identification and implementation of performance indicators.
- Clerical staff will maintain financial and other records and reports as required.
- Clerical staff will provide the appropriate supports to management at local and national level to implement a Quality Assurance Framework for the integrated delivery of Community Training Centre services.
- Clerical staff will work with management and other staff members and provide the appropriate supports to develop and implement monitoring systems that track Learner's progress throughout their time in Training and during the 6-month period after their departure.
- Clerical staff will draft additional reports for the General Manager and Board of Directors as may be determined from time to time.
- Clerical staff will support the efficient maintenance and operation of management information systems and web sites where appropriate.
- Clerical staff will commit to up-skill and re-train in line with developments in their area of expertise.

## SECTION TWO

- Clerical staff will provide the necessary supports and cooperate with ongoing change and local flexibility to respond to new and emerging training needs in the community.
- Clerical staff will provide the administrative support necessary for Community Training Centres to respond to new and emerging national policy initiatives and services, including the Educational Welfare Service, Life Long Learning, Social Inclusion, Equality and others that may be determined from time to time.

# **OPERATIONAL ARRANGEMENTS**

---

- 3.1 Overall Arrangements**
- 3.2 Business Plan & Contract**
- 3.3 Financial**
- 3.4 Float**
- 3.5 Insurance**
- 3.6 Administrative Procedures**
- 3.7 Interviewing & Recruitment of Applicants for Training**
- 3.8 Registration & Learner Record Document**
- 3.9 Induction of Learners**
- 3.10 Training Records**
- 3.11 Early Termination/Late Terminations/Extensions**
- 3.12 Progression/Placement/Outcome Objectives**
- 3.13 Project Work**
- 3.14 Learner Holidays**
- 3.15 Learner Sick Leave**
- 3.16 Income**
- 3.17 Monitoring**
- 3.18 Evaluation**
- 3.19 Assessment & Certification**
- 3.20 Presentation of Certificates**
- 3.21 Visitors to Programmes**
- 3.22 Overseas & Other Programmes (Matching Funding)**
- 3.23 Staffing Level & contribution to Staff Costs**
- 3.24 Travel & Subsistence**
- 3.25 Claims, Payments, and Purchasing Procedures**
- 3.26 Signage & Printed Material (EU Acknowledgement Criteria)**
- 3.27 Government Regulations**

### 3. OPERATIONAL ARRANGEMENTS

#### 3.1 Overall Arrangements

Community Training Centres, within the context of the agreement to collaborate for the provision of programmes, will:

- Submit annually a Business Plan based on their Strategic Plan to the ETB in relation to the expected client groups, range of services and type of provision to be delivered, together with an estimate of the supports and resources required to carry out the work. This plan should be submitted no later than 30th November in the preceding year. This plan will have followed consultation involving the Board, General Manager, and staff in the Community Training Centre.
- Each new programme will require a training programme specification to be submitted to the ETB, indicating the level of staffing, programme content, duration, delivery mechanism, and accreditation. The current ETB specification required is the QA 58/01, as per the ETB Quality Assurance Procedures.
- Operate to a standards-based Learner's assessment system that will be mutually agreed with the ETB and directly linked to the programme and outcomes objectives.

#### Objective 2

*The Community Training Centre will maximise the utilisation of all resources to the benefit of the client group(s), as agreed with the ETB and other stakeholders and in accordance with agreed strategic and annual business plans.*

#### Key Performance Indicators

*2.1 Approved up to date Strategic plans in place, implemented and reviewed.*

*2.2 Approved Business Plans in place, implemented and reviewed.*

#### 3.2 Business Plan & Contact

On an annual basis the ETB will negotiate with each Centre to provide a defined number of places/days per programme for the needs of the mutually agreed client group. This annual review will commence in July for programmes commencing in January of the following year. An annual Business Plan will be agreed with the ETB. When a new programme is proposed and agreed with the ETB, a copy of the ETB Training Specification Standard No: QA 58/01 will be completed and forwarded to the ETB as part of the Business Plan. Where required, the ETB will provide technical assistance to Community Training Centre personnel regarding the preparation of training proposals and quality issues. This will be done with reference to Awarding bodies and National Quality Assurance Standards.

The programmes as contained in the Business Plan submitted to the ETB, and agreed between the parties, will form part of the Contract. The Centre's Board of Directors will ensure that the programmes are carried out in accordance with the Business Plan and secure prior agreement with the ETB of any proposed changes or amendments to the programmes.

The Contract consists of:

**3.2.1.** The Body of the Contract which details the overall terms and conditions.

### 3.2.2. A copy of the agreed Business Plan, including staff rosters, budget proposal and programme activity.

Two copies of the Contract to “collaborate”, as in 3.2.1 above, will be issued. The Body of the contract will be signed by the ETB and the Board of the Community Training Centre. One copy is retained by the Community Training Centre and one returned to the ETB.

The Contract between the Board and the ETB can only be signed by a member of the Board of Directors who is also a director of the Limited company.

The specifics of the activity schedule, which will be provided for each new programme, reference 3.2.2 above, and which will be reviewed annually are as follows:

- Target Groups.
- Programmes to be provided.
- Methodology to be used.
- Standards to be achieved.
- Certification to be availed of.
- Approach to be adopted for recruitment of learners.
- Duration of training.
- Programme content.
- Outcome Objectives.
- Numbers to be catered for.
- Location(s) where training is to take place.
- Equipment and resources available.
- Staffing Resources required.
- Quality Assurance.
- Key Performance Indicators.

### Objective 3

*Community Training Centres will implement procedures in accordance with the National Operating Standards.*

### Key Performance Indicators

- 3.1 *Prepare plans and reports as outlined in the Operating Standards.*
- 3.2 *Community Training Centres will have operating procedures and policy documents in place.*
- 3.3 *Quality Management Systems as agreed.*

## 3.3 Financial

The Centres will be reimbursed for actual expenditure incurred in the operation of the Community Training Centre. These payments must not exceed the amount as set out in the agreed Business Plan. Payment will be made monthly on foot of submitted and approved returns.

## 3.4 Float

To provide for the costs incurred in the running of the Centre i.e. staff costs, overheads and Learner allowances where applicable, the ETB may provide an annual working capital float in agreement with the Board of Directors. This float will be:

- Accompanied by a letter stating the amount, purpose and conditions,

- Acknowledged by the authorised director of the limited company which operates the Community Training Centre by signing and returning to the ETB a copy of the letter.
- Acknowledged and signed for as outstanding by the authorised director of the limited company of the Community Training Centre at the end of each financial year.
- Acknowledged by way of note in each years annual audited accounts
- This float will be either recouped annually or the Community Training Centre must formally confirm annually in writing that a liability exists to the ETB and this liability must be separately identified in the annually Financial Statements.

### 3.5 Insurance

The Centre shall avail of the Employers and Public Liability Insurance arranged by the ETB and separately insure and indemnify itself and the staff against all other risks it may encounter as a legal limited company. Additional Insurance should be taken out by the Community Training Centre for fire, theft and for any other activities i.e. Adventure Programmes, Wider Horizons Programmes etc. and the ETB should be advised of same in writing.

During any period of in-company training or work experience when Learners or apprentices are being paid a training allowance by the ETB the legal liability of the ETB will be fully covered by the Employer and Public Liability Insurance held by the ETB. Host companies providing this in-company training or work experience should inform their insurance underwriters. A copy of the sample letter contained in Appendix 8(c) should be sent to any host company engaging in in-company training or work experience where Learners are receiving an ETB training allowance.

The Centre shall inform the ETB, in writing, of any serious incident within 5 days of its occurrence.

Each Community Training Centre shall carry out an annual review of its insurance needs.

### 3.6 Administrative Procedures

As Learners commence, they are registered and set up on the ETB Client Data Base and paid through the ETB Trainee/Apprentice Payroll System (TAPS) or directly by the Community Training Centre. Where applicable the latter will generate costs and activity days. Local agreements should ensure that there is strong liaison between the Community Training Centre and the ETB administration as even small errors can seriously disorientate the vulnerable Learner. In the event of a non payment of a Learner through error the Community Training Centre may at their discretion pay the allowance due and rectify the accounts later.

#### Community Training Centre Learners:

### 3.7 Interviewing and Recruitment of Applicants for Training

Centres are contracted by the ETB to provide a service to ETB learners. All ETB learners are recruited through the DSP Activation Process. As a community based organisation Community Training Centres may be the first port of call for Early School Leavers. In keeping with the activation process, the Community Training Centre will arrange that such young people be registered in line with agreed local protocols.

DSP is the 'Gateway' for the recruitment of all persons participating in ETB-funded programmes. Referrals to the Community Training Centre may be made by relevant organisations such as local Youth Services, the Educational Welfare Board, Probation and Welfare Service, etc., as well as direct approaches from individuals to the ETB or the Community Training Centre.

The Community Training Centre, with local agreement with the ETB, will recruit Applicants as follows:

When the Applicant contacts the Community Training Centre directly, s/he is interviewed by Community Training Centre management/staff. If eligible and suitable, the Community Training Centre management/staff contacts DSP to arrange a Registration Interview. This Applicant is then put on a waiting list by the DSP Officer. When a place becomes available, the Applicant and DSP Officer are contacted by Community Training Centre management. When started, Community Training Centre management contacts the ETB Officer to confirm that the Applicant has started.

When the Applicant contacts the ETB directly, the Applicant is interviewed and Registered by DSP. If suitable and eligible for Community Training Centre programmes, the DSP Officer contacts Community Training Centre management to arrange a visit/interview to the Community Training Centre.

Community Training Centre management then confirms outcome to DSP Officer who then, if applicant is suitable and eligible, puts him/her on waiting list. When a place becomes available, the Applicant and DSP Officer are contacted by Community Training Centre management and interviews maybe held on site. When started, Community Training Centre management contacts the ETB Officer to confirm that the Applicant has started.

### Objective 4

*Each Community Training Centre will have an agreed recruitment and induction policy and programme in place, targeted at Community Training Centre clients, that is understood by the Board of Directors, staff and other stakeholders, e.g. the ETB.*

#### Key Performance Indicators

- 4.1 *Protocols agreed and in place locally between Community Training Centre and the ETB and other stakeholders setting out recruitment procedures and policy to be updated as required and reviewed at least once a year.*
- 4.2 *Induction policy and procedures in place, to be updated as required and reviewed at least once a year.*
- 4.3 *Target learner profiles (will be) as set out in the QA 58.01 training specification document(s) are implemented and reviewed annually.*

### Objective 5

*All Community Training Centres to develop a proactive, planned approach to identify prospective clients.*

#### Key Performance Indicators

- 5.1 Recruitment protocol in place and reviewed annually.
- 5.2 Each Community Training Centre will participate in local formal consultations with relevant agencies.

#### Registration and Learner Record Document

As funders of the Programme the ETBs have certain obligations for Learner welfare. Each individual retains the status of an ETB Learner who has been placed with a responsible Training Provider under agreed conditions.

Registration of Learners for payment of allowances and insurance cover should take place on the first day of their programme. The Centre's Board of Directors is responsible for the accurate completion of the Learner Registration

- 3.8** Form. The Learner is however, expected to provide relevant information as well as a passport photograph and assist in his/her registration.



The Learner Registration Form and supporting documentation must be sent to the ETB, as agreed locally, by Wednesday of the first week of the Learner taking up the programme.

The Centre's management will be expected to have relevant knowledge with regard to Social Welfare entitlements of Learners as these allowances affect Learners entitlements to ETB allowances.

The Centre Management is also responsible for the accurate completion and safe keeping of attendance and training records for Learners attending the Centre.

Learners may be medically examined and certified fit for the programme.

### Objective 6

*Relevant background information on each new applicant will be sought by the Community Training Centre Manager or deputy and discussed with the applicant prior to acceptance on the programme.*

#### Key Performance Indicators

- 6.1 Policy and pro-forma in place.
- 6.2 Extent and range of information required and possible to obtain agreed and documented.
- 6.3 Safeguards and procedures to comply with both freedom and protection of information in place promulgated and understood by relevant persons and Bodies.
- 6.4 Procedures in place for access to and updating of learner information including regular reviews for discussing progress with learner.
- 6.5 Liaison procedures in place between Community Training Centre and other relevant persons and Bodies for exchange of information.

### 3.9 Induction of Learners

As part of the process of familiarisation and integration into the Community Training Centre, Boards of Directors are required to have an Induction Module on all training programmes.

The aim of the Induction Module is to introduce the Learners to their learning environment, provide them with information on the Centre's structure, policies, procedures and regulations; and to provide them with Standards on child protection policies, safety, health and personal welfare, and complaints and grievance procedures. All Community Training Centre Learners must receive adequate training in Manual Handling and Health and Safety procedures on induction, from a trainer who is qualified to deliver it.

As soon as is practical, the needs of the new Learner will be agreed with him/her and an Individual Learner Plan will be drawn up. This will confirm to the Learner the services they will receive from the Community Training Centre, and also clearly outline services that will be provided by other parties, such as career guidance, counselling, and psychological support.

### Objective 7

*Each Community Training Centre will have in place an approved National assessment system (Mapping The Learning Journey) to conduct an Identification of Training Needs and produce an initial Individual Learning Plan for each new entrant.*

### Key Performance Indicators

- 7.1 *Assessment system in place.*
- 7.2 *Staff trained in application of same.*
- 7.3 *Modularised Programmes will be tailored to the pre-identified basic learning skill of the learner and encompass targeted vocational skills and soft skills as identified in the individual learning plan.*
- 7.4 *All modules adjusted to accommodate Identification of Training Needs and Individual Learning Plan.*
- 7.5 *Individual learning needs should be used to construct an Individual Learning Plan.*
- 7.6 *All staff delivering training modules will be skilled in application of Identification of Training Needs and Individual Learning Plan for delivery purposes.*

### Objective 8

*Each Community Training Centre will have a Code of Practice for learners, which will have been developed by the Community Training centre with the involvement of the learners, and be in accordance with national Standards.*

### Key Performance Indicators

- 8.1 *Code of Practice in place and reviewed at least once a year.*
- 8.2 *All staff fully acquainted with Code of Practice.*
- 8.3 *Code of Practice discussed with and explained to each new entrant.*

### Objective 9

*Each new entrant will be given an induction programme which will include a period of appraisal on all aspects of the programme and which will be of at least four weeks duration.*

### Key Performance Indicators

- 9.1 *Induction policy and programme developed and in place.*
- 9.2 *On completion of their induction, each new learner will be given a copy of the Learner Code of Practice jointly signed by the Community Training Centre Manager and Learner, a copy of their Identification of Training Needs and a copy of their Individual Learning Plan.*
- 9.3 *A key worker will be assigned to each learner during the induction period.*

### Objective 10

*Learners to have access to psychological assessment.*

### Key Performance Indicators

- 10.1 *Procedure in place for referral of learners to Psychological Assessment services*
- 10.2 *Procedure in place for recording the Psychological referral.*

### 3.10 Training Records

A daily attendance record must be maintained by the Centre Management and signed by each Learner each time they come in or leave the Centre, or a time clock or electronic attendance system may be used to record Learner attendance.

Non-attendance may result in non-payment of training allowance. Any payment for periods of non-attendance must be fully explained in writing on the attendance record as agreed locally. The Centre management will be responsible for ensuring that a Training Record is maintained for every Learner. Where FETAC/other approved assessments are implemented, methods of recording the results of all assessments, reviews and tests must conform to the methods prescribed/agreed by the relevant ETB Officer.

### 3.11 Early Termination/Late Terminations, Extensions

Early Termination Notices, which are supplied by the ETB, must be completed by the Centre Management for Learners who leave the programme prior to the agreed exit date. It is imperative that early termination forms are submitted to the ETB in the Region when it is clearly established that the Learner has left the Community Training Centre. Similarly, when Learners are extended or terminated after their due exit date, this should be notified to the ETB immediately.

### 3.12

#### Progression/Placement/Outcome Objectives

In general, Progression, Placement and Outcome Objectives will be agreed locally with the Learner as part of the Individual Learner Plan, and will be relevant to the individual Learner.

Ultimately, placement in paid employment is the objective for Learners on developmental programmes, e.g. YOUTHREACH. However, in accordance with the terms of the Qualifications Act, once these learners have achieved basic level certificates, they should be encouraged to progress to higher levels of certification, both within the Centre and elsewhere e.g. ETB programmes, educational based programmes, advocacy etc. To assist in this process a named SOLAS Employment Services Officer will liaise with the Community Training Centre. There will also be opportunities for transfer/progression.

Progression will be the focus in all reviews of the Individual Learner Plan with each Learner.

#### Objective 11

*All learners will have their training reviewed on a regular basis as agreed during the induction period*

#### Key Performance Indicators

- 11.1 *Each Community Training Centre will have a policy and set of procedures to review learner progress.*
- 11.2 *Learner review will take place as agreed at induction but at least every month to update learner goals.*
- 11.3 *Learner review will form the basis for progression both within the Community Training Centre and onto further options.*
- 11.4 *The Manager will report on a quarterly basis to the Board of Directors on the general performance of learners and highlight outstanding successes or underachievement.*
- 11.5 *A case conferencing system will be introduced involving all centre staff involved with the learner.*
- 11.6 *Each learner will be assessed at the point of exit and given feedback, including hard evidence they can take with them, e.g. (but not only), recognised certification.*
- 11.7 *Information of relevance to other agencies working with the individual is to be made available on request and in understanding with the individual concerned.*

#### Objective 12

*A learner tracking system will be put in place to provide ongoing support to learners who have left Community Training Centres.*

### Key Performance Indicators

- 12.1 *A tracking procedure in place to track learners for a minimum of 6 months.*
- 12.2 *Community Training Centre Management will prepare a quarterly report for Board of Directors on progress of tracking.*

### 3.13 Project Work (where applicable)

The Centre Management will be responsible in collaboration with interested parties for planning, organising and implementing appropriate project work for Learners. All project work must be approved by the General Manager, be documented, and the location and whereabouts of Learners must at all times be available in writing at the Centre administration office. In cases of external project work, time sheets must be submitted by the “host” employer to the Centre General Manager on a weekly basis. Project work plans must be available for an ETB inspection at all times.

### 3.14 Learner Holidays

The allocation of annual leave for learners gives priority to the needs of learners and will be in accordance with training programme requirements and the maximum utilisation of resources. As breaks are intended to give learners an opportunity to take “time out” from training so that they may not suffer from training fatigue and so that they can benefit in the longer term, where a Community Training Centre or a programme closes for a period, recruitment should be so regulated that full time learners are recruited after the period of break. All breaks must be taken during programme time and may not be accumulated and taken after the learner is terminated.

The summer break may be 4 weeks excluding public holidays. Break to be determined by Community Training Centre and agreed with the ETB during business planning.

The Easter break will be from Good Friday to the following Friday inclusive.

The Christmas break may be for 1 week plus the 3 public holidays.

Holiday entitlements for part-time learners may vary and will be indicated on Training Programme Specifications.

On the application of a Learner, Holiday Pay in excess of one week may be paid at the discretion of Community Training Centre management, to a maximum of 4 weeks.

### 3.15 Learner Sick Leave

Learners are entitled to payment for six days in any six-month period when the absence, due to illness, is certified by a medical adviser. They may also be absent for four days in any six-month period without medical certification, but without pay.

### 3.16 Income

See Section 8 (Financial Administration) for details on income.

### 3.17 Monitoring

The ETB in partnership with the Board of Directors will monitor programmes at regular intervals. The Centre Management must make available the appropriate staff, financial and training records, when requested to help monitor the programme and evaluate the progress of Learners. This includes assessment and certification systems. The criteria set out in the Monitoring Policy, Quality Assurance Framework, should be implemented.

Community Training Centres and the ETB will agree a joint approach to reporting/monitoring procedures to regulate and record:

- Implementation and adaptation of programmes.
- Significant developments/adjustments relative to Learner needs and programme outcome.
- Special assessment and/or interventions as required for individual or groups of learners, i.e. counselling, psychological and adequate remedial /special needs.
- Final Learner assessment including awarding of appropriate approved and agreed Certification.
- Learner evaluation of programme.
- Community Training Centre evaluation of programme.
- ETB evaluation of programme.

Monitoring will be formally and systematically conducted throughout the structure of the Community Training Centre:

- General Manager and staff will monitor the progress of each Learner through reviews of each Individual Learner Plan.
- The General Manager will monitor progress and report to the Board on Key Performance Indicators as agreed for Community Training Centres (see Appendices).
- The Board will monitor and report to the ETB on the implementation of the agreed Business Plan, the utilisation of resources, and agreed Key Performance Indicators
- The ETB will monitor the achievement of agreed Community Training Centre Key Performance Indicators, and inform the Board on such achievements.

The Community Training Centre to agree with the ETB to co-operate in relation to such Regional and National certification and training support structures as may be required by the Community Training Centre or provided or assisted by the ETB from time to time for the effective delivery of designated programmes.

### Objective 13

*Community Training Centres will offer a holistic and integrated training programme geared to the needs of the agreed target group(s) with the aim of addressing the specific needs of the individual learner thus empowering her/him to take responsibility for their own careers, to enable them to be fully involved in participative democracy and engage in life long learning.*

### Key Performance Indicators

- 13.1 *Policies and methodologies in place that promote holistic and integrated training centred learning.*
- 13.2 *Ongoing monitoring by Board of Directors on quality of training and development offered.*
- 13.3 *In course, post course and six month after Community Training Centre course completion evaluation by learners against the above objective.*
- 13.4 *Community Training Centres will act on the ETB monitoring report feedback following formal monitoring visits and otherwise as required, to Board of Directors.*

### 3.18 Evaluation

The Board of Directors and the ETB will assess the overall programme and Business Plan throughout its duration. At the end of their programme each Learner will complete an evaluation questionnaire. The Chairman or liaison person and General Manager of the Centre will provide Half Yearly Reports. The ETB, the Community Training Centre Board and the Community Training Centre staff will jointly assess these. They will evaluate and review the Community Training Centre's operation on an annual basis. See Appendix 1 for agreed Key Performance Indicators.

The Evaluation policy statement, Quality Assurance Framework document and the commitments made in it will be followed.

#### Objective 14

*Community Training Centres will offer an holistic and integrated training programme geared to the needs of the agreed target group(s) with the aim of addressing the specific needs of the individual learner thus empowering her/him to take responsibility for their own careers, to enable them to be fully involved in participative democracy and engage in life long learning.*

#### Key Performance Indicators

- 14.1 *Policies and methodologies in place that promote holistic and integrated training centred learning.*
- 14.2 *Ongoing monitoring by Board of Directors on quality of training and development offered.*
- 14.3 *In course, post course and six month after Community Training Centre course completion evaluation by learners against the above objective.*
- 14.4 *Community Training Centre will act on the ETB monitoring report feedback following formal monitoring visits and otherwise as required, to Board of Directors.*

### 3.19 Assessment and Certification

All ETB funded Programmes will contribute to the achievement of awards from FETAC and other agreed awarding Bodies.

Additional assessment and certification options should be negotiated directly between the ETB and the Community Training Centre and agreed with the relevant Officer in the ETB. Such agreements will then form part of the current Business Plan.

The policy regarding Fair and Consistent Assessment of Learners, Community Training Quality Assurance Framework document, will be followed.

#### Objective 15

*Each Community Training Centre will have in place an approved National assessment system (Mapping the Learning Journey) to conduct an Identification of Training Needs and produce an initial Individual Learning Plan for each new entrant.*

### Key Performance Indicators

- 15.1 *Assessment system in place.*
- 15.2 *Staff trained in application of same.*
- 15.3 *Modularised Programmes will be tailored to the pre-identified basic learning skill of the learner and encompass targeted vocational skills and soft skills as identified in the individual learning plan.*
- 15.4 *All modules adjusted to accommodate Identification of Training Needs and Individual Learning Plan.*
- 15.5 *Individual learning needs should be used to construct an Individual Learning Plan.*
- 15.6 *All staff delivering training modules will be skilled in application of Identification of Training Needs and Individual Learning Plan for delivery purposes.*

### 3.20 Presentation of Certificates

Arrangements for presentation of Certificates will be agreed locally in consultation with the ETB and the awarding Bodies.

### 3.21 Visitors to Programmes

The Board of Directors may invite persons to visit programmes. Where such visits take place, and to safeguard the interests of Learners, a visitor's book must be maintained at all programme locations and the name of the visitor, the organisation he/she represents and the purpose of the visit must be recorded therein.

### 3.22 Overseas and other Programmes (Matching Funding)

Participation on such programmes is encouraged with the agreement of the ETB. **It must be noted however, that income received from the ETB may not be used as matching funds for any other EU funded programme(s) without the prior approval of the ETB.**

### 3.23 Staffing Levels and ETB Contribution to Staff Costs

Staffing levels will be agreed between the ETB and each Community Training Centre, in accordance with the attainment of utilisation factors. The training needs of the Learner group and the availability of funding will be the determining factors.

Subject to the terms of their agreed Strategic and Business Plans Community Training Centres will operate with staffing levels as outlined in those plans. The provision for additional sessional/specialist staff will be in accordance with the maximum utilisation of resources and provided for in annual plans and budget submissions. Community Training Centres will be committed to full and ongoing co-operation with change and the need for continued adaptation and flexibility to maintain and improve the provision of services.

### Operational Ratios-Class Size

The training needs of the target group will be the determining factor to class size. Some flexibility is allowed and deviations can be negotiated with the ETB locally on a case-by-case basis. Norms are as follows:

Induction, Targeted Inputs:	5:1
Choices:	8:1
Foundation Level, Progression Level	10:1
Bridging, Pre-Apprenticeship:	12-15:1

- Other staffing levels will be by arrangement with the ETB locally.
- The ETB will agree at annual review with each Centre the number of staff that the ETB is prepared to fund.
- The ETB will directly advise the Management Committee from time to time i.e. at implementation stages of
- National Wage Agreements of changes to the level of the ETB contribution to salary costs.
- Where necessary, additional training expertise may be engaged with the agreement of the ETB and funded under “special inputs”.

### 3.24 Travel and Subsistence

Travel and Subsistence will be paid for Community Training Centre staff and Board of Directors who attend meetings or training courses that are directly relevant to their present role and function.

- There must be prior approval by the Board and be in line with their business plan.
- Within the budget line agreed by the ETB with the Board.
- Or convened by the ETB and/or IACTO.

Where travel is necessary by Centre staff in the course of business: -

- Public transport should be used.
- In exceptional circumstances where the use of private transport is necessary travel will be reimbursed at public service rates.
- Where any changes to these rates take place the ETB will immediately notify IACTO.

### 3.25 Claims/Payments and Purchasing Procedures

Please see Section 8.

### 3.26 Signage and Printed Material (EU Acknowledgement Criteria)

All Centres must be clearly identified and the authorised ETB signage must be posted and displayed in suitable positions both outside and inside Centre premises/buildings. Both signage and printed material issued by Community Training Centres pertaining to ETB activity must include the Training Centre emblem, the ETB emblem, the European emblem and the National Development Plan emblem and a statement acknowledging European and Exchequer funding, example; -

**“This programme is funded by the Irish Government and part-financed by the European Union under the National Development Plan 2000 – 2006”**

### 3.27 Government Regulations

Boards of Directors will be obliged to implement and comply with directions/regulations issued by the Government from time to time.



## **RECRUITMENT, TRAINING & DEVELOPMENT OF COMMUNITY TRAINING CENTRE PERSONNEL**

---

- 4.1 Operational Ratios-Class size**
- 4.2 Selection of New Staff**
- 4.3 Directors and Staff Training and Development**
- 4.4 General Managers Training and Development**
- 4.5 Instructor Development**
- 4.6 Clerical Staff Development**
- 4.7 Representative Organisations**

### 4. RECRUITMENT, TRAINING & DEVELOPMENT OF COMMUNITY TRAINING CENTRE PERSONNEL

The Board of Directors are responsible for recruitment of all staff, inclusive of checking all references, Garda clearance and mandatory medical certification of potential staff prior to commencement of employment. As a general principle the staffing structures for Community Training Centres will be made up as follows:

**1 General Manager.**

**Instructors (depending on learner numbers).**

**1 Clerical.**

Operational ratios have been agreed for all Community Training Centres as 12:1 on average and across the centre rather than on a class size basis. This means a better output for both learners and commitment of resources, and will be obtained by each Community Training Centre by applying the same staff, plant and equipment over a greater number of learners in a flexible manner that is calculated to best meet the needs of the learners. The application of staff time must take account of the contact time involved in dealing with clients across Initial Needs Assessment / Gateway, Classroom, Workshop, Key Worker, Linked Work Experience and Tracking.

They should be viewed and considered in relation to meeting the:

- Optimum Operational Ratios for each category of learner participating in the Centre.
- Average Operational Ratio of 12:1 for the Centre as a whole.
- Workload of each staff member.
- Maximum utilisation of capacity of Centre.

The principles to be observed include:

- Learner needs will always remain as the key principle determinant of staff hours.
- Staff ratios are interlinked with the allocation of staff hours across the caseload of the Centre in line with the Key Performance Indicators of the Productivity Agreement.
- While learner numbers indicate the ratios, which should be in operation, the ratio demands provide challenges to the Centre in determining the best use of staff hours and the allocation of those hours accordingly.
- There are options in terms of the allocation of individual staff hours thus providing flexibility in the delivery of services within a Centre.
- A Centre should both attain the desired ratios as set out in the Productivity Agreement and fully utilise the capacity of the Centre.
- How hours are allocated will determine whether a project can increase the efficiency of a Centre, thereby maximising capacity and utilisation.
- The allocation of staff hours and resources should provide for block intake, (other than to the Gateway element which should be organised in such a manner as to be both pro-active and re-active).

The ETB will agree with each Centre Board of Directors the number of staff required for the safe and efficient operation of the centre.

### Recruitment Of Managers, Instructors And Clerical Staff To Community Training Centres And Application Of Community Training Centre Scales

#### 1. Recruitment of Managers, Instructors and Clerical Staff

The Board of Directors is responsible for recruitment and employment of Community Training Centre staff. The ETB provides grants to Boards in respect of staff pay in accordance with the following criteria.

All permanent appointments (whether full or part time) must be publicly advertised in local/national newspapers.

Centre management is responsible for ensuring that the recruitment process reflects good employment practice and meets legislative requirements, including record keeping and freedom of information requirements.

The salary scales, minimum qualifications and experience have been agreed for the General Manager, Instructor and Clerical grades in Community Training Centres and must be applied in all future recruitment for these posts. Minimum Qualifications and Experience are as follows:

- |       |                         |  |
|-------|-------------------------|--|
| 1.4.1 | <b>General Manager:</b> | Recognised degree level or equivalent and significant management experience. |
| 1.4.2 | <b>Instructors:</b>     | Diploma/Trade qualifications.  |
| 1.4.3 | <b>Clerical:</b>        | Computer Proficient.   |
| 1.4.4 | <b>Higher Clerical:</b> | Computer Proficient serving a 40 learner Community Training Centre           |

Grant levels for any other ETB funded positions, e.g. temporary or casual, will be agreed in writing with the ETB prior to advertisement.

#### 2. Application of Community Training Centre Scales

Assimilation of existing Community Training Centre staff should be strictly in accordance with the method and conditions set out in the Appendix of the Community Training Centre Productivity Agreement 2003.

Recruitment at Point 1 of the relevant scale will be the norm in Community Training Centres.

Given the small numbers employed in each Centre and the need for a multi skilled staff, it is accepted that in a limited number of cases, a candidate's qualifications and experience may be such as to warrant consideration of some additional incremental credit on appointment.

In such circumstances, the Board of Directors should submit their case in writing to the relevant ETB Manager for consideration by the ETB CEO. In each case the Board must ensure that:

- 2.4.1 Recruitment above point 1 is considered **only** where necessary to attract the candidate to the post.
- 2.4.2 Management should be satisfied as to the veracity of salary quoted.
- 2.4.3 No other suitable candidates are available.
- 2.4.4 No other suitable candidate will accept the post at a lower incremental point.
- 2.4.5 Existing salary must be taken into account in determining the level of incremental credit.
- 2.4.6 It is expected that the nearest point above the existing salary will be the appropriate point, subject to a **maximum entry level of Point 4** of the appropriate scale.
- 2.4.7 Candidates applying for a comparable post (General Manager, Instructor, Clerical or Higher Clerical with another Community Training Centre will retain their current salary levels and progress in the normal manner thereafter.
- 2.4.8 Candidates applying for a promotional post (General Manager, Instructor or Higher Clerical) from the same or another Community Training Centre will transfer to the nearest point above the existing salary and advance one increment on the appropriate scale, subject to a **maximum entry level of Point 7** and progress in the normal manner thereafter.

## SECTION FOUR

In all cases where derogation from Point 1 is sought, the Board must seek prior written approval from the ETB before an offer is made. The ETB will communicate its decision in writing.

2.5.1 Each case will be determined on its merits based on the information available. Each case must be fully documented, setting out a full description of all applicants for the post, why the individual was selected and what special circumstances warranted the selection against other candidates who would have taken the job at a lower point in the scale

In each case where derogation is sought, the Community Training Centre must inform IACTO.

The policy re Staff Recruitment and Development, Community Training Quality Assurance Framework document, should be followed. The Community Training Centre must also comply with the Awards Council requirement in relation to staff induction.

### Objective 16

*Each Community Training Centre will, depending on the needs and potential of the learner: offer a range of training modules, augmented by new ones where required; options on class size; options on class contact hours per week; options on full-time and part-time training; options on morning, afternoon and evening training.*

### Key Performance Indicators

- 16.1 *Training Modules and procedures for updating and developing new ones in place*
- 16.2 *Arrangements in place for the flexible delivery of training including class size, options on class contact hours, full-time training, morning, afternoon or evening training.*
- 16.3 *Rostering procedures to deliver a holistic service.*
- 16.4 *Training will be delivered as per agreed modes of learning.*
- 16.5 *Training Programmes put in place that provide appropriate recognised certification in order to improve and maintain employability and active citizenship.*

### 4.1 Operational Ratios - Class Size

The training needs of the target group will be the determining factor for class size. In preparing annual Business Plans the Community Training Centre will show how an operational ratio of 12:1 on average across the centre is achieved. The norms are as follows in terms of class sizes: Other (by Arrangement with the ETB locally).

Training Programme	Tutor Learner Ratio	Programme Hours
Induction/Targeted Input	5:1	15-20
Choices	8:1	10-15
Foundation/Progression	10:1	25
Bridging/Pre-Apprenticeship	12/15:1	32.5
Other (by Arrangement with the ETB locally)		

**The maximum to apply in each case.**

### 4.2 Selection of New Staff

The aim is to minimise the risk of recruiting people who are unsuitable to work with young people and other vulnerable clients and to encourage good selection and recruitment practice to ensure that the most suitable candidates are selected.

- All Vacancies should be publicly and openly advertised.
- All records created in the process of recruitment are subject to the Freedom of Information Act.
- A Job Description should be available for each vacancy.
- A Person Specification should be available for each vacancy.
- Recruitment and selection procedures should reflect a policy of Equal Opportunities.
- An Equal Opportunity Statement should be included on every recruitment advertisement.

Each Community Training Centre Board is responsible for drafting, issuing, and implementing its own Human Resources Policies and Procedures in line with best practice, current legislation and IACTO Standards.

Useful guidance is available in the IACTO Employee Handbook, and the IBEC Manual.

### 4.3 Directors and Staff Training & Development

As Boards of Directors are part-time and voluntary, it is appropriate to plan for the provision of training.

It is recognised by all parties that training for Boards, General Managers, instructors and clerical staff is needed covering a wide range of subjects to maintain all Community Training Centres at an efficient and professional operating standard. It is also recognised that certain training for Boards and staff may need to be run on an annual basis to facilitate the updating of skills and the induction of new Board members, General Managers and staff. There are also necessary operational and legislative issues, which can be addressed on a national basis. IACTO will provide information and support.

This input should have the following objectives:

- To develop Boards, General Managers and staff to a high level of competence and implement a plan designed to ensure the successful operation of the Community Training Centre;
- To install and maintain an adequate system of operational practice, regulatory compliance, accounting and record keeping;
- Community Training Centres will prepare and implement a staff training and development policy;
- The ETB may provide funding in association with IACTO for appropriate training for Boards of Directors.

#### Statutory obligations

It is a condition of the contract between the Board and the ETB that Board members should be fully informed of their obligations as employers (Reference IACTO Board Manual). Responding to this need can form part of an agreed development plan for the Community Training Centre.

### 4.4 General Managers Training & Development

An annual training and development programme for the General Manager that includes provisions for in-service/ additional skills training will be designed, costed, and form part of annual budget submissions.

### 4.5 Instructor Development

An annual training and development programme for the Instructors that includes provisions for in-service/ additional skills training will be designed, fully costed, and form part of annual budget submissions.

### 4.6 Clerical Staff Development

An annual training and development programme for the Clerical Staff that includes provisions for in-service/ additional skills training will be designed, fully costed, and form part of annual budget submissions.

### 4.7 Staff Development

All staff will be encouraged to develop themselves through engaging in training that will enhance their skills and expertise in the delivery of programmes to the client group. The National University of Ireland Galway Education and Training Diploma is one example that could be pursued.

### 4.8 Representative Organisations

It is acknowledged that IACTO, NACTM, NACTS may play a role in the professional development of their members.

# **SAFETY HEALTH AND WELFARE**

---

- 5.1 Safety, Health & Welfare at Work Act 2005 and 2010**
- 5.2 Safety Statement**
- 5.3 Essential for all Staff**
- 5.4 Injury Reporting**
- 5.5 Work Breaks etc.**

### 5. SAFETY HEALTH & WELFARE

#### 5.1 Safety Health & Welfare at Work Acts 2005 and 2010

It is the objective of all ETB funded Community Training Centres to provide a safe and healthy training and work environment for all staff and Learners, and to meet their duties to other persons including members of the public who may be affected by their operations.

Community Training Centre Boards of Directors will accept not only their statutory responsibilities but also their obligations as employers to manage and endeavour to achieve exemplary standards in safety, health and welfare within all Community Training Centre training locations.

The Community Training Centres recognise their duty to ensure, so far as is reasonably practicable, the safety, health and welfare of all its employees and Learners as required under the Safety Health & Welfare Acts 2005 and 2010 and all regulations existing under the Acts. In this regard training for the Boards of Directors, General Managers, Trainers and Clerical Staff must be provided by the Community Training Centre.

#### 5.2 Safety Statement

The Centre must display, in a prominent location, the “Safety Declaration” (signed by the Chairperson), from the Community Training Centre’s Safety Statement. The Centre must ensure that the Safety Statement complies with the requirements of the Safety, Health and Welfare at Work Acts 2005 and 2010 and subsequent regulations.

Community Training Centre must recognise their responsibilities to:

- Provide training and instruction to all its employees and Learners to enable them to perform their work and undergo their training safely and efficiently so far as is reasonably practicable,
- Make available all necessary safety devices and proper equipment and to provide guidance on their use.

Staff and Learners have a duty to co-operate in the operation of this policy as set out in the Safety, Health and Welfare Act 1989 and any subsequent regulations, as follows:

- To take reasonable care of his/her own safety, health and welfare and that of any other person who may be affected by his/her acts or omissions while at work or undergoing training.

All staff should specifically note the hazards for all work areas as per the Safety Statement, and actively practice good housekeeping.

- Comply with any relevant statutory provisions relevant to the work of the Community Training Centre.
- To use for protection purpose any suitable appliance, protective clothing, equipment or other means provided for securing his/her safety, health or welfare while at work,
- To report to his/her immediate supervisor, without delay, any defects in plant, equipment, place of work or system of work, which might endanger safety, health or welfare of which he/she becomes aware,
- Shall not intentionally or recklessly interfere with or misuse any appliance, protective clothing, equipment or other means provided for securing the safety, health or welfare of persons arising out of work activities.



### 5.3 Essential for all staff

The following training will be implemented for all staff and the training recorded as per 4.2:

- Overall areas of responsibilities of staff.
- Safety, Safety Statements and Safety Committees.
- Current legislation impacting on all aspects of educational training.
- Accident procedures and Incident Book recording.
- Fire Safety and Fire Drill.
- Sexual Harassment/Bullying.
- All Community Training Centre Instructors are required to undertake a Manual Handling Programme.
- Each Centre must have at least two staff trained to a recognised standard in First Aid.
- All computer users must be familiar with regulations as they apply to visual display screens.
- All relevant trainers must familiarise themselves with the Noise Regulations 1990 and the Abrasive Wheels Regulations 1982.
- All Community Training Centres should have written Staff Welfare policy and supports including stress management.

### 5.4 Injury Reporting

All reports of injury to staff and Learners must be notified to the ETB immediately following the injury. The Serious Incident Report LT2 must be completed in detail and forwarded to the local ETB Office within 5 days following the injury.

The Community Training Centre will ensure that the appropriate safety training will be included in the Training Programmes related to the industries that Learners are been trained for.

### 5.5 Work Breaks etc

Refer to current Working Time Act for guidance, and duration of breaks etc.

# EQUAL OPPORTUNITIES POLICY

---

### 6. EQUAL OPPORTUNITIES

In line with current Government legislation Community Training Centres and ETBs will promote equal opportunities for all employees and Learners in each Centre. The Equality Policy, the ETB Quality Assurance Framework document, and the commitments therein will be followed.

The purpose of this policy is to build on the statutory position in order to create a climate of awareness in which equal opportunity is developed and promoted in accordance with the spirit as well as the letter of the legislation.

Notwithstanding the Board of Directors' obligations as set out in the Agreement, each Centre will be required to develop and implement an Equal Opportunities Action Plan.

The Community Training Centre Board will state its commitment to maximising the effective use of human resources in the best interests of both the Community Training Centre and the employee/Learner. They must ensure that all employees/learners and job applicants are not discriminated against on the grounds of Gender, Sexual Orientation, Marital Status, Family Status, Religious Beliefs, Age, Race, Disability, and membership of the Travelling Community.

Under the Employment Equality Act 1998 it is unlawful to discriminate either directly or indirectly in relation to the nine distinct grounds mentioned above.

Individual employees should make themselves familiar with the Acts regarding sexual harassment in order to ensure that they will not engage in sexual harassment practices as defined under the Act.

All Community Training Centre Boards of Directors must have up to date policies on bullying, sexual harassment, and disciplinary procedures. All staff must be familiar with these policies and procedures.

Breach of any of these policies must be treated as a serious matter by the Community Training Centre Board and Management, and appropriate action taken.

## **STANDARDS FOR THE PROTECTION OF YOUNG PERSONS IN COMMUNITY TRAINING CENTRES**

---

- 7.1 Introduction**
- 7.2 Definition of ‘Child’**
- 7.3 Definition of Child Abuse and Neglect**
- 7.4 Health Service Executive Responsibilities**
- 7.5 Initial Steps**
- 7.6 Preparing Procedures**
- 7.7 Designated Individual**
- 7.8 Recruitment and Selection of New Staff**
- 7.9 Clearance Checks**
- 7.10 Staff Induction Programme**
- 7.11 Dealing with Suspicions & Allegations of Child Abuse**
- 7.12 Handling Allegations, Disclosures or Suspicions where are not directly linked to the project**
- 7.13 Handling Allegations, Disclosures or Suspicions made against Community Training Centre Staff or Board of Directors**
- 7.14 Learner Grievances & Discipline**
- 7.15 Sexual Harassment**

### 7. STANDARDS FOR THE PROTECTION OF YOUNG PERSONS IN COMMUNITY TRAINING CENTRES.

#### 7.1 Introduction

The protection and welfare of young persons and those with special needs must be a priority of the Boards of Directors of Community Training Centres. It is ETB policy to require all Boards to have in place procedures to deal with the protection and welfare of young persons engaged in training on Community Training Centres.

In developing policies and procedures in the area of child protection, regard should be had to the various legislative provisions and Government publications concerning child protection. In addition to the normal duty of care in protection of children, both the Child Care Act 1991 and the Protection for Persons Reporting Child Abuse Act 1998 are important statutory provision in this area. New National Standards, “Children First: National Standards for the Protection and Welfare of Children” have been published to assist individuals and organisations to improve their own policies and procedures in child protection. There is now both a legal and moral obligation on voluntary agencies to have in place and to observe both policies and procedure.

The following Standards are an outline of a framework in which Community Training Centres can develop their own policies and procedures.

These Standards are designed to assist Boards of Directors draw up procedures to provide for the protection of young people. It is the responsibility of Boards of Directors to draw up and implement clear and precise procedures to deal with each of the following areas:

- Interview and selection of staff.
- Induction of staff.
- Suspicions or allegations of child abuse.
- Induction of Learners.
- Learner grievances and discipline.
- Discrimination/Sexual Harassment/Bullying.

#### 7.2 Definition of ‘Child’

For the purpose of these Standards a ‘child’ means a person under the age of 18 years - other than a person who is or has been married (Child Care Act, 1991). It should also be noted that for the purpose of criminal law, the age of consent to sexual activity is 17 years if single (16 years if married).

Children with disabilities are particularly vulnerable. They have the same rights to be protected as other children. The existing literature on protecting children with disabilities clearly demonstrates the need for much greater vigilance in order to protect children and young people with disabilities and special needs.

### 7.3 Definition of Child Abuse and Neglect

Child abuse is often the result of a direct act, or of a failure on the part of a parent or carer to act or to provide proper care, or both. These Standards are concerned not just with sexual abuse but with abuse more generally defined as:

- **Physical** - this form of abuse involves physical injury to a child, including poisoning, where it is known or suspected that the injury was deliberately inflicted.
- **Sexual** - this is the use of children by others for sexual gratification. It is the involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not fully comprehend and to which they are unable to give informed consent.
- **Emotional** - this is the adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional treatment or rejection.
- **Neglect** - this involves the failure to provide the care, food and physical conditions, including protection from danger, which will allow a child to develop normally.

### 7.4 Health Services Executive Responsibilities

Under the Child Care Act 1991 a statutory duty is placed on each Health Services Executive to promote the welfare of children in its area who are not receiving adequate care and protection.

It is important to note that the responsibility for monitoring and co-ordinating the management of child abuse cases rests with the Health Services Executive as part of their Childcare Services provided within the Community Care Programme.

### 7.5 Initial Steps

Boards of Directors must take the following advisory Standards seriously. Failure to do so could result in the Board finding itself in legal difficulties.

As a first step Boards of Directors need to inform themselves about the issues surrounding abuse and other responsibilities in this area. Boards of Directors should meet with the Health Board Senior Social Worker to further their understanding of the issues surrounding child abuse and seek their assistance in drawing up procedures for the recruitment, selection and induction of all Staff.

Boards of Directors should also seek information on the local procedures adopted by Health Boards for dealing with child abuse in order to comply with such procedures. It is imperative that Boards of Directors are informed about the action that will be taken following the reporting of a case of suspected abuse.

### 7.6 Preparing Procedures

Procedures should aim to provide a framework within which Boards will:

- (a) Create a safe and secure environment for Learners.
- (b) Help lessen the possibility of persons with a criminal record or with a history/background of offences relating to abuse being recruited.
- (c) Help to ensure that the best available person is recruited to work with Learners.
- (d) Deal in a correct and sensitive manner in matters of grievance, investigation and discipline.
- (e) Deal in a correct and sensitive manner with all allegations, suspicions or disclosure of abuse.

### All procedures drawn up by Boards should be:

- Based on an overall ethos that recognises and addresses the needs of Learners.
- Clear, concise and detailed without ambiguity.
- Relevant to the work of the Community Training Centre.
- Underpinned with principles of confidentiality, discretion and sensitivity both for Learners and staff.
- Applied to General Managers, Instructors and as a general recommendation to all staff of the Community Training Centre and should be written into the overall organisational and personnel policies and procedures of the Community Training Centre.

Procedures are only of value if they are known about and applied. Boards of Directors need therefore to draw up a programme of action to ensure that the procedures are widely disseminated to all staff.

### 7.7 Designated Individual

It is recommended that each Board of Directors designate a responsible individual, ideally a person who has professional qualifications or appropriate experience, to act as the Designated Person. This individual would take responsibility for the development and implementation of the procedures. The person appointed will not be the General Manager or a member of staff (this could be approached on a national basis).

### 7.8 Recruitment and Selection of New Staff

- As a basic principle all candidates who have been short listed by a screening panel should be interviewed.
- At least two people should make up the interview panel. Ideally the panel should be of mixed gender. The ETB should be invited to nominate a representative onto Interview Boards.
- Interviews should be probing and should aim to establish the motivation and general philosophy of the applicant towards working with young people. The aim of procedures in this area is to minimise the risk of recruiting people who are unsuitable to work with young people and other vulnerable clients and to encourage good selection and recruitment practice to ensure that the most suitable candidates are selected.
- The panel should seek detailed information on the candidate's previous involvement (paid or voluntary) in working with young people.
- Reasons given for leaving previous employment(s) should be explored and checked on.
- The Panel should check the work history and reasons for leaving their employment(s) for short listed applicants.

#### **Background/Work History of Candidates**

As part of the application candidates should be required to provide in writing the following information. This information should then be explored in detail at interview.

- Statement of all surnames used.
- List of all residences for the previous five years.

- If a candidate has worked overseas in the previous five years and was working with young people, full details of employer's name and address.
- Details of involvement in working with young people over the past five years, and names and addresses of employer(s).
- Candidates are to be asked for details of any disciplinary action taken against them both in the context of working with young people and in non-work situations such as sport and recreational activities.
- Candidates should be asked if they have ever been dismissed from a position.
- Candidates should be asked to supply an original birth certificate.
- Candidates should be asked if they have ever been convicted of a criminal offence and the date of that offence.

**N.B. The candidate should be asked at interview to sign a declaration stating the accuracy of the information given.**

Candidates should be informed that they may choose not to comply but that if they fail to comply with this request, their application will not be processed further.

To ensure the protection and welfare of young people and/or vulnerable clients, the Board of Directors is advised to screen thoroughly all candidates.

Following up all references is a requirement for screening.

All prospective employees must be medically examined by the Board of Directors designated medical officer prior to engagement.

- At least three references should be obtained from each candidate. Of these references, one should be obtained from an employer/organisation where the candidate was engaged to work with young people.
- All references should be checked thoroughly.
- Written references should be followed up verbally and verbal references confirmed in writing.
- When seeking verbal and written references these key questions should be asked:
  - “Is there any reason, that you are aware of, why this person should not be put in the position of working with young people or vulnerable clients?”
  - “Has this person ever had disciplinary action taken against them?”
- Selection of candidates should not be finalised until all references have been obtained.

### 7.9 Clearance Checks

The ETB would strongly advise that Boards of Directors adopt clearance-checking procedures through An Garda Síochána.



### 7.10 Staff Induction Programme

It is important that all staff (including contracted staff) recruited to work with young people are informed about the issue of abuse/sexual harassment and the procedures which operate in the event of their being involved with a disclosure, suspicion or allegation of abuse or sexual harassment. These requirements should be linked with the requirements set out in Section 4.

Ideally, the issue should be dealt with as part of a more general induction programme. The following points are Standards to be considered when designing such a programme. Boards of Directors should build into this programme their own ethos and points of particular relevance to them.

#### *Personnel must receive information on the following;*

- The role and responsibility of Staff in providing a safe environment for young people and vulnerable groups.
- A clear description of the role of each Staff Member in respect of his/her responsibility to Learners, other clients, other workers, the General Manager and the Board of Directors.
- Written information about the Centre's structure, names and functions of staff engaged in the Centre.
- The tasks and responsibilities expected from staff.
- Information on abuse and sexual harassment.
- Procedures for dealing with allegations/suspensions of abuse/sexual harassment either reported by an adult or Learner.
- Information on procedures for the investigation of alleged abuse/sexual harassment.

### 7.11 Dealing with Suspicions or Allegations of Child Abuse

In all cases where allegations are made and are investigated, the Board of Directors' legal advisors must be consulted for advice at all stages.

It is essential that Boards of Directors have in place clear and precise procedures in relation to the steps to be taken by staff, General Manager or Board member when there is an allegation, disclosure made, or there is a suspicion of abuse of children or of vulnerable clients.

Two sets of procedures are required.

One set of procedures is required to deal with allegations or suspicions or disclosures that have come to the attention of Centre personnel but are not linked directly to the Centre staff.

The second set of procedures is required to deal with allegations or suspicions or disclosures made against Community Training Centre staff either directly involved in the Centre or employed or involved in the Board of Directors.

### 7.12 Handling Allegations, Disclosures or Suspicions which are not directly linked to the project

- (1) If any member of the Centre receives an allegation or has a suspicion that a young person is being abused, he/she should in the first instance, report the matter to the General Manager.
- (2) The General Manager should report the matter directly to the Board. If this is not possible, he/she should proceed as at (3) and advise the Board of Directors later. The General Manager should record the action taken.

- (3) The Board of Directors should report the matter to the local General Manager, Community Care.
- (4) It is not the responsibility of the Board of Directors or Community Training Centre Staff to make enquiries of parents. It is the responsibility of the local Health Board to investigate suspected abuse and determine what action to take, including notifying parents and/or Gardai.
- (5) If a Staff Member/General Manager receives an allegation or has a suspicion that another young person in the Centre is abusing a young person in the Community Training Centre, the Standards outlined above should apply.
- (6) When a young person offers information in confidence, the person in whom the young person has confided should assure the young person that everything possible will be done to protect and support him/her, but that she/he understands that it will be necessary to involve other adults.
- (7) Confidentiality should be observed, within current legislation. It is imperative that those involved only discuss the matter with those directly involved in the particular case, so as to avoid slander/character defamation.

### **7.13 Handling Allegations, Disclosures or Suspicions made against Community Training Centre Staff / Board of Directors**

Allegations of misconduct against individual members of a Centre are difficult for all involved in that Centre. Boards of Directors should have clear policies and procedures for all staff to ensure the safety of young people. All members of the Centre should be informed of these policies and procedures.

- (1) If any staff member receives an allegation or suspects that a young person is being abused by another person associated with the Community Training Centre, she/he should in the first instance report the matter to the General Manager. The General Manager should immediately report the matter to the Board of Directors. The General Manager should record the action taken.
- (2) If the General Manager is the alleged offender then the matter should be reported directly to the Board of Directors. The Board of Directors should ensure that a clearly understood procedure is disseminated to staff for this purpose.
- (3) If a member of the Board of Directors is the alleged offender, then the matter should be reported directly to another member of the Board of Directors.
- (4) A written confidential record should be kept at each stage of the process.
- (5) The Board of Directors should inform in writing the person concerned of the suspicion or the allegation, which has been made. Harassment/Bullying procedures should be initiated.
- (6) Written records of any statements made by the individual should be maintained.
- (7) The individual should be advised of the steps to be taken in investigating the situation.
- (8) The Board of Directors should report the matter directly to the General Manager, Community Care.
- (9) The alleged offender should be removed from direct/indirect contact with young people until the matter is investigated. In some instances it may be necessary to suspend the individual on full pay pending the outcome of the investigation.
- (10) Only those in the direct management line should be informed of the reason for any suspension.
- (11) Confidentiality must be maintained. To ensure this it is imperative that those involved only discuss the matter with those directly involved in the particular case, so as to avoid slander/character defamation.

### 7.14 Learner Grievances and Discipline

As part of the Induction Module in all Community Training Centres, Learners should be made aware of the Training Centre rules and of procedures for dealing with grievances and discipline.

A grievance may be described as something that gives grounds for complaint. When a complaint arises it is highly desirable that direct discussion takes place between the parties and that every endeavour is made to seek a solution. Where the Learner is under 18 years parental involvement is essential.

All matters of discipline must be dealt with in a manner, which protects the dignity of the individual and must not be administered in the presence of other Learners. Before action is taken the individual against whom the complaint is made must be given the opportunity to provide an explanation and unless the circumstances are exceptional be allowed at least 24 hours to furnish it.

### 7.15 Sexual Harassment

*Note See IACTO Handbook on Discrimination, Sexual Harassment and Bullying*

Each Board of Directors has a responsibility to ensure that all Learners are assured of a training/work experience environment that is free from threat, harassment or intimidation.

Sexual harassment is defined as:

Unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men at work.

Examples of some forms of sexual harassment are listed below:

- Non - verbal/visual sexual harassment.
- Sexually suggestive or pornographic pictures and calendars.
- Leering, offensive gestures, whistling.
- Verbal Sexual harassment:
  - Unwelcome sexual advances.
  - Unwelcome pressure for social contact.
  - Sexually suggestive jokes, remarks or innuendo.
- Physical sexual harassment:
  - Unwelcome physical contact such as groping, pinching, patting or unnecessary touching.
  - Unwelcome fondling or kissing.
  - Sexual assault or rape.

The use of electronic media such as Computers, Text Messages, Emails, etc., can prove difficult to detect and can give scope to persons engaged in bullying and/or harassment, and Community Training Centre management should be vigilant for inappropriate use.

### The Board of Directors must ensure that:

- There are in place procedures for complaints handling and disciplinary procedures.
- They take responsibility for ensuring that the work/training environment is free of threat and harassment.
- All Learners must be made aware of local management structures and of procedures for dealing with complaints. An explanation of how the procedures are applied should also be given. This information should be provided as part of the Learner Induction Module.
- All complaints are treated seriously, promptly and confidentially.
- Individuals must be protected from intimidation and/or victimisation resulting from a complaint of sexual harassment having been made by them or as a result of them assisting with the investigation.
- All complaints are logged in writing.
- When disciplinary action is required such action will be taken only against the harasser and not the victim.

### Specifically in relation to sexual harassment the following should be noted:

- Care should be taken to facilitate the complainant, while ensuring that both parties have adequate opportunity to make their case.
- The procedure should clearly indicate to whom the complaint is made and make provision for circumstances where this person is not appropriate, for example the person is a party to the complaint.
- An offer of intervention by an independent party within the Organisation should be made to the complainant.

### Allegations of sexual harassment could arise between:

- Learners.
- Learners and an employee of a company in which a Learner is placed.
- Learners and an employee of the Centre.
- Learners and external trainers or their agents.

Each Community Training Centre Board of Directors must comply with all Legislation and Government.

# FINANCIAL ADMINISTRATION

---

- 8.1 General
- 8.2 Financial Records
- 8.3 Bank Account
- 8.4 Cash Receipts
- 8.5 Cheque Payments
- 8.6 Petty Cash
- 8.7 Bank Reconciliation (Procedure, Bank A/C Preparation, Reconciliation, Balance)
- 8.8 Tax Clearance
- 8.9 Wages & Salaries
- 8.10 Learner Costs
- 8.11 Monthly Financial Return
- 8.12 Income
- 8.13 Purchasing Procedures
- 8.14 Purchase of Equipment/Refurbishment Materials
- 8.15 Year End
- 8.16 Financial Monitoring
- 8.17 Third Party Returns
- 8.18 Temporary staff

### 8. INSERT NAME

#### 8.1 General

The Board of Directors is responsible for the Finances of the Centre and must ensure that full and satisfactory Records of Account are maintained.

#### 8.2 Financial Records

The Board of Directors maintains proper financial records in respect of all financial transactions and complies with relevant provisions of the Company's Acts. Specifically, the Board of Directors is required to keep records in hard copy or electronic form as specified by the ETB i.e. petty cash, cheque payments, cash receipts, wage records etc. The totals in these records should correspond with the monthly claims returned to the ETB.

No commitments that affect the joint agreement should be entered into without prior consultation with the ETB. In the case of a Centre participating in another EU funded programme the ETB must be notified in writing to avoid double claims/funding.

Centre cash flows are planned and managed so that adequate funds are always available.

All financial records are available for inspection by officials of the ETB, the Comptroller and Auditor General's Office, the European Union and the European Court of Auditors.

#### 8.3 Bank Account

There must be only one Bank Account for ETB funded Community Training Centre Activities. All payments should be made by cheques/EFT drawn on this account and all receipts lodged to it.

All cheques should require not less than two signatures and one of the signatories must be the person with overall responsibility for financial administration. All cheques must be fully filled or written out before signing - under no circumstances should blank cheques be signed. No pre-signed cheques should be drawn.

The bank account must be reconciled on a monthly basis.

If funding is obtained from other sources a separate bank account is required for that project.

#### 8.4 Cash Receipts

Except for the ETB monthly return, a pre numbered receipt from a pre-printed duplicate receipt system must be issued for each item of cash received. The duplicates of these receipts must not be removed from the Receipts Book. In the case of a cancelled receipt, both the original and the copy must remain in the Receipts Book and must be marked "cancelled".

Cancelled receipts must not be signed unless they were signed in error. All receipts (including those cancelled) must be signed by the person with responsibility for receipts. Only one receipt book to be in use at any time.

As receipts are issued, the appropriate entries must be made in the Cash Receipts record. If a receipt is cancelled it must still be entered as a cancellation in the Cash Receipts record thus there must be no break in the numbered sequence of the receipts appearing in the Cash Receipts record.

Cheques received should be crossed restrictively on receipt by means of a rubber stamp, i.e. "For lodgement to account of \_\_\_\_\_ Community Training Centre Limited"

Cash received must be kept separate from petty cash and must not be used for payment of any kind. Therefore, all the cash receipts must be lodged intact.

Cash should be lodged at least weekly or more often, if necessary. The entries in the Cash Receipts record should be totalled for the period covered by the lodgement and this total must equal the total of the lodgement. The amount of the lodgement should then be extended to the lodgement column in the Cash Receipts record on the line corresponding to the last entry of lodgement make-up.

When the Bank Statements are received, the lodgements shown thereon must be checked and ticked off against the Cash Receipts record and any discrepancies investigated at once. If any direct transfers appear on the Bank Statement, which have not been recorded in the Cash Receipts record, they must be investigated and if correct, then entered in the Cash Receipts record.

Entries in the Cash Receipts record must be analysed into appropriate columns. Columns should be headed up for various types of receipts, e.g. ETB, canteen, knitting, sewing, engineering, carpentry etc. A sundries column may be opened for items of a miscellaneous nature e.g. telephone receipts etc. The total of the sundries column must be analysed at the end of the month in the Cash record.

At the end of the month all columns of the Cash Receipts record must be totalled. The combined total of the analysis columns must agree with the total cash receipts column, which must also agree with the lodgement column.

### 8.5 Cheque Payments

All items for which a cheque is drawn e.g. supplier invoices, Learner payments etc. must be pre approved by the Centre General Manager.

All cheques drawn must be recorded in the Cheque Payments record. Each page of the Cheque Payments record must be totalled and balanced separately.

Cheques must be entered in strict numerical order. If a cheque is cancelled, it should be entered as such and not merely omitted.

There must not be breaks in the cheque number sequence in the Cheque Payments record, except where a new cheque sequence is commenced.

#### Cancelled Cheques.

A cheque should be cancelled by making a reverse entry in red in the Cheque Payments Record immediately after the original cheque or at the end of the month, or whichever is most convenient at the time the cheque is cancelled. In the case of an issued cheque a replacement cheque should not be issued until it is confirmed by the bank that the first one was not cashed. Cancelled cheques should be marked "cancelled" and held on file. The cheque stub should also be marked "cancelled".

Analysis columns should be opened in the Cheque Payments record for each expenditure heading. Sundry analysis column must be analysed.

Bank interest and charges, as noted per the Bank statements must be recorded in the Cheque Payments record at month end.

At the end of each month, the Cheques Payments record must be totalled and all analysis columns totals must equal the total cheque column. Pages in the Cheque Payments record must be pre numbered, thus verifying that all pages and cheques are accounted for.

### 8.6 Petty Cash

Petty cash should be kept on the Impress System i.e. a fixed amount should be available to petty cash and when it needs “topping up” an amount should be drawn equal to the exact amount of expenditure since previous “topping up”. Only items of an exceptional nature and of small value should be paid through petty cash.

Each payment from petty cash must be supported by a voucher. The voucher must give satisfactory information. These vouchers must be numbered in sequence and filed in numerical order. Petty Cash vouchers should be supported by receipts or invoices should be attached to the vouchers.

Paid vouchers must be entered in the petty cash record as payments are made and not accumulated for entry on a weekly or monthly basis.

Each month the record must be balanced, ruled off and the balance carried forward to the succeeding month. The balance must agree with the cash on hand.

Payments must be correctly analysed when entered in the record. As little as possible should appear in the sundries column and any items appearing in that column should be adequately described.

The petty cash float must be financed solely by cheques drawn for that purpose. It must never be financed out of general income.

Only the person responsible for petty cash should have access to the actual cash. The cash should be kept in a locked box. The keys of the box should not be left lying around the office. The duplicate keys should be held by the General Manager.

During office hours the cash box should be kept in a locked drawer but each evening it must be deposited in a safe or other secure location.

If a discrepancy occurs between the book balance and the cash on hand which cannot be located and corrected, the matter must be reported without delay to the General Manager.

### 8.7 Bank Reconciliation

At any particular date it is unlikely that the balance shown on the Bank Statement will agree with the balance shown by the financial records of the Centre. This is because any or all of the following may have to be taken into account:

- Lodgements near the end of the period at which the reconciliation is being made may have been entered in the Cash Receipts record but may not appear on the Bank Statement until a subsequent period.
- Payments may have been received directly into the Bank account by direct transfer but the receipt may not have been recorded in the Cash Receipts record.
- Cheques entered in the cheque Payments record may not have been cashed by the Bank at the date of reconciliation.
- Bank charges and bank interest charged may not have been entered in the Cheque Payments record.
- Bank errors e.g. the bank may possibly have credited lodgements or debited cheques of some other client in error or may have entered the wrong amounts.
- Clerical errors e.g. wrong totals in Cash Receipts and Cheque Payments record or amounts entered incorrectly.



### Procedure

- Obtain the Bank Statement showing the balance at the date of reconciliation.
- Ensure the Cash Receipts and Cheque Payments record are correctly written up and totalled to that date.
- Obtain the list of uncashed cheques as per the previous Bank Account Reconciliation.
- Check that any adjustments required at the date of the previous reconciliation have been made. If any have not been made they must be noted to be included in the current reconciliation.
- Take all the Bank Statements from the date immediately after the previous Bank Account Reconciliation up to the date of the current reconciliation.
- Tick off cheques paid on the debit side of the Bank Statement to the Cheque Payments record or list of uncashed cheques per the previous Bank Reconciliation.
- Prepare the new list of uncashed cheques from the unticked cheques on the previous list and any unticked cheques for the period from the Cheque Payments record.
- Check the Bank Statement to see if there are any debits other than cheques. If so, note them on a sheet of paper for inclusion in the current reconciliation and for recording in the Cheque Payments record.

Tick off Lodgements on the Bank Statements against: -

- (1) Outstanding lodgements shown on the previous reconciliation and
- (2) Current period Cash Receipts record.

*Note if any lodgement is outstanding. This will appear unticked in the Cash Receipts record.*

### Bank Account Preparation

Opening Balance (closing balance for the previous period) (deficit)	€ _____
Less: Cheques drawn (total per Cheque Payments record for the period)	€ _____
Sub total:	€ _____
Add: Lodgements (total lodgements per Cash record for the period)	€ _____
Closing Balance (see Bank Reconciliation) Bank Reconciliation	€ _____
Balance per Bank Statement (Normally this should be a debit balance. If it is a credit balance insert it as a Minus i.e. in brackets)	€ _____

## SECTION EIGHT

Deduct the total of outstanding cheques.

(If the bank balance is a credit add the total of outstanding cheques)

€ \_\_\_\_\_

Sub total:

€ \_\_\_\_\_

Add any outstanding lodgements. (Deduct if

The previous sub total is a minus)

€ \_\_\_\_\_

Sub total:

€ \_\_\_\_\_

Deduct the total of any unticked debits other than outstanding cheques. (Add if the previous sub total is a minus).

€ \_\_\_\_\_

Add any unticked credits other than outstanding lodgements. (Deduct if the previous sub total is a minus)

€ \_\_\_\_\_

Add or subtract, as the case may be any adjustments required

€ \_\_\_\_\_

**Balance per Bank Account**

€ \_\_\_\_\_

Cheques outstanding for a period in excess of six months are regarded as "stale" and cannot be cashed. Such cheques must be cancelled and written back through the Cheque Payments record in red and correctly analysed and noted for future reference. Such cheques must also be thoroughly investigated and the reasons for non -cashing, as ascertained, should be noted for future reference.

### 8.8 Tax Clearance

A current Tax Clearance Certificate must be supplied to the ETB. Tax Clearance Certificates are obtained from the Local Tax Office. Application must be made on Form TC1.

### 8.9 Wages and Salaries

Community Training Centres must register for PAYE/PPS with the Revenue Commissioners. PAYE/PPS must be deducted in accordance with the tax credits due and the tax deduction cards must be written up in accordance with the instructions on the card. PPS must also be deducted at the appropriate rate.

The tax deducted plus the total PPS contributions (including employee and employer portions) must be remitted to the Collector General on a monthly basis on form P30.

A P35 must be completed and sent to the Collector General by its due date. A P60 certificate must be given to every employee who is employed by the Centre at year-end.

When an employee ceases employment with the Centre, whether or not tax was deducted from his/her wages and whether or not he/she was liable for pay related contributions, a cessation certificate (form P45) must be completed in accordance with the instructions on that form.

The ETB makes a contribution towards Community Training Centre staff salaries based on relevant points on agreed salary scales.

Proper records must be maintained of staff wages and salaries. These will be reimbursed by the ETB as part of the monthly payment. A Staff Wage/Salary Return showing staff names, gross pay and employers PPS must accompany the Monthly Financial Returns.

### 8.10 Learner Costs

Rates applicable to ETB Learners as notified by Management Accounts Section of the ETB will apply.

Learners should sign for allowance payments when these payments are made by cheque. No signature is required for EFT allowance payments. Learner costs where paid by the Centre will be reimbursed by the ETB, as part of the monthly payment. A detailed Learner cost return must accompany the Monthly Financial Returns. The claim form will show the Learner names and amounts of allowances, accommodation & travel paid and must be signed by the Learner. This form is to be attached for the last week of each month only.

### 8.11 Monthly Financial Return

The monthly financial return paid by the ETB to the Centre will be based on current actual and necessarily incurred expenditure but will not exceed the agreed annual Budget and where appropriate will include direct Learner costs.

Each month a summary of the entries in the Financial Records must be sent to the relevant ETB Manager. This should be done by completing the Monthly Income & Expenditure Account. These returns should be submitted within 7 days of month end and should be accompanied by a copy of the Bank Statement. Prompt submission of these returns will ensure that there is no delay in funding by the ETB.

The ETB will not accept any responsibility for interest charged on overdrafts occasioned by delay on the part of the Centre in submitting returns. To provide for the funding of costs the ETB may provide a working capital float. Where the ETB is responsible for any delay in reimbursement it will be responsible for any costs incurred.

The training administration costs to be included in the monthly claim should only be those which have actually been paid and for which a receipt/invoice has been obtained.

### 8.12 Income

In the primary interests of Training, Centres are encouraged to make products and/or provide services. Income derived from such activities may be used as a contribution towards the replacement of plant, machinery and equipment and the agreed maintenance/ improvement of Centre services. **It may not be paid to or shared amongst the Learners or staff in the Centre.** The utilisation of such income should be provided for in the Annual Business Plan, and be accounted for in the monthly returns to the ETB.

### 8.13 Purchasing procedures

A proper Purchasing System must be operated by the Community Training Centres to include such elements as a Purchase Request/Justification for materials to be completed by the requisitioner, an order completed on foot of same by the office personnel, signed by the General Manager, or the Board's nominee, posted, or emailed out to the supplier by the office and goods checked in by requisitioner. Only one order book is to be in use at any one time. The collection of materials directly from suppliers is to be minimised as far as possible. Where possible all ordered supplies must be delivered to the Community Training Centre premises

Material specifications and quantities to be established for each programme so that volume/type purchases can be checked off against usage on a periodic basis.

**All goods must be purchased by Official order.** Two written quotations must be obtained where goods cost between €1000.00 to €5000.00 incl. VAT. Three written quotations must be obtained where goods cost over €5000.00 incl. VAT.

When purchasing goods the following procedures must be used:

- An “Official Order”, in duplicate, should be drawn up listing goods requested, as well as cost. The Original of form should be sent to the supplier and the carbon copy retained on file.
- A “Delivery Note” should be sent by supplier when goods are delivered or collected. This should be signed by the receiver after they have confirmed that the correct quantity and quality of the goods delivered. The delivery note should then be attached to the copy of the order on file.
- Upon receipt, the prices and calculations on the Invoice for the goods received should be checked for accuracy. The invoice should then be attached to the official order and delivery note.
- If all is in order the invoice should be stamped “passed for payment” with a rubber stamp. Invoices should then be signed by the General Manager authorising payment.
- At month end all invoices passed for payment should be reconciled to suppliers Statement. A cheque should be drawn up to the value of these invoice(s) for payment. The supporting documentation for the cheque should be placed on file. The cheque and support paperwork where requested should then be passed to person(s) authorised for signature, and posted directly by the office, along with the remittance slip, to the supplier.

### 8.14 Purchase of Equipment/Refurbishment Materials

The purchase of any Centre equipment, which is funded by the ETB , must be acquired in accordance with the ETB Purchasing Procedures. Staff should send: -

- “Purchase Requisitions” rather than Capital Appropriation Requests to Materials Control Section when they are purchasing equipment for Centres. The Centre must maintain a Register of Equipment.
- Ownership of ETB funded Assets will be vested in the Community Group, but will revert to the ETB on cessation of training activity.
- The Centre should maintain an **Assets Register** of all capital equipment purchased for or by the Community Training Centre.

### 8.15 Year End

The financial year will run from January 1st to December 31st. The Board of Directors should make arrangements with their accountant for the Annual Audit of their accounts to be carried out. Audited returns should be submitted to the ETB within 3 months of the end of the financial year. Confirmation should be provided that an AGM has taken place and where relevant, accounts have been filed with the Company's office.

### 8.16 Financial Monitoring

There must be regular monitoring of the financial records of the Centre by both the Board of Directors and the ETB. The monitoring report may be made available to the Board of Directors and Centre staff.

### 8.17 Third Party Returns

The 1992 Finance Act introduced a new annual reporting requirement known as Third Party Returns. Community Training Centres are obliged to complete these returns if they make payments for the relevant services. Returns must include details of all payments for services made in the programme of a trade, profession, business or other activity. Payments for services, which need not be included in a return, are:

- Services in which the value of any goods provided as part of the services exceeds two-thirds of the total charge.
- Payments from which income tax has been deducted (e.g. fees paid subject to deduction of withholding tax).
- Payments for services etc. made to any person in the period covered by the returns that do not total more than €3,800 in aggregate.
- Third Party Returns forms are available from the Revenue Commissioners.

### 8.18 Temporary staff

Any Centre that employs temporary/part time staff will need to assess the status of each individual for taxation purposes.

An individual is an employee of the Centre if they are employed under a Contract of Service. An individual is normally treated as an employee if they are under the control of another person who directs how, when and where the work is to be carried out, if they supply labour only, if they receive a fixed hourly/weekly/monthly wage, if they work set hours or a given number of hours per week/month, if they cannot sub-contract the work, if they do not supply materials for the job or if they do not supply the equipment for the job. PAYE and PPS must be calculated, deducted and remitted to the Revenue for all full time, temporary or part-time employees.

An individual is self-employed if he/she is operating under a Contract for Services. In this instance the self-employed person is paid gross and is responsible for his/her own tax affairs.

The Revenue Guide for Employed or Self Employed (A guide for tax and social insurance) provides additional information on this issue.

- 1 Key Performance Indicators Document**
- 2 Business Planning**
- 3 Training Specifications**
  - a) QA 58/01**
  - b) Individual Learning Plans**
- 4 Standard Contract**
- 5 Tax Clearance Form TCI (Available from Local Revenue Commissioner's Office)**
- 6 Learner Registration (Sample Forms)**
  - a) Learner Allowance Entitlement**
  - b) Learner Commencement Form**
  - c) Revision to Expected Finish Date**
  - d) Termination/Late Placement Notice**
- 7 Community Training Centre Registration Form (Sample)**
- 8 Safety And Insurance Forms**
  - a) Certificate of Safety & Insurance Inspection (Internal ETB Use)**
  - b) Insurance Renewal Form (Internal ETB Use)**
  - c) In-Company Insurance Letter**
- 9 Financial Documentation**
  - a) Monthly Administration Claim Form**
  - b) Monthly Bank Reconciliation Form**
  - c) Staff Salary & Wages Form**
- 10 Overview of Community Training Centre Range of Programme Options**
- 11 Community Training Centre Tracking System Samples**
- 12 Purchase Order Form (Sample)**

## **APPENDIX I**

### **ETB COMMUNITY TRAINING CENTRE KEY PERFORMANCE INDICATORS DOCUMENT**

# Key Performance Indicators Working Group Document

*Please Note: Objective 7 is replicated at Objective 15 and Objective 13 is replicated at Objective 14 for consistency in referencing in the Body of Manual.*

## Objective 1

All Boards of Management/Training Centres will implement the ETB Community Training National Quality Assurance Policies.

### Key Performance Indicators

- 1.1 FETAC requirements as contained in the Quality Assurance Framework Document
- 1.2 Other Quality Assurance Systems as agreed in place and requirements met.

## Objective 2

The Community Training Centre will maximize the utilisation of all resources to the benefit of the client group(s), as agreed with the ETB and other stakeholders and in accordance with agreed strategic and annual business plans.

### Key Performance Indicators

- 2.1 Approved up to date Strategic Plans in place, implemented and reviewed
- 2.2 Approved Business Plans in place, implemented and reviewed.

## Objective 3

Community Training Centres will implement procedures in accordance with the National Operating Standards.

### Key Performance Indicators

- 3.1 Prepare plans and reports as outlined in the Operating Standards.
- 3.2 Community Training Centres will have operating procedures and policy documents in place.
- 3.3 Quality Management Systems as agreed.

## Objective 4

Each Community Training Centre will have an agreed recruitment and induction policy and programme in place, targeted at Community Training Centre clients, that is understood by Board of Directors, staff and other stakeholders, e.g. ETBs.

### Key Performance Indicators

- 4.1 Protocols agreed and in place locally between Community Training Centre and the ETB and other stakeholders setting out recruitment procedures and policy, to be updated as required and reviewed at least once a year.
- 4.2 Induction policy and procedures in place, to be updated as required and reviewed at least once a year.
- 4.3 Target learner profiles (will be) as set out in the QA 58 01 training specification document(s) are implemented and reviewed annually.



## Objective 5

All Community Training Centres to develop a proactive, planned approach to identify prospective clients.

### Key Performance Indicators

- 5.1 Recruitment protocol in place and reviewed annually.
- 5.2 Each Community Training Centre will participate in local formal consultations with relevant agencies.

## Objective 6

Relevant background information on each new applicant will be sought by the Community Training Centre Manager or deputy and discussed with the applicant prior to acceptance on the programme.

### Key Performance Indicators

- 6.1 Policy and pro-forma in place.
- 6.2 Extent and range of information required and possible to obtain agreed and documented.
- 6.3 Safeguards and procedures to comply with both freedom and protection of information in place promulgated and understood by relevant persons and Bodies.
- 6.4 Procedures in place for access to and updating of learner information including regular reviews for discussing progress with learner.
- 6.5 Liaison procedures in place between Community Training Centre and other relevant persons and Bodies for exchange of information.

## Objective 7

Each Community Training Centre will have in place an approved National assessment system (Mapping the Learning Journey) to conduct an Identification of Training Needs and produce an initial Individual Learning Plan for each new entrant.

### Key Performance Indicators

- 7.1 Assessment system in place.
- 7.2 Staff trained in application of same.
- 7.3 Modularised programmes will be tailored to the pre-identified basic learning skill of the learner and encompass targeted vocational skills and soft skills as identified in the individual learning plan.
- 7.4 All modules adjusted to accommodate Identification of Training Needs and Individual Learning Plan.
- 7.5 Individual learning needs should be used to construct an Individual Learning Plan.
- 7.6 All staff delivering training modules will be skilled in application of Identification of Training Needs and Individual Learning Plan for delivery purposes.

## Objective 8

Each Community Training Centre will have a code of practice for learners, which will have been developed by the Community Training Centre with the involvement of the learners and be in accordance with National Standards.

### Key Performance Indicators

- 8.1 Code of Practice in place and reviewed at least once a year.
- 8.2 All staff fully acquainted with Code of Practice.
- 8.3 Code of Practice discussed with and explained to each new entrant.

## Objective 9

Each new entrant will be given an Induction Programme which will include a period of appraisal on all aspects of the Programme and which will be of at least four weeks duration.

### Key Performance Indicators

- 9.1 Induction Policy and Programme developed and in place.
- 9.2 On completion of their induction, each new learner will be given a copy of the Learner Code of Practice jointly signed by the Community Training Centre Manager and learner, a copy of their Identification of Training Needs and a copy of their Individual Learning Plan.
- 9.3 A key worker will be assigned to each learner during the induction period.

## Objective 10

Learners to have access to psychological assessment.

### Key Performance Indicators

- 10.1 Procedure in place for referral of learners to Psychological Assessment Services.
- 10.2 Procedure in place for recording the Psychological referral.

## Objective 11

Each learner will have his or her training reviewed on a regular basis as agreed during the induction period.

### Key Performance Indicators

- 11.1 Each Community Training Centre will have a policy and set of procedures to review Learner progress.
- 11.2 Learner review will take place as agreed at induction but at least every month to update Learner goals.
- 11.3 Learner review will form the basis for progression both within the Community Training Centre and onto further options.
- 11.4 The Manager will report on a quarterly basis to the Board of Directors on the general performance of learners and highlight outstanding successes or underachievement.
- 11.5 A case conferencing system will be introduced involving all Centre staff involved with the Learner.
- 11.6 Each learner will be assessed at the point of exit and given feedback, including hard evidence they can take with them, e.g. but not only, recognised certification.
- 11.7 Information of relevance to other agencies working with the individual is made available on request and in understanding with the individual concerned.

## Objective 12

A Learner Tracking System will be put in place to provide ongoing support to learners who have left Community Training Centre.

### Key Performance Indicators

- 12.1 A tracking procedure in place to track learners for a minimum of 6 months.
- 12.2 Community Training Centre Management will prepare a quarterly report to Board of Management on progress of tracking.

### Objective 13

Community Training Centres will offer an holistic and integrated training programme geared to the needs of the agreed target group(s) with the aim of addressing the specific needs of the individual learner thus empowering them to take responsibility for their own careers, to enable them to be fully involved in participative democracy and engage in life long learning.

#### Key Performance Indicators

- 13.1 Policies and methodologies in place that promote holistic and integrated training centered learning.
- 13.2 Ongoing monitoring by the Board of Directors on quality of training and development offered.
- 13.3 In course, post course and six month after Community Training Centre course completion evaluation by learners against the above objective.
- 13.4 Community Training Centres will act on the ETB Monitoring Report feedback following formal monitoring visits and otherwise as required, to the Board of Directors.

### Objective 14

Community Training Centres will offer an holistic and integrated training programme geared to the needs of the agreed target group(s) with the aim of addressing the specific needs of the individual learner thus empowering them to take responsibility for their own careers, to enable them to be fully involved in participative democracy and engage in life long learning.

#### Key Performance Indicators

- 14.1 Policies and methodologies in place that promote holistic and integrated training centered learning.
- 14.2 In course, post course and six month after Community Training Centre course completion evaluation by learners against the above objective.
- 14.3 Community Training Centres will act on THE ETB Monitoring Report feedback following formal monitoring visits and otherwise as required, to the Board of Directors.

### Objective 15

Each Community Training Centre will have in place an approved National Assessment System (Mapping the Learning Journey) to conduct an Identification of Training Needs and produce an initial Individual Learning Plan for each new entrant.

#### Key Performance Indicators

- 15.1 Assessment System in place.
- 15.2 Staff trained in application of same.
- 15.3 Modularised programmes will be tailored to the pre-identified basic learning skill of the learner and encompass targeted vocational skills and soft skills as identified in the Individual Learning Plan.
- 15.4 All modules adjusted to accommodate Identification of Training Needs and Individual Learning Plan.
- 15.5 Individual learning needs should be used to construct an Individual Learning Plan.
- 15.6 All staff delivering training modules will be skilled in application of Identification of Training Needs and Individual Learning Plan for delivery purposes.

## Objective 16

Each Community Training Centre will, depending on the needs and potential of the learner: offer a range of training modules, augmented by new ones where required; options on class size; options on class contact hours per week; options on full-time and part-time training; options on morning, afternoon and evening training.

### Key Performance Indicators

- 16.1 Training Modules and procedures for updating and developing new ones in place.
- 16.2 Arrangements in place for the flexible delivery of training including class size, options on class contact hours, full-time training, morning, afternoon or evening training.
- 16.3 Rostering procedures to deliver a holistic service.
- 16.4 Training will be delivered as per agreed modes of learning.
- 16.5 Training programmes put in place that provide appropriate recognised certification in order to improve and maintain employability and active citizenship.

## **APPENDIX 2**

### ***BUSINESS PLANNING***

- ***Business Plan Template***
- ***Budget Templates***

YEAR: COMMUNITY TRAINING CENTRE - BUSINESS PLAN TEMPLATE				
Priority Goal:				
Objectives and Performance Indicators (PI) Objective 1:	Key Actions	To Lead	Start Date Finish Date	Resources: Funding, People and Time
Objectives 1:  PI:	1			
	2			
	3			
Objectives 2:  PI:	1			
	2			
	3			
Objectives 3:  PI:	1			
	2			
	3			
Objectives 4:  PI:	1			
	2			
	3			

COMMUNITY TRAINING CENTRE NAME:

COMMUNITY TRAINING CENTRE Request for Budget

Projected number of activity days per programme option (based on 90% utilisation)												
	20	20	20	25	20	20	25	20	25	20	20	20
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
(Training Allowances Payable)												
Foundation												
Progression												
Pre-Apprenticeship												
Sub-Total												
Linked Work: Experience												
(No Training Allowances/out of pocket expenses)												
Youth Choices												
Workplace Training												
Customised Training												
(Zero Cost)												
Tracking (not included in total activity days)												
Total Activity Days												
Total Activity plus Tracking												
Total Throughput												
Total Placement												

Please insert by programme by month the projected training days. To calculate training days on a monthly basis, multiply the number of projected learners in training that month by the number of days for that month as shown on line 8. Projected number of learners should allow for commencements/terminations during the month. The total activity days per month should be reduced by 10% to allow for 90% utilisation factor in the Community Training Centre.

Community Training Centre Name:

## Community Training Centre Request for Budget

### Projected number of activity days per programme option (based on 90% utilisation)

YEAR:

Projected number of activity days in training

Number of days per period

20 20 20 25 20 20 25 20 25 20 20 25  
Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

Month

(Training allowances payable) Jan Foundation

Progression Bridging

Pre-Apprenticeship

Sub Total

Linked Work Experience

(No Training allowances/out of pocket expenses) Youth

Choices

Workplace Training Customised

Training

(Zero cost)

Tracking (not included in total activity days)

Total activity days

0 0 0 0 0 0 0 0 0 0 0 0

Total activity plus Tracking

0	0	0	0	0	0	0	0	0	0	0	0

Total throughput

Total placement

Please insert by programme by month the projected training days.

To calculate training days on a monthly basis, multiply the number of projected learners in training that month by the number of days for that month as show on line 8. Projected number of learners should allow for commencements/terminations during the month.

The total activity days per month should be reduced by 10% to allow for 90% utilisation factor in the Community Training Centre



## COMMUNITY TRAINING CENTRE Request for Budget Proposed staff salaries

Title	Name	Current Salary €	Increment Date	New Salary €	Gross Salary 2005 €	ER PRSI €	ER Pension Contribution €	Gross Salary (including ER PRSI and Pension) €	Permanent or Temporary	Full-time/ Part-Time
Manager										
Instructor										
Instructor										
Instructor										
Instructor										
Instructor										
Instructor										
Instructor										
Instructor										
Clerical Officer										
Total										

## Proposed Budget Requested from ETB as Per Business Plan

YEAR:

NAME OF COMMUNITY TRAINING CENTRE.

COMMUNITY TRAINING CENTRE. COST CODE:

	Annual budget requested	Comments
<b>STAFF COSTS</b>		
Salaries (attach details)		
PPS etc.		
Pension		
Travel and Subsistence (Attach Details)		
Staff Development (Attach Details)		
<b>SUB TOTAL STAFF COSTS:</b>		
<b>LEARNER COSTS</b>		
Training Allowances		
Learner Lunch Allowances		
Learner Travel Allowances		
Learner Accommodation		
Employers P.R.S.I.		
<b>SUBTOTAL LEARNER COSTS:</b>		
Course Materials		
<b>OVERHEADS</b>		
Rent & Rates		
Heat/Light/Power		
Post & Telephone		
Printing & Stationery		
Tools/Protective Clothing		
Insurance		
Repairs & Maintenance		
Bank Charges/Audit Fees		
Canteen Supplies Sundries (Attach Details)		
<b>SUBTOTAL OVERHEADS:</b>		
Special Inputs (Attach Details)		
Literacy & Numeracy		
Customised Training		
<b>SUB-TOTAL SPECIAL INPUTS etc.</b>		
Childcare Advocates		
<b>INCOME (Attach Details)</b>		
<b>TOTAL (Net of Income)</b>		

Signed: \_\_\_\_\_

**Community Training Centre  
Manager**

Signed: \_\_\_\_\_

**Community Training Centre  
Chairperson**

## **APPENDIX 3**

### **TRAINING SPECIFICATIONS**

- **QA 58/01**
- ***Individual Learner Plans***

**TRAINING SPECIFICATION  
DESIGNED TO  
ETB STANDARD QA 58/01**

**Prepared by**

**NAME OF COMMUNITY  
TRAINING CENTRE**

## INTRODUCTION

This Specification has been designed to provide Community Training Centres with the structure to set out their annual Training Specification proposals for their Centre.

## NOTES ON COMPLETION OF THE SPECIFICATION

The Training Specification must include the following core modules in respect of any training programme being proposed:

### 1. Induction

A comprehensive induction module covering a minimum of two to four weeks to include the assessment of each person's background and training needs must be outlined.

### 2. Literacy and Numeracy

The Specification must set out the assessment of each person's literacy and numeracy needs and the hours proposed to be devoted to literacy and numeracy and how these modules are to be integrated with other modules of training.

### 3. Personal Effectiveness

The Specification must set out how the expectations and ambitions of each Community Training Centre Learner can be fully explored and recorded.

### 4. Personal Action Plan

The Specification must set out a plan of action for each Community Training Centre Learner giving clear indications:

- What skills and competencies and other personal needs are being aimed at and addressed.
- How these needs are being addressed by the training programme.
- How these actions are being recorded.
- How these actions are being reviewed.
- Any other information, which would support the concept of methodological induction processes.

TRAINING TITLE

TRAINING TITLE

## PROGRAMME OBJECTIVES

At the end of the overall training period Community Training Centre Learners will be able to: -

## OUTLINE TRAINING PLAN LIST OF MODULES

[illegible]



## OUTLINE TRAINING PLAN MODULAR BREAKDOWN OF TRAINING

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

## MODULE AIM

## MODULE OBJECTIVES

ACTIVITY NUMBER	ACTIVITY STATEMENTS
	<p>On completion of this Training Module Community Training Centre Learners will be able to: -</p> <div></div>

## OUTLINE TRAINING PLAN MODULAR BREAKDOWN OF TRAINING

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

## MODULE AIM

## MODULE OBJECTIVES

ACTIVITY NUMBER	ACTIVITY STATEMENTS
	<p>On completion of this Training Module Community Training Centre Learners will be able to: -</p> <div></div>

## OUTLINE TRAINING PLAN MODULAR BREAKDOWN OF TRAINING

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

## MODULE AIM

## MODULE OBJECTIVES

ACTIVITY NUMBER	ACTIVITY STATEMENTS
	<p>On completion of this Training Module Community Training Centre Learners will be able to: -</p> <div></div>

## OUTLINE TRAINING PLAN MODULAR BREAKDOWN OF TRAINING

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

### MODULE AIM

### MODULE OBJECTIVES

ACTIVITY NUMBER	ACTIVITY STATEMENTS
	<p>On completion of this Training Module Community Training Centre Learners will be able to: -</p> <div style="border: 1px solid black; height: 300px; margin-top: 10px;"></div>

## OUTLINE TRAINING PLAN MODULAR BREAKDOWN OF TRAINING

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM	

## MODULE OBJECTIVES

ACTIVITY NUMBER	ACTIVITY STATEMENTS
	<p>On completion of this Training Module Community Training Centre Learners will be able to: -</p>

## OUTLINE TRAINING PLAN MODULAR BREAKDOWN OF TRAINING

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

## MODULE AIM

## MODULE OBJECTIVES

ACTIVITY NUMBER	ACTIVITY STATEMENTS
	<p>On completion of this Training Module Community Training Centre Learners will be able to: -</p>

## OUTLINE TRAINING PLAN MODULAR BREAKDOWN OF TRAINING

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

## MODULE AIM

## MODULE OBJECTIVES

ACTIVITY NUMBER	ACTIVITY STATEMENTS
	<p>On completion of this Training Module Community Training Centre Learners will be able to: -</p> <div></div>

## OUTLINE TRAINING PLAN MODULAR BREAKDOWN OF TRAINING

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

## MODULE AIM

## MODULE OBJECTIVES

ACTIVITY NUMBER	ACTIVITY STATEMENTS
	<p>On completion of this Training Module Community Training Centre Learners will be able to: -</p>



# TRAINING APPROACH

## 1. MANAGING THE LEARNING PROCESS

The way in which the learning process is managed for this training programme is expressed in percentage terms under the following headings: -

### Trainer-Centred Learning

This approach focuses on the role of the trainer/tutor as subject matter expert who directs the total learning process.

%

### Community Training Centre Learner-Centred Learning

This approach involves the Community Training Centre Learners taking increased responsibility for their own progress with the help/support of the trainer/tutor.

### Self-Directed Learning

This approach involves the Community Training Centre Learners taking charge of their own learning with or without the help/support of the trainer/tutor. This is the approach used with Distance/Open Learning delivery systems.

## 2. METHODS

The training methods used in this training programme are as follows: -

- 
- 
- 
- 
- 
- 

## 3. MEDIA/INSTRUCTIONAL TECHNIQUES

The instructional techniques, media and audiovisual materials used on this training programme are as follows:

-

- 
-

## RECORD SYSTEM

The ETB requires that the following records are maintained for this programme: -

- The names, registration numbers and personal details of all Community Training Centre Learners;
- Attendance record, in-company training details and progress records;
- Training plans showing the scheduled dates for each module of training vis-à-vis the actual dates the module was delivered;
- Job placement details.
- The ETB Summary Assessment Record Sheets as specified in the Operating Standards for Assessing Community Training Centre Learner Attainment, Standard No. QA98/02.
- Candidate's instructions, practical test exercises and written assessments together with all related documentation are maintained for all Community Training Centre Learners for at least three months following completion of the programme.

## ASSESSMENT AND CERTIFICATION SYSTEM

MODULE SEQUENCE NUMBER	MODULE TITLE	CERTIFYING BODY	ASSESSMENT TITLE	REF. NO

## TARGET COMMUNITY TRAINING CENTRE LEARNER PROFILE

<p><b>AGE</b></p> <p>- Specify the minimum age limit</p>	
<p><b>EDUCATION/ TRAINING</b></p> <p>- Specify level, standard, certificates, specific subjects required</p>	
<p><b>APTITUDES</b></p> <p>- Specify the relevant aptitudes required e.g. learning ability, numerical aptitude, spatial aptitude, form perception, etc.</p>	
<p><b>PERSONAL SKILLS</b></p> <p>- Specify the person skills required e.g. good communications skills, personality type etc.</p>	
<p><b>Previous Experience</b></p> <p>- Specify previous relevant industrial/ commercial experience</p>	
<p><b>Special Requirements</b></p> <p>- Specify any special requirements e.g. good colour vision, ability to work at heights, full class B driving licence etc</p>	

**COMMUNITY TRAINING CENTRE LEARNER SELECTION CRITERIA**

**TICK AS APPROPRIATE**

**INTERVIEWED AGAINST TARGET COMMUNITY  
TRAINING CENTRE LEARNER PROFILE**

**Yes**

☐

**No**

☐

	<b>NAME / TYPE</b>	<b>MINIMUM STANDARD REQUIRED</b>
<b>APTITUDE TEST</b>		
<b>TRAINABILITY TEST</b>		
<b>OTHER SELECTION CRITERIA</b>		

## TRAINER/TUTOR PROFILE

<b>EDUCATIONAL &amp; PROFESSIONAL COMPETENCIES</b>	<b>NARRATIVE</b>
<b>GENERAL EDUCATION</b> - the certificates, diplomas, degrees required and the appropriate level of attainment	
<b>TRAINABILITY TEST</b> - the certificates, diplomas, degrees required and the appropriate level of attainment	
<b>OTHER SELECTION CRITERIA</b> - the skills and knowledge required in relation to the subject in which the Trainer/Tutor is to provide training	
<b>PEDAGOGICAL COMPETENCE</b> - the skills and knowledge required in the science and principles of instructing/ training	
<b>SOCIAL SKILLS</b> - the skills and knowledge required by the Trainer/Tutor in order to manage interpersonal relationships within the social group represented by the programme learners	
<b>WORK EXPERIENCE</b> - the relevant practical on-the-job experience gained by the Instructor	

## TRAINING FACILITIES EQUIPMENT

ITEM NO.	DESCRIPTION	QUANTITY

## TRAINING FACILITIES EQUIPMENT

<i>ITEM NO.</i>	<i>DESCRIPTION</i>	<i>QUANTITY</i>



**TRAINING FACILITIES CLASSROOM AND / OR  
CENTRE**

<i>ITEM NO.</i>	<i>DESCRIPTION</i>	<i>QUANTITY</i>

**TRAINING FACILITIES SPECIAL  
FACILITIES**

<i>ITEM NO.</i>	<i>DESCRIPTION</i>	<i>QUANTITY</i>

## REVIEW

In order to ensure that it is relevant and up-to-date the programme will be reviewed against the background of the methods and standards currently applied in Industry.

The review will encompass such matters as: -

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

Review Date:

## COPYRIGHT RESTRICTIONS

*The use of all materials, books, manuals, publications, computer software and materials on video/audio cassettes, complies with the terms and conditions laid down by the copyright owner.*

*The use of computer software under license, complies with the terms and conditions laid down by the licensor in the license agreement.*

## ACKNOWLEDGEMENTS

## DECLARATION

*I declare that this training specification is original to the organisation named therein and that the information contained in it is correct to the best of my knowledge and belief and that I am authorised to sign this declaration on behalf of the organisation named therein.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# INDIVIDUAL LEARNING PLAN

## Personal Details

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Commencement Date: \_\_\_\_\_

Educational Details: \_\_\_\_\_

\_\_\_\_\_

Induction: \_\_\_\_\_

Key Worker: \_\_\_\_\_

## Assessment Details

Writing

Reading

Oral

Spelling

Maths

Interest (Outside School/Centre)

Name Your Greatest Achievement To Date

What Would You Like To Achieve

Learning Style

## INDIVIDUAL LEARNING PLAN

Date: \_\_\_\_\_

Key Issues Identified:

Long Term Objectives:

Medium Term Objectives:

Short Term Objectives:

Plan of Action (What; When; Who?):

Proposed Review Date: \_\_\_\_\_

**Signed:** \_\_\_\_\_ **(Learner)**

**Signed:** \_\_\_\_\_ **(Key Worker)**

## **APPENDIX 4**

### ***Standard Contract***

AGREEMENT NO \_\_\_\_\_

AGREEMENT TO COLLABORATE FOR PROVISION OF TRAINING FACILITIES CONDITIONS OF AGREEMENT

This agreement is made this \_\_\_\_\_ day of \_\_\_\_\_ 200 between Education and Training Board  
having its principal place of business at (hereinafter referred to as "ETB") and

\_\_\_\_\_  
\_\_\_\_\_  
(Hereinafter referred as the "Board") of the other part

Whereas the Board is operating/proposes to operate a Community Training Centre at

\_\_\_\_\_  
(The "Centre")

and has agreed to conduct training programmes to be availed of by the ETB at this location upon and subject to the terms and conditions herein contained and the ETB has agreed to provide funding to the Board in respect of the Centre.

The duration of this agreement shall be for an initial minimum period of one year and shall continue in operation thereafter subject to clause 15 hereof.

Now it is hereby agreed as follows:-

**1. Proposals and Training**

(a) The Board shall provide a training programme(s) in accordance with the terms of this Agreement (the "Programme(s)") for persons ("Learners") approved by the ETB as per the Business Plan "Business Plan" and activity schedule(s) to this Agreement (the "Activity Schedule(s)").

(b) The Board shall carry out the training of the Learners in accordance with the proposals and resource documents submitted by the Board to the ETB (the "Proposals") in accordance with the Current Operating Procedures of the ETB (a copy of which is annexed hereto) and the Business Plan and Activity Schedule(s), using the highest skills and in a manner acceptable to the ETB. The Board shall not sub-contract to any company or person any part of this Agreement without the prior written consent of the ETB.

(c) The ETB may from time to time with the consent of the Board amend or vary the proposals or the current Operating Procedures in writing. This Agreement shall be subject to such amendments and/or variations which shall be binding on the parties thereto. However, this Agreement shall not otherwise be deemed or construed to be modified, amended, rescinded or waived in whole or in part except by written amendment by the parties hereto.

**2. Certification and Standards**

The Board shall ensure that certification to an agreed standard is implemented for each Training Programme under this agreement.



### 3. Premises

The Board shall produce to the ETB satisfactory evidence of title in relation to the property in which the Centre is or is to be set up. If such title shall be by way of Lease or Tenancy Agreement the user clause in such Lease or Tenancy shall be appropriate to cover the Centre.

### 4. Facilities

The Board shall provide training facilities (to include training accommodation and all equipment and materials) for the use of Learners and their Instructor.

### 5. Plant and Equipment

Provided appropriate funding is made available the ETB will provide separately to the Board certain items of plant, machinery and equipment and/or provide money for the acquisition of same to be used by the Board for the purpose of the Programme(s). Any such plant, machinery equipment, manuals or other property or funds shall be returned to the ETB:-

- (a) if the Board cease to carry out the Programme(s).
- (b) if this Agreement is terminated by either party or
- (c) the Board being a company, if a resolution is passed or an order is made for the winding up of the Company or if a Receiver or Examiner is appointed to it.

### 6. Recruitment

The Board shall in consultation with the ETB recruit only from the target group as set out in the proposal and resource documents and as requested in writing with the ETB at annual review.

The Training provided under this Agreement is intended to give jobless persons skills which will increase their employment and career prospects and shall be directed solely at enabling learners to become active citizens and is not to be a source for the Board's ongoing manpower requirements.

### 7. Insurance

- (a) During the course of this Agreement the Board shall maintain adequate insurance against:
  - (i) loss of or damage (by fire and other risks) to the buildings, plant, machinery equipment, furnishings and fittings used in connection with the Centre in amounts representing their full replacement or reinstatement value.
  - (ii) loss or damage to property of third parties.
  - (iii) accidental death or bodily injury or disease suffered by any person engaged on the Centre.
  - (iv) accidental death or bodily injury or disease suffered by any other person and
  - (v) any liability howsoever arising as a result of goods produced or services rendered by the Centre
- (b) In relation to obtaining insurance cover for the matters referred to in (a) (iii), (iv) and (v) above, the Board shall avail of the Employers and Public Liability Insurance arranged by the ETB with the ETB insurers to provide indemnity to Boards at a cost to be determined from time to time. The ETB shall provide to the Board a copy certificate of Insurance herein and will make available on request details of the relevant cover. The Board shall inform the ETB (Pensions & Insurance Dept.) in writing of any claim or any circumstances which may give rise to a claim within seven days of its occurrence. The Board shall at the request of the ETB produce to the ETB copies of all policies of insurance required under this Agreement or which relates to the Centre and copies of receipts in respect of premiums paid.

## 8. Indemnity

- (a) The ETB shall not be liable for any injury, loss or damage whatsoever or to whomsoever caused by any act, default or omission of a Learner on the Programme except to the extent that any such injury, loss or damage is caused or contributed to by the gross negligence or willful default of the ETB's staff.
- (b) The Board shall indemnify the ETB against any claims made in respect of any injury loss or damage caused by any act, default or omission of the Board, its servants or agents, or of a Learner on the Programme.

## 9. Copyright

- (a) All materials developed and supplied by the Board in connection with this Agreement shall be original material in respect of which no other person has any right of copyright. The Board agrees in consideration of these premises that the ETB shall be entitled to the ownership of the copyright in all such present and future original material. The Board agrees to do all that is required to enable the ETB to establish and protect its right to copyright.

In relation to material supplied by the Board in connection with this agreement the copyright which is owned by a third party the Board agrees that it will ensure that it has obtained permission to reproduce the said material from the true copyright owner and that it will give to the ETB full details of such permission and a copy of the relevant permit if required.

- (b) The Board hereby agrees that it will not assert any claim to any intellectual property right in respect of any matter, material or product produced by a learner during the course of the training.
- (c) The ETB will agree with the Board from time to time how any product produced on the Programme may be disposed of and on how the income from any such products may be applied.

## 10. Records

The Board shall maintain -

- (a) a detailed financial record of all receipts and expenditure and all expenses;
- (b) a detailed training record relating to the training provided under this Agreement in a format agreed with the ETB. All records must be maintained for a period of six years. The Board shall produce annual audited accounts as agreed with the ETB.

## 11. Freedom of Information

The contractor shall if requested immediately give to the ETB any record as that term is defined in the Freedom of Information Act 1997 relating to any service provided in this Agreement.

## 12. Rights of Access

- (a) The Board shall grant officials of the ETB, the Comptroller and Auditor General's Office, the European Union and the European Court of Auditors immediate access to all premises at which training is provided or where records are maintained under this Agreement and the right to examine all records, financial and otherwise maintained by the Board in connection with the Programme(s), including all notes and materials supplied to Learners.

- (b) The Board shall reply satisfactorily to any queries submitted by the ETB, the Comptroller and Auditor General, the European Union and the European Court of Auditors. The Board shall ensure that Learners will make available for inspection by the ETB, all training materials supplied to them during the training period.

### **13. Placement**

The Training provided under this Agreement is intended to give the target group(s) a skill which will increase their employment and career prospects and to facilitate relevant progression to further education and training to be agreed with from time to time. The Board agrees to the targets for relevant progression and placement which have been locally negotiated and agreed and are set out in the Activity Schedule(s).

### **14. Termination of Training**

- (a) If the ETB considers that having fully consulted with the Board a Learner is no longer willing or has become unable to attend or if by consultation between the ETB and the Board it is decided that he/she should not attend or continue to attend for training the Board shall give immediate notice of such termination to the Learner concerned and that Learner shall cease to be a learner for the purpose of any provision of this Agreement.
- (b) The Board shall notify the ETB immediately upon suspending a Learner during the period of the Programme, and shall not dismiss any Learner without prior consultation and written agreement of the ETB.

### **15. Equal Opportunities**

- (a) The Board shall ensure that there is equality of opportunity irrespective of sex marital status, religion, political opinions, race, colour, or of any disability for persons at recruitment, provision and placement stages of the Programme(s).
- (b) The Board shall also ensure that neither it nor any of its agents shall commit any act that would constitute direct or indirect discrimination against any person on the grounds of sex or marital status or any disability.
- (c) The Board shall agree to carry out any specific actions in relation to equal opportunities as may already form part of the Proposal or as the ETB may request.

### **16. Termination of Agreement**

- (a) This Agreement may be terminated at any time by either party by giving 12 months notice in writing.
- (b) The ETB may terminate this Agreement on the giving of 30 days notice in writing if the Board fails to comply with any of its obligations under this Agreement and the failure (if capable of being remedied) remains unremedied for (14) days after being called to the Boards attention by written notice from the ETB.
- (c) The Board may by 30 days notice in writing terminate this Agreement or suspend the performance of all or any of its obligations under it if the ETB fails to comply with any of its obligations under this Agreement and the failure (if capable of being remedied) remains remedied for (14) days after being called to the attention of the ETB by written notice from the Board.

### **17. Other Training Programmes**

It is hereby acknowledged and agreed between the ETB and the Board that the terms and conditions

of this Agreement (or any of them) may be applied or extended to other training programmes or services to be carried out by the Board and provided that it is agreed in writing between the ETB and the Board that such terms and conditions shall apply.

## **18. Statutory Obligations**

The Board shall discharge its statutory obligations in respect of PAYE, PRSI, VAT and all other relevant taxation and levies relating to the operation of the Programme(s) and the Centre. The Board shall also comply with all statutory obligations in respect of the health and safety of all persons involved in the Centre including without prejudice any Learners and Tutors.

## **19. Wavier**

The Wavier by the ETB or the Board of any breach of any term of this Agreement shall not prevent the subsequent enforcement of that term and should not be deemed a wavier of a subsequent breach.

## **20. Confidentiality**

The Board shall not supply information concerning the training being provided under this Agreement to the media or other third parties nor invite or allow any access of such parties to the training Programme(s) or the Learners without prior discussion and consultation with the ETB.

## **21. Interpretation**

- (a) References to this Agreement shall include references to the activity Schedule(s) hereto which shall be deemed to be incorporated as part of this Agreement and to be interpreted accordingly.
- (b) Words such as “hereunder”, “hereto”, “hereof” and “herein” and other words commencing with “here” shall, unless the context clearly indicates to the contrary refer to the whole of this Agreement and not to any particular Clause thereof.
- (c) Save as otherwise provided herein, any reference to a Clause, paragraph or activity Schedule shall be a reference to a Clause, paragraph or activity Schedule (as the case may be) of this Agreement and any reference in a Clause to a paragraph shall be a reference to a paragraph of the Clause or paragraph in which the reference is contained unless it appears from the context that a reference to some other provision is intended.
- (d) In this agreement, the masculine gender shall include the feminine and neuter and the singular number shall include the plural and vice versa and references to persons shall include bodies corporate, unincorporated associations and partnerships.
- (e) This agreement may be reviewed and re-negotiated by either party as appropriate on an annual basis or on request by either party to reflect local or national developments and in accordance with the best partnership principles and practice.

## **22. Captions**

The captions to the Clauses in this Agreement are inserted for convenience of reference only and shall not be considered a part of or affect the construction or interpretation of this Agreement.

## **23. Subject to compliance by the Board with the terms and conditions of this Agreement. The ETB shall pay an agreed sum of €\_\_\_\_\_ for the initial year of the Contract and such other sums as may be mutually agreed at the Annual, or other reviews.**

Payment will be made to Community Training Centres on a monthly basis on receipt of vouched expenditure for the proceeding month.

24. All disputes or differences which may arise touching the provisions of this agreement or the operation or construction hereof or the rights or liabilities of the parties hereto shall in the first instance be fully discussed and consulted on by the ETB and the Board in an effort to arrive at a mutually agreeable solution. Failing this the matter may be referred to mediation by the mutual agreement of the parties hereto on terms and conditions to be agreed.

IN WITNESS WHEREOF the parties hereto have entered into these presents the day and year just herein written

Signed by

\_\_\_\_\_  
Duly authorised on behalf of  
[ ] Education and Training Board  
in the presence of-

Signed by

\_\_\_\_\_  
Duly authorised on behalf of  
the Board  
in the presence of-

## **APPENDIX 5**

### **TAX CLEARANCE FORM TCI**

*(Available from Local Revenue Commissioner's Office)*

## **APPENDIX 6**

### **LEARNER REGISTRATION (SAMPLE FORMS)**

- *Learner Allowance Entitlements*
- *Learner Commencement Form*
- *Revision to Expected Finish Date*
- *Termination/Late Placement Notice*

# COMMUNITY TRAINING CENTRE LEARNER ALLOWANCE ENTITLEMENT

To: Manager

Employment Exchange/Office: \_\_\_\_\_

Part A: [To be completed only by Community Training Centre Learners, whose Social Welfare entitlement is likely to be more than the Standard ETB Training Allowance of € \_\_\_\_\_ per week]

Please fill in the following personal details to enable the local Employment Exchange (or Office) to provide details for your Social Welfare entitlement

I, \_\_\_\_\_, am due to commence an ETB programme on \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
.[Your Name and Address in BLOCK CAPITALS]

ADDRESS: \_\_\_\_\_

PPS No:

--	--	--	--	--	--	--	--	--	--

(Copy from "UB/UA card" or tax cert.)

Qualification Certificate No:

--	--	--	--	--	--	--	--	--	--

(Copy from your "UA card".)

Hatch No:

--	--

Part B: [To be completed by the Employment Exchange/Office for Community Training Centre Learners who are in receipt of UA/UB prior to commencing training]

Where UA is in payment:

1. Weekly maximum rate of UA
2. Weekly household means (As shown on Q.C.)
- 3a. Weekly transitional payment (If applicable) 3b.

Net UA rate in payment

4. Is the rate: Long term  Short term

5. Fuel allowance (Insert amount where allowance is in payment)

€ c


--	--

Where UB is in payment;

1. Weekly UB rate in payment (Excluding PRB)
2. Weekly PRB rate in payment
3. No. of PRB weeks that remain to be paid


General:

1. Does the Community Training Centre Learner have an adult dependent? Yes  No
2. How many dependent children does the Community Training Centre Learner have?
3. If the Community Training Centre Learner is married and his/her spouse is not an adult dependent, does his/her spouse's income derive from; -

UA      UB      Employment Other (please specify) \_\_\_\_\_

Signed: \_\_\_\_\_

Local Officer

Date: \_\_\_\_\_

--

Local Office Stamp



# Training Commencement Form

For Official Use Only

Reg. No.: <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	Course: <input type="text" value=""/>
CDB. No.: <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	Course Code: <input type="text" value=""/>

Name : <input type="text" value=""/>		Address : <input type="text" value=""/>	
Male <input type="checkbox"/>	Female <input type="checkbox"/>	PPS No. <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	
Marital Status : Married <input type="checkbox"/> Single <input type="checkbox"/>		Date of Birth : <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	
Education : Leaving <input type="checkbox"/> Inter/Junior <input type="checkbox"/> Primary <input type="checkbox"/>			
Course Title : <input type="text" value=""/>		Location : <input type="text" value=""/>	
Commencement Date : <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>		Finish Date : <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	
Sponsored <input type="checkbox"/>		UnSponsored <input type="checkbox"/>	
Is Accommodation Required? Yes <input type="checkbox"/> No <input type="checkbox"/>		If Yes Daily <input type="text" value=""/>	
Is a Buss Pass Required? Yes <input type="checkbox"/> No <input type="checkbox"/>		Weekends <input type="checkbox"/>	
Distance from home to Course/Project <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> miles			

Bank Sort Code <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	Bank Account No. <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>
--	--

Duration Employed <input type="text" value=""/> <input type="text" value=""/> Months		Duration Unemployed <input type="text" value=""/> <input type="text" value=""/> Months	
Were you signing on for payment from Social Welfare prior to starting the course?			
Yes <input type="checkbox"/>		No <input type="checkbox"/>	
Type of Payment: UA <input type="checkbox"/> UB <input type="checkbox"/> LP <input type="checkbox"/> DA <input type="checkbox"/> OB <input type="checkbox"/> Amount € <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>			
Were you signing for Credits with Social Welfare prior to starting the course?			
Yes <input type="checkbox"/>		No <input type="checkbox"/>	

Duration Employed <input type="text" value=""/> <input type="text" value=""/> Months		Type of Employment <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	
Previous Training (over 6 weeks)		Yes <input type="checkbox"/>	No <input type="checkbox"/> If Yes State Course <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>
Date Left School/College <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>			

Basic Allowance <input type="checkbox"/>	Meal Allowance <input type="checkbox"/>	Travel Allowance <input type="checkbox"/>
Digs Allowance <input type="checkbox"/>	Bonus <input type="checkbox"/>	

Clock Card No <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>	Birth Cert Sighted	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Deductions <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/>
---	--------------------	------------------------------	-----------------------------	--

Learners are not employees of the ETB, are not subject to tax and are insured under the Social Welfare Act for occupational injuries benefit only.

Applicant Signature :  Date :

Instructor Signature :  Date :

**FOR ETB INTERNAL USE ONLY**

[Insert ETB logo here]

## REVISION TO EXPECTED FINISH DATE

Name of Course: \_\_\_\_\_

Course Code: \_\_\_\_\_

Trainee Name: \_\_\_\_\_

Trainee Registration No: \_\_\_\_\_

P.P.S. No: \_\_\_\_\_

Date Commenced Training: \_\_\_\_\_

Expected Finish Date: \_\_\_\_\_

Revised Finish Date: \_\_\_\_\_

Reason: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator / Assistant

Recommended: \_\_\_\_\_ Date: \_\_\_\_\_

ETB Officer

Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Manager/ Assistant Manager

## TERMINATION / LATE PLACEMENT NOTICE

PLEASE RETURN THIS FORM WITHIN 3 DAYS FOLLOWING TERMINATION DATE

Community Training Centre Learner Name: \_\_\_\_\_

Community Training Centre Learner Address: \_\_\_\_\_

[ ]

[ ]

Termination/

PPS No:

Reg. No:

Placed:

Unplaced:

Date

Suspended:

Reason for Termination;	Disciplinary	10	<input type="checkbox"/>	Accident	14	<input type="checkbox"/>
	Unsatisfactory	11	<input type="checkbox"/>	Illness	15	<input type="checkbox"/>
	Domestic	13	<input type="checkbox"/>	Placement	16	<input type="checkbox"/>
	Drop Out	99	<input type="checkbox"/>			

Date Started Work: \_\_\_\_\_

### PLACEMENT TYPE

01	Job	04	Enterprise	07	Programme	10	J.T.S.	13	Y/Reach
02	E.I.S.	05	Comm.Employment	08	Return to Ed.	11	Comm. Resp.	14	J/Search
03	Self Employed	06	T/Work	09	C.Y.T.P.	12	EURES	15	Other

Employer's Name: \_\_\_\_\_

Employer's Address: \_\_\_\_\_

Type of Employment: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Certification: Are Certification details attached?

Yes ☐ No ☐

If not, why? \_\_\_\_\_

### FOR ETB OFFICIAL USE ONLY

Placement \_\_\_\_\_ Type: \_\_\_\_\_ Industry: \_\_\_\_\_

\_\_\_\_\_ Employer:

\_\_\_\_\_ Title:

\_\_\_\_\_ Job Manco:

\_\_\_\_\_

County: \_\_\_\_\_

Is Placement Related to Training?

Yes ☐ No ☐

Is Employment Permanent/Temporary?

Perm. ☐ Temp. ☐

Placement Agency

ETB ☐ OTHER ☐

Signed: \_\_\_\_\_

Remain on Register

Yes ☐ No ☐

## **APPENDIX 7**

### ***Community Training Centre Registration Form (sample)***

# COMMUNITY TRAINING CENTRE

REGISTRATION FORM (OVER 18)

## Interview Dates – September, January and April

Choice of programme \_\_\_\_\_

Surname \_\_\_\_\_

First Name \_\_\_\_\_

Address \_\_\_\_\_

Date of Birth \_\_\_\_\_

Telephone No. \_\_\_\_\_

Former School/College: (Last Attended) \_\_\_\_\_

Date on which you left the school \_\_\_\_\_

## Examinations Taken

Details of Previous Training/Employment \_\_\_\_\_

{Are you on any medication or suffering from any condition which necessitates extra safety precautions while you are in training?}

Yes ☐ No ☐

Please give details: \_\_\_\_\_

Name and telephone no. of your Doctor \_\_\_\_\_

Please circle your present status: Student ☐ Employed ☐ Unemployed ☐

Hobbies/Interests \_\_\_\_\_

# COMMUNITY TRAINING CENTRE

REGISTRATION FORM (OVER 18)

## Interview Dates – September, January and April

Choice of programme \_\_\_\_\_

Surname \_\_\_\_\_

First Name \_\_\_\_\_

Address \_\_\_\_\_

Date of Birth \_\_\_\_\_

Telephone No. \_\_\_\_\_

Former School/College: (Last Attended) \_\_\_\_\_

Date on which you left the school \_\_\_\_\_

## Examinations Taken

Details of Previous Training/Employment \_\_\_\_\_

{Are you on any medication or suffering from any condition which necessitates extra safety precautions while you are in training?}

Yes ☐ No ☐

Please give details: \_\_\_\_\_

Name and telephone no. of your Doctor \_\_\_\_\_

Please circle your present status: Student ☐ Employed ☐ Unemployed ☐

Hobbies/Interests \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

I confirm that all statements made on this application form are true and correct.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_

Telephone No. \_\_\_\_\_

## **APPENDIX 8**

### **SAFETY AND INSURANCE FORMS**

- *Certificate of Safety & Insurance Inspection (Internal ETB Use)*
- *Insurance Renewal Form (Internal ETB Use)*
- *In-company Insurance Letter*

[Insert ETB logo here]

**CERTIFICATE OF  
SAFETY AND INSURANCE INSPECTION  
For LTI sites and Community Training  
Centres**

The following site/premises has/have been inspected.

Title: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please Tick

\* Local Training Initiative ☐

Community Training Centres ☐

The existing facilities and equipment do comply with the following statutory requirement as appropriate:

1. Safety, Health and Welfare at Work Acts 2005 and 2010

2. Construction Regulations 1995

3. Electricity Regulations 1993

4. General Applications Regulations 1993

Region Responsible: \_\_\_\_\_

ETB location Responsible: \_\_\_\_\_

Date of Inspection: \_\_\_\_\_

Name of Safety Inspector: \_\_\_\_\_



## INSURANCE COMMENCEMENT/RENEWAL FORM

The ETB Insurance Department must receive this application at least two weeks prior to the commencement date or Insurance Renewal Date of the project; otherwise insurance cover cannot be guaranteed.

Project Title: \_\_\_\_\_

Insurance Dept. Ref No: \_\_\_\_\_

Name of Committee: \_\_\_\_\_

Address of Project: \_\_\_\_\_

**(Please use Block Capitals for above)**

Project Type: CYTP Cons. ☐ CYTP Comm. Resp. ☐ CTC ☐

Important: If CYTP Community Response please give a full description of the Project i.e. Will the learners use hand and power tools? Will learners work at heights? (If manual work is involved the premium charge is €1000 (pa)

Are the following documents attached

Certificate of Safety and

Insurance Inspection Yes ☐ No ☐

Receipt for payment Yes ☐ No ☐

ETB Location Responsible (address) \_\_\_\_\_

New Project: ☐ Renewal ☐ (Please tick as appropriate)

Senior Development Officer Responsible: \_\_\_\_\_

Estimated Duration of Project: \_\_\_\_\_

Commencement Date of Project: \_\_\_\_\_

Duration of Insurance Cover Required: From: \_\_\_\_\_ To: \_\_\_\_\_

Name of Manager/Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Premium charges (P.A.)

CYTP Construction €1000

CYTP Community Response €381

CYTO Community Response

(Manual Work) €381

Community Training Centre €381

[Insert ETB logo here]

## TO WHOM IT CONCERNS

During any period of in-company training or work-experience when Community Training Centre Learners or apprentices are being paid an allowance by the ETB, the legal liability of the ETB will be fully covered by Employers Liability and Public Liability Insurance held by the ETB.

Host companies providing this in-company training or work experience should inform their insurance underwriters.

**Brendan Byrne**

**Manager**

Pension & Insurances Department

## **APPENDIX 9**

### **FINANCIAL DOCUMENTATION**

- *Monthly Administration Claim Form*
- *Monthly Bank Reconciliation Form*
- *Staff Salary & Wages Form*

## MONTHLY CLAIM FORM

NAME OF COMMUNITY TRAINING CENTRE: \_\_\_\_\_

MONTH ENDING: \_\_\_\_\_

COMMUNITY TRAINING CENTRE COST CODE: \_\_\_\_\_

FLOAT: \_\_\_\_\_

EXPENDITURE							
			This Month		Year To Date		
	Annual	Budget	Actual	Variance	Budget	Actual	Variance
<b>STAFF COSTS</b>							
Salaries (Attach Details)							
PPS etc							
Pension							
Travel and Subsistence							
Staff Development							
<b>SUB TOTAL STAFF COSTS:</b>							
<b>LEARNER COSTS</b>							
Learner Allowance							
Learner Lunch Allowance							
Learner Accommodation							
Employer's PPS							
<b>SUBTOTAL LEARNER COSTS:</b>							
Course Materials							
<b>OVERHEADS</b>							
Rent and Rates							
Heat/Light/Power							
Post & Telephone							
Printing & Stationery							
Tools/Protective Clothing							
Insurance							
Repairs & Maintenance							
Canteen Supplies							
Sundries (Attach Details)							
<b>SUBTOTAL OVERHEADS</b>							
Special Inputs (Attach Details)							
Literacy & Numeracy							
Customised Training							
<b>SUBTOTAL SPECIAL INPUTS etc</b>							
Childcare							
Advocates (separate COMMUNITY TRAINING CENTRE F14)							
Advocate Claim Form)							
<b>INCOME (Attach Details)</b>							
<b>TOTAL (Net of Income)</b>							

	<b>Amount</b>	<b>ETB Use Only</b>
<b>Staff Costs</b>		
<b>Learner Allowances</b>		
<b>Learner T &amp; S</b>		
<b>Course Materials</b>		
<b>Overheads</b>		
<b>Ancillary (Programme Costs)</b> i.e. Customised Training, Literacy & Numeracy		
<b>Childcare</b>		
<b>Income</b>		
<b>Total</b>		

I certify that the information is correct and I hereby claim

Attached details of the following (tick as appropriate)

- ☐ Monthly Bank Reconciliation
- ☐ Monthly Bank Statement (Final Page Only) Staff
- ☐ Costs—Salary Details
- ☐ Staff Development
- ☐ Staff Travel & Subsistence Income
- ☐ From Workshop Sundry Items
- ☐ Advocate Documentation
- ☐ Childcare Documentation
- ☐ Special Inputs

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Manager, Community Training Centre

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chairperson, Community Training Centre

For ETB Use Only	
Total Amount Payable	€ _____
Recommended: _____	Relevant ETB Officer
Approved: _____	Manager / Assist. Manager
Date: _____	

## MONTHLY CONTROL ACCOUNT AND BANK RECONCILIATION

CENTRE: \_\_\_\_\_ MONTH ENDING: \_\_\_\_\_

### BANK ACCOUNT

Opening Balance (Surplus)	€	Opening Balance (Deficit)	€
Lodgments for month - per Cash Receipts	:	Cheque Payments for month - per Cheque Payments Book	:
Closing Balance (Deficit)	:	Closing Balance (Surplus)	:
TOTAL	:	TOTAL	:

### BANK RECONCILIATION

	€
Balance per Bank Statement	:
Less: Total of Cheques drawn but not yet cashed	:
Sub Total	:
Add: Cash Receipts entered in cash book but not yet credited by bank	:
Sub Total	:
	:
Other adjustments (specify)	:
	:
	:
	:
	:
Balance of cash receipts and cheque payments as per control account above.	:

### PETTY CASH CONTROL

	€	€
Opening Balance	:	:
Add: Cheques received for month	:	:
Less: Expenditure for Month	:	:
Balance of Petty Cash on Hand	:	:

# COMMUNITY TRAINING CENTRES

## STAFF WAGES/SALARY RETURN FORM

CENTRE NAME: \_\_\_\_\_

MONTH ENDING DATE: \_\_\_\_\_

WK NO	NAME	GROSS WAGES/ SALARY	EMPLOYERS PPS €	TOTAL	SIGNATURE
1					
1					
1					
1					
2					
2					
2					
2					
3					
3					
3					
3					
4					
4					
4					
4					
5					
5					
5					
5					
	<b>MONTH TOTAL</b>				

NB: Gross Wage/Salary represents cost to employer before any deduction.

Signed Manager Community Training Centre \_\_\_\_\_ Date: \_\_\_\_\_

Approved for Payment by ETB Officer. \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX 10**

### ***Overview of Community Training Centre Range of Programme Options***



# **SUMMARY OF COMMUNITY TRAINING CENTRE RANGE OF PROVISION DEFINITIONS AND DESCRIPTIONS**

***Agreed by Representatives of FÁS Community Training,  
Community Training Centre Boards of Directors,  
Community Training Centre Managers,  
IACTO and SIPTU.  
August 2005***

# Community Training Centre Mission

*“To respond to locally identified training needs in a holistic and integrated manner to promote the empowerment and active participation of clients in both the workforce and society”*

Working for Change - Productivity Agreement September 2003

## General Information

The following is a general operational profile of a Community Training Centre. Variations will occur from centre to centre and are formally agreed with the ETB on a Centre-by-Centre basis prior to implementation. This document is intended as an information and support to the Productivity Agreement and a guide to key terms used to describe Community Training Centre activities.

## Community Training Centre Management Structure

The Board of Directors is the legal entity responsible for ensuring that the company carries out its functions, responsibilities and mission and represents community interests. The General Manager is responsible to the Board for the day-to-day coordination of the centre including budgets and staff. The ETB (through ETB Community Training) is the primary funding agency and is responsible for the allocation and monitoring of public funding and the delivery of quality services to the community.

## Funding

Each Board enters into a contract for the delivery of services with the ETB. Centre activities and budget are formally agreed annually between the ETB and the Board of Directors based on costed Business Plans (subject to agreement and funding availability). Training Programme Specification (currently QA 58/01) provide a detailed breakdown of the programme structure, target group, resources including staffing, content, and delivery mechanism and certification options of each programme running in the centre.

## Centre Planning

Each centre produces an evidenced based rolling 3-year strategic plan. Strategic Plans are supported by annual business plans. Business Plans are developed in consultation with the ETB, will cover the Community Training Centre programme activities for the year and include budgets. They are submitted to the ETB no later than 30th November each year. The annual business plan will form an appendix to the annual contract between the ETB and the Community Training Centre and will specify:

- Specific Client Group for the Centre.
- Participation Levels.
- Capacity linked to mode of engagement.
- Overall maximum utilisation of resources.
- Activity Days.
- Monthly Targets/Returns.
- Budget Costings under various headings.
- All sources of funds and additional supports.
- Projected Outcomes for learners.
- Action planned as per existing Strategic Plan;
- Schedule for review of (rolling) Strategic Plan.
- Staff Holidays.
- Staff Development.

## Centre Staffing

A General Manager, a Clerical Officer and Instructor(s) as per determined and agreed need and within overall average ratio across the Centre of 12:1 across the various modes of participation available within the Centre, i.e. Community Training Centre Options (formerly Gateway); Foundation Training; Progression Training; Work Experience; Linked Work Experience; Bridging Training; Pre-Apprenticeship; Company Based Training (training for unqualified young workers, who may or may not have been in the Community Training Centre); Tracking. Instructors/Clerical staff work a flexible 35-hour working week. Other staff/resources may be available to provide additional supports e.g. counseling, guidance and psychological services (NEPS); Literacy; Advocacy; and/or specialist inputs to meet individual or group training requirements. Community Training Centres should contact their local ETB Manager for details.

## Core Target Group:

The priority client group for Community Training Centre are Early School Leavers, i.e. young persons between 16 and 21 years of age who have left school at or about the minimum school leaving age without sitting for the Leaving Certificate and who are experiencing difficulties in entering the labour market. The second priority group for Community Training Centres are other young unemployed under 25 years of age with few or no qualifications and for whom the Community Training Centre offers the best option. Within the above national norms, the specific target groups for individual are formally agreed with the ETB and specified in Training Programme Specifications (QA 58/01). These are generally referred to as the YOUTHREACH target group. YOUTHREACH is a guarantee of a coordinated education, training and work experience initiative for unqualified early school leavers. It takes an integrated approach to the needs of unemployed young people who have left full time education, and who are distant from the labour market. YOUTHREACH has 2 Phases: Foundation and Progression and 4 Stages – Engagement, Foundation, Progression and Integration.

## Participation Options

Each centre provides by local agreement a variety of participation options, determined by evidenced identified needs and agreed locally, to enable learners' avail of the Community Training Centre service. This may include part-time, full-time, dispersed (additional supports provided to learner attending elsewhere), and evening programmes.

## Programme Structure

Typically, applicants will be offered an integrated training programme determined by the needs of the individual. The learner will be offered an option from the following range: Youth Choices (formerly Gateway); Foundation Training; Progression Training; Linked Work Experience; Work Experience; Bridging Training; and Pre-Apprenticeship. The main objective will be to get the learner to the Bridging stage at the earliest possible time. Tracking will be available (including, where required, additional tuition and/or the opportunity to complete accreditation) for a minimum of 6 months after leaving the Community Training Centre. Learners who require intensive support after they leave the Community Training Centre may be referred to the Advocacy service where available.

## Recruitment of Learners –

Centres are contracted by the ETB to provide a service to ETB learners. All ETB learners are recruited through the Department of Social Protection. As a community based organisation may be the first port of call for Early School Leavers, the Community Training Centre will arrange that such young people are registered in line with agreed local protocols.

## Assessment at Point of Entry - Working with the Learners

All new learners will go through a period of induction to familiarise them with the centre, its activities and policies. A formal needs assessment of the training and additional supports will begin. An individual learning plan will be developed (over a period of 4 -6 weeks) and agreed with each learner and others involved in the provision of services to the learner as appropriate. Finalisation of the plan will involve consultation with the General Manager, as resources will have to be allocated. Records of the process must be kept. The method and frequency of monitoring and review, as well as the name of the person(s) responsible must be documented.

## Monitoring Progress

The learners' progress will be supported and monitored in a number of ways. These may include the use of a Key Worker and of Case Conferencing. The role of the Key Worker is to support and provide guidance and feedback to the learner on their progress. Case Conferencing consists of scheduled meeting to discuss how the training and supports are working for individual learners. The key worker will lease with the learner to discuss progress and present the learner's views and any recommendations to other members of staff involved in the provision of services, who in turn provide feedback. Any proposed changes to the individual learning plan will be agreed with the learner and Manager thus ensuring that any additional resources required or are freed up can be taken into account. (The role of the Key Worker and of Case Conferencing work may be carried out by the Instructor and Staff Meetings, however, the Key Worker approach is more in keeping with a learner centred approach). Reviewing and updating the individual learning plan will give a clear record of the learner's progress as a result of working within the centre.

## Progression within the Centre

The objective of Community Training Centre provision is to enable the learner achieve his or her full potential and to be able to compete with their peers who remained on in school for work and training within and outside the labour market and to become an independent adult in the shortest possible time. The manner in which they participate and the hours they engage in Community Training Centre activities and options will depend on the starting point and subsequent progress of the individual learner and will be specified in the individual learning plan. As the training progresses the learner may spend periods of time on Youth Choices, where an appraisal and discernment takes place resulting in the young person deciding to return to school, go forward to training or to another option. Where a learner opts for entry to the Community Training Centre training programme, it will be on the basis that they commit to the hourly and weekly regime.

The first point will normally be Foundation Training, where various training activities are explored, the learner finds out what they are good at and basic skills are developed. The learner then moves on to progression, where a more specific and more defined range of skill options are pursued with the objective of attaining relevant foundation certification. This may be followed by a period in employer's premises where the learner will practice skills and develop new competencies. As soon as possible, the learner is moved onto bridging training where the learner is prepared for entry to specific skills training with the ETB or other providers, and which helps him or her address specific identified progression options in further education, training or employment.

## Monitoring and Supporting Progress after Departure - Tracking

A structured approach will be taken to following up on the progress and developments for each individual learner after they have departed from the centre. The level of tracking required will be determined by the needs of the Learner and the progression option chosen. Learners who opt to continue to accredit their learning (including perhaps returning to the Community Training Centre for part-time training) will need more intensive support. In general terms, learners progressing to further education or training may require less

tracking than those who are progressing to a job or to a period of inactivity. However the Community Training Centre will be required to maintain appropriate contact with individual learners for a minimum of 6 months.

### **Learners Holidays**

All allocation of annual leave for learners gives priority to the needs of the learner and will be in accordance with training programme requirements and the maximum utilisation of resources. As breaks are intended to give learners an opportunity to take “time out” from training so that they may not suffer from training fatigue and so that they can benefit in the longer term, where a Community Training Centre or a programme closes for a period, recruitment should be so regulated that full time learners are recruited after the period of break. All breaks must be taken during programme time and may not be accumulated and taken after the learner is terminated.

The Summer break may be 4 weeks excluding public holidays. Break to be determined by Community Training Centre and agreed with the ETB during business planning. The Easter break will be from Good Friday to the following Friday inclusive. The Christmas break may be for 1 week plus the 3 public holidays

Programme Brief description	Target Group	Outcomes	Budget	Delivery Mechanism	Programme Structure Norms	Certification Options
<b>Youth Choices Programme [Formerly Gateway]</b> “Managing Entrance -Contact to Contract” - A short, part time exploratory programme. - Provides a structure within which young people can explore options and identify means of addressing issues that concern them and approaches to realising their ambitions.	- 16 to 18 year old (recent or marginalised) early school leavers who require a period of appraisal. - Or ESLs who cannot attend a full time Programme; - Or ESL/ Community Training Centre referrals for whom a full time programme is not yet available.	- Personal Action Plan. - Learners return to school, progress to further training or enter the labour market	- The Community Training Centre allocates existing resources and facilities. - No Training Allowance payable but learners may receive out-of- pocket expenses.	- May include an outreachelement. - Programme offers an opportunity to “sample” or “Taste” - Courses/ Jobs both internal and external. - Some Outdoor or recreational Pursuits. - Personal Skills. - Active Learning Range of exercises and formal appraisal sessions.	- Will operate as per school year. - Programme Duration 6-8 weeks (As agreed locally). - Programme Hrs 10 - 15 per week (Or as agreed locally). - Operational Ratios 8: 1 - 1=1 Full Time Equivalent	- None, but will result in a personal appraisal and a personal action plan for each learner. May include a personal portfolio.
Foundation Foundation Training Supports learners to familiarise themselves with the centre modules and programmes. Enables them explore the skill areas on offer and identify the range of personal development they wish to concentrate on. (Not the same as Foundation Certification)	- Learners engaging with training in the centre, who can commit to the hours involved and who require very basic skills and competencies.	- Induction - Introduction to the centre. - Familiarisation with rules and initial needs assessment and Individual Learning Plan. - Technical Skills Sampling and Development. - Literacy and Numeracy levels and programme. - Explore Soft Skills/ Personal Development. - Identification of Career Paths. - Identify Progression Options. - Identify Certification and Employment Options.	- Funded through core Community Training Centre allocation as agreed at annual planning stage. - ETB Training Allowances apply.	- Based on Individual Learning Plan. - Introduction to Active learning styles. - Individual and group learning. - Formal appraisal. - Structured periods of Training/Education. Work placement, Community Activities. - Tracking on Exit.	- Year Round Continuous or Block Intake. - Duration Depends on Learner. - Learner will be helped move onto next stage ASAP. - Emphasis is on the Individual Learning Plan and challenging the learner to pursue clear outcomes and progression options. - Programme Hours 25 per week. - Operational Ratios 10:1.	FETAC

Programme Brief description	Target Group	Outcomes	Budget	Delivery Mechanism	Programme Structure Norms	Certification Options
<b>Progression</b> - Offers learners an opportunity to concentrate on a number of skill development areas and to concentrate on the certified training they wish to pursue.	- Learners who are ready to move beyond the Foundation or exploratory Phase. - Who have identified the vocational skills route they wish to follow and; - Who wish to attain some basic certification.	- The learner has progressed his or her own learning within the centre. - Core Objectives: Certification, Progression to further education and training and or Employment, Technical Skills Development, Literacy and Numeracy development, Soft Skills/ Personal Development, Exploration and development of an individual Career Path (Advocate may get involved at this point).	- Core Community Training Centre funding. - ETB Training Allowances will apply.	- Based on Individual Learning Plan. - Active Learning. - Individual and Group learning. - Formal reviews. - Structured periods of Training/Education Work placement, Community Activities. - Tracking on Exit.	- Year Round Continuous or Block Intake. - Programme Duration depends on Learner. - Learner will be encouraged to move onto Bridging ASAP. - Programme Hours 25hrs per week. - Operational Ratios 10:1.	(Mainly Foundation level)
<b>Bridging Including Pre-Apprenticeship</b> <b>[Targeted Progression]</b> - A range of specially designed programmes or modules made available by for ESLs who have completed (or attained) Foundation level certification but who require special additional qualifications to gain entry to a mainstream programme or a secure foothold in the jobs market. - Pre-Apprenticeship is a Bridging Programme.	- Learners who are progressing within the Community Training Centre and are ready to engage with learning leading to higher and specific certification. - Specially suited to older young unemployed or to former learners returning to the Community Training Centre. - Should be the aim of the Community Training Centre to have all learners progress to this mode	- Programme designed to bridge the gap between Foundation level certification and specific entry requirements for a mainstream training programme. - (E.g. those requiring a Junior Cert standard or higher) or specific jobs in the local labour market. - Significant certification linked to the potential of the individual and her/his career path plan.	- Core Community Training Centre funding - Cost headings relate to related programmes within - ETB Training Allowances apply	- Based on Individual Learning Plan and outcome from Case Conferencing as well as the importance of helping as many ESLs as possible to become fully integrated into society and the jobs market.	- Year Round Continuous or Block Intake. - Programme Duration Depends on Learner. - May include periods of Work Placement. - Programme Hours 32.5 hrs per week. - Operational Ratios 12-15:1.	- City and Guilds. - Junior Cert. - Leaving Cert Applied. - Range of FETAC validated accreditation - ECDL - MOUS

Programme Brief description	Target Group	Outcomes	Budget	Delivery Mechanism	Programme Structure Norms	Certification Options
<b>Linked Work Experience</b> <b>[Targeted Progression]</b> - Supports learners to further develop and address their individual training needs through sustained planned and structured on- the-job learning.	- Learners in progression who will benefit from structured training in a work setting rather than in a Community Training Centre or other contrived environment. - May be offered as an option on completion of Youth Options. - May be offered as progression option to ETB YOUTHREACH learners.	- Core Objective is to continue the process of personal and skills development initiated in Community Training Centre in a real work situation. - Progression to further education, training, employment.	- Core Community Training Centre Funding. - ETB training Allowances apply.	- Active Learning Directed and Monitored in the workplace under an experienced mentor supported by the Community Training Centre. - Minimum of 10 days off the job training provided by the Community Training Centre. - Core off-the-job Modules to include: Occupation specific skills; Employment related social skills; Health & Safety; Literacy and Numeracy; Career Planning;	- Year Round Continuous or Block Intake. - Programme Duration 6 Months but may be extended as per Individual Learning Plan. - Programme Hours are specific to workplace chosen. - Operational Ratios 3:1 Full Time Learner.	Work Specific
<b>Workplace Training</b> <b>[Support for Unqualified Young Workers]</b> - Provides structured training leading to significant certification for young workers who did not attain the Leaving Certificate and who require career related training if they are to progress within the jobs market.	- Former Community Training Centre (or ETB YOUTHREACH) learners who wish to address their training and career needs. - Young workers who require additional formal qualifications to further their careers.	- Learners develop a range of skills and competencies calculated to promote their progression within the workplace. - Learners attain relevant significant certification related to their personal and career aspirations.	- Core Community Training Centre funding. - Learners do not receive ETB training allowances but out of pocket expenses may be met.	- Off-the-job training is provided by the Community Training Centre at times mutually acceptable to the Community Training Centre, the learner and the employer. - Training may be delivered either in Community Training Centre or workplace and may include the involvement of the SOLAS E-College. - Learners will be offered a tracking support service.	- Arranged to suit the main stakeholders. - The initial period to be a Pilot, support available from the CBT Unit. - Modules to be delivered 10-week seasonal blocks. - Minimum of 3 hours per week contact. - Operational Ratio 2:1 Full time learners.	



Programme Brief description	Target Group	Outcomes	Budget	Delivery Mechanism	Programme Structure	Certification Options
<b>Tracking</b> <b>[Managed Exit]</b> - A systematic approach to following up on the outcomes and progress of individual learners who have left the centre. - The number of Learners being tracked at any given time will depend on the number of Learners leaving the service and their needs.	- All learners even those who “drop-out” and have not secured an alternative.	- Core Objective. - To maintain a level of contact with learners, -to monitor the progress of their (Individual Learning Plan) and progression plans. - To support the individual in their new location. - To support the individual to attain planned or additional accreditation. - To build work based and aftercare support into the Community Training Centre range of services.	- Core Community Training Centre funding. - Learners do not receive ETB training allowances.	- Time allocated will depend on the Learner and available resources.	- Prior to the learners leaving the centre, building on the Individual Learning Plan, they will be offered tracking. - Duration Minimum of 6 months. - Operational Ratios under review.	As Individual Learning Plan
<b>Customised Training</b> <b>[Targeted Progression]</b> - Provides a fund, which may be used to access training directly linked to their career plan and not otherwise available through the Community Training Centre or state agencies.	- Learners who have attained at least Foundation level, preferably Bridging, and have identified a career path. - In certain circumstances may be available to learners at foundation phase.	- Attainment of training goal including and linked certification. - Progression to mainstream training and/or education and/or a job.	- Additional to Core Community Training Centre funding. - Contact the ETB Manager to get details. - The amount will vary depending on the course selected.	- Linked to Individual Learning Plan and the provider selected.	- As selected for reasons given.	- Learners progress to next stage of their career plan.

Programme Brief description	Target Group	Outcomes	Budget	Delivery Mechanism	Programme Structure Norms	Certification Options
<b>Targeted Inputs</b> <b>[Formerly Special Needs]</b> Provides an opportunity to work with learners in smaller groups so that they may be enabled to fully address their learning needs and with the objective of helping them integrate more fully into mainstream provision.	<ul style="list-style-type: none"> <li>- Learners at any phase who either cannot learn well in a larger group or who are being supported to attain additional accreditation to that being followed by the main group.</li> <li>- The need will be identified through the Individual Learning Plan process.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners will be helped overcome the known barriers to working in the larger group and/or attain the level of accreditation desired, usually basic such as IAS.</li> </ul>	<ul style="list-style-type: none"> <li>- Allocation of existing Community Training Centre resources.</li> <li>- Where additional resources are required these will be agreed between ETB and the Community Training Centre on a case-by-case basis.</li> <li>-ETB training allowances will apply.</li> </ul>	<ul style="list-style-type: none"> <li>- As per Individual Learning Plan.</li> <li>- Learners may be one of the sub groups from main group or may be a specific group within the Community Training Centre with their own timetable.</li> <li>- Where Learners with Targeted Needs are integrated with a larger group e.g. Foundation, it may be necessary to reduce the standard class ratio for that group and will be agreed between ETB and the Community Training Centre on a case by case basis. This may also impact on the overall 12:1 ratio across the Centre and will have the prior agreement of the ETB.</li> </ul>	<ul style="list-style-type: none"> <li>- Duration depends on needs of learner(s).</li> <li>- Programme Hrs 15-20 per week (Or as agreed locally).</li> <li>- Operational Ratios 5: 1</li> <li>- 1=1</li> <li>Full Time Equivalent Unless they are a sub-group of a larger group when double counting will be avoided.</li> </ul>	As per Individual Learning Plan

## **APPENDIX II**

### **COMMUNITY TRAINING CENTRE TRACKING SYSTEM SAMPLES**

# TRACKING SYSTEM SAMPLES

**Note:** These are examples of systems being used in centres at present, but which are being reviewed in their implementation and developed accordingly. Each centre must decide what is appropriate and feasible for their particular centre. As this will be determined by the needs of the learners, each system will in effect have to be tailored to meet those needs.

Example 1

## TRACKING SYSTEM

Prior to Commencement:

- Ensure the advocate is involved in the process
- Agree tutor/advocate interventions to ensure coherence and non-duplication. For example, if intensive support is needed for an ex-learner, then it may be more appropriate to involve the advocate earlier.
- 'Standard' letters are drawn up and agreed
- Database for recording the tracking system is available for each Tutor to access and update

**Key Features of Tracking System:**

- All of the interventions must be recorded on the database accessible to all staff
- Each Tutor has the responsibility to record the information and update the database
- Copies of all letters need to go onto learner's file.
- A more intensive timetable of interventions for learner's who are unemployed. Suggestions include more phone calls, 1:1 meetings arranged in the centre and advocate support or referrals as appropriate.

Timeline	Action	Objective	Outcome
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• A 'standard' letter (1) goes to any learner who left the course the week before and to their new employer. A copy should go to the learner and parent if learner is under 18.</li> <li>• If the learner is unemployed then the 'standard' letter (2) (different to above)</li> <li>• If learner has gone back to education then 'standard' letter (3) (different to above)</li> </ul>	<ul style="list-style-type: none"> <li>• This letter introduces the centre and our involvement with the learner for the next few months</li> <li>• To offer support etc., which will be specified for the learner.</li> <li>• To record return &amp; explain we will keep in touch during the next 6 months &amp; offer support if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Learner and Employer have a point of contact.</li> <li>• Establish support interventions</li> <li>• Learner has a point of contact</li> </ul>
<b>Week 2/3</b>	<ul style="list-style-type: none"> <li>• Tutor telephones learner to see how it is going and to arrange a visit if they are employed or unemployed, location here or other as agreed.</li> </ul>	<ul style="list-style-type: none"> <li>• To arrange a meeting with learner</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting arranged</li> </ul>
<b>Week 15</b>	<ul style="list-style-type: none"> <li>• Visits as above</li> </ul>	<ul style="list-style-type: none"> <li>• To update with the learner and identify intervention support needed, if any, and how it can be accessed</li> </ul>	<ul style="list-style-type: none"> <li>• Record intervention and any outcome.</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Follow up action from meeting</li> </ul>	<ul style="list-style-type: none"> <li>• To undertake agreed interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Issues resolved</li> </ul>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• Tutor to telephone and discuss progress to date.</li> </ul>	<ul style="list-style-type: none"> <li>• To establish if any further support needed at this stage</li> </ul>	<ul style="list-style-type: none"> <li>• Record the outcome of conversations.</li> <li>• Letter sent and recorded on learner file</li> </ul>

Timeline	Action	Objective	Outcome
<b>Week 14</b>	<ul style="list-style-type: none"> <li>• Standard letter (4) to learner, formally asking if all is going well &amp; if any support or help is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• To establish if any further support needed at this stage</li> </ul>	<ul style="list-style-type: none"> <li>• Letter sent and recorded on learner file</li> <li>• Establish support interventions</li> <li>• Learner has a point of contact</li> </ul>
<b>Week 15/20</b>	<ul style="list-style-type: none"> <li>• Response to letter as appropriate, with appropriate interventions organised and activated.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide support as needed and respond to learner requests, if any.</li> </ul>	<ul style="list-style-type: none"> <li>• Activate interventions and record outcomes</li> </ul>
<b>Week 20</b>	<ul style="list-style-type: none"> <li>• Tutor to telephone learner and offer continued support via telephone, and/or visits if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Create awareness of support available and identify appropriate interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Record intervention outcome.</li> </ul>
<b>Week 20/24</b>	<ul style="list-style-type: none"> <li>• Response to letter as appropriate, with appropriate interventions organised and activated.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide support as needed and respond to learner requests, if any.</li> </ul>	<ul style="list-style-type: none"> <li>• Activate interventions and record outcomes</li> </ul>
<b>Week 24</b>	<ul style="list-style-type: none"> <li>• Final 'standard' letter (5) to learner congratulating them on progress to date if still in place or offering support/ referral as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To formally close support if appropriate or establish ongoing support if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Record outcomes and/or activate supports as appropriate</li> </ul>

## **APPENDIX 12**

### **PURCHASE ORDER FORM (SAMPLE)**

PURCHASE ORDER FORM

Reference No: \_\_\_\_\_

Date: \_\_\_\_\_

Order No: \_\_\_\_\_

Section: \_\_\_\_\_

Justification: \_\_\_\_\_

Item No.	Description & Specification	Qty	Unit price		Total Ext.	
			€	c	€	c
Supplier:   Requested by: Approved by:			Sub Total			
			VAT:			
			TOTAL			