COMMUNITY TRAINING CENTRES

WORKING FOR CHANGE

PRODUCTIVITY AGREEMENT DELIVERY SUPPORT GUIDELINES

28th JUNE, 2005

CTC PRODUCTIVIITY AGREEMENT DELIVERY SUPPORT GUIDELINES

CONTENTS:

1.1 Introduction

The Community Training Centre (CTC) Productivity Agreement Service Delivery Support Guidelines have been developed as a resource for the operation, management and delivery of services through CTC's. It provides a standard framework within which CTC's can operate, thereby supporting the ongoing development of best practice in the delivery of services by CTC Boards of Directors, Centre Managers, Centre Staff and supporting personnel. As it goes through its development phase, the Guidelines will establish links with the Quality Assurance requirements, KPIs, etc.

The have been devised as part of an overall programme of review and development of the services provided by CTC's. They were reviewed and updated in June 2005 by a small FAS/IACTO/CTC working group. They should be read as an integrated document that attempts to create a framework for good practice rather than one that prescribes rules and regulations.

1.2 Background

As part of the conclusion and agreement on the *'Community Training Centres, Working for Change',* a commitment was given to provide national guidelines that would support the changes arising from the Productivity Agreement. The briefing sessions as well as the Strategic Planning process and other work associated with the implementation of the Productivity Agreement provided a resource for informing and guiding the principle features of this document.

The collaborative work of the three working groups involving CTC Boards of Management, CTC Staff and FÁS personnel, on the FÁS Operating Procedures (formerly known as the Operating Manual), on the Quality Assurance and on the Key Performance Indicators, have helped shape the document. Through the Working Groups, a common understanding is emerging in relation to what CTCs need to do in order to achieve their goals. These guidelines suggest approaches that may be taken by CTC Boards, Managers and Staff in order to realise the agreed objectives.

They build on quality practices already in place in CTCs, providing indicators how such practices can be replicated and further developed. They strive to acknowledge, develop and promote the models of good practice that have been developed within CTC's. They will provide for consistency to be achieved while allowing for local diversity in recognition of local needs.

1.3 Guiding Principles

The needs of the individual trainee/learner must remain central to the operational features of all CTC's. With this as a core guiding principle, a number of other strands emerged in the course of the drafting of agreements and the reviews. These provide a set of principles, which underpin all aspects of CTC services:

- **Initial Trainee Needs Assessment –**

  The trainees presenting at CTC's are not a homogenous group – they are all different, with different needs, experiences, abilities, expectations, hopes and potential. Each trainee should be individually assessed on commencement in the CTC, to clearly identify his/her critical needs and abilities.

  An appropriate response can only be developed as a result of having a clear knowledge of where the trainee is, at a given point in time and what the trainee hopes to achieve through participation in the CTC Programme. The assessment will provide the basis for all the other actions, interventions, supports and services provided to the trainee through the CTC.

- **Individual Learning Plan –**

  Given their individuality, each trainee will require a range of inputs to meet their priority needs. As a result of the information gained in the initial Trainee needs Assessment, a written Individual Learning Plan (ILP) will be devised with and for each trainee.

  The ILP will act as a working document, describing the trainees' short-term learning needs and the arrangements being put in place to monitor and review needs and provision. It will provide indicators for what learning is occurring and whether new or additional targets should be set.

- **Continuous ILP Monitoring and Review Mechanisms –**

  An ILP can only be effective if it is actively implemented, monitored and reviewed. Mechanisms must be put in place for the trainee to link effectively with the various inputs and elements of the plan. The plan must be led and managed if it is to be effective. There are two key mechanisms, identified as existing good practice, which can support this:

  Key Worker –

  In practice a member of staff is nominated as the first and key point of contact for the individual trainee. This staff person, the trainees' Key Worker, will act as the link between the trainee and all other service interventions. He/she will develop a close, trusting, caring and supportive relationship with the trainee, keeping an eye on how things are developing. The Key Worker concept provides a natural progression for the effective implementation of the ILP.

Case Conferencing –

This involves bringing together all those in the centre who are involved with the trainee/learner, to provide for systematic and planned discussion, review and ongoing response to the needs of the trainee. Each staff member must be involved, with the Key Worker having the responsibility to present each learner at the case conference. It provides for a holistic, integrated approach to the needs of the trainee.

- **Tracking Systems –**

  The target group of CTC's are among those perceived to be most at risk of exclusion, both socially and from the labour market. Many lack the most basic qualifications or certification, but may also lack the basic 'soft skills' required to gain and retain employment.

  Tracking will build on and compliment the initial needs assessment and development of the ILP. It will assist with the re-integration process involved in enabling early school leavers overcome the remaining barriers and in adjusting to their new situation. The type and extent of tracking provided will depend on the needs of the trainee, the circumstances he or she is moving into and what other support services are available.

  As an extension of current services, the introduction of tracking/follow-up is a further step in assisting and supporting the learners to progress into and remain within further education or training and ultimately to obtain a secure foothold in the labour market. The system should act as a support and guidance for learners in successfully making the transition.

All of these strands of activity are inter-related and mutually supportive. They provide an integrated and logical building block approach to meeting the needs of trainees in a manner that is trainee centred. (See also 2.4.3. below).

Centre Features

This positioning of trainee services as outlined will bring changes to the operations of centres, with particular implications for staff and the organisation of the provision of services. With the central focus remaining on the needs of the trainee, a variety of options should be available to meet the needs of the trainee and to enable them to fully avail of the CTC services. Key features of these changes are:

- **Operational Ratios –**

  These will be established in each centre, enabling them to plan for participants contact hours as per needs identified. While an overall (minimum) average ratio for a centre has been agreed (12:1), flexibility remains with the centres to respond to trainee needs at local level. Guidelines on these ratios are provided.

- **Staffing –**

  While the Productivity Agreement sets out the normal staff working week as 35 hours with 2.5 hours being set aside for programme related work, the minimum contact hours for trainees enables each centre to roster staff according to the learning needs of the trainees. This flexibility will support the provision of the Individual Needs Assessment and the implementation of Individual Learning Plans, in particular the Key Worker Concept and the Tracking. Each centre can utilise their staff resources according to the identified learning needs of the trainees.

  There will also be a need to implement a programme of staff training and development in the context of any additional features being included in job roles. Such training and development will be facilitated in accordance with training needs identified by each centre. Overall, the induction and training of staff is vital in ensuring that staff has the skills, knowledge and attitudes that they need to be effective.

  In each centre, the BOD and General Manager have critical roles in respect of the quality of support and supervision for staff. A key benefit will be the development of multi-skilled teams within centres.

1.4 Using these Guidelines

The guidelines are intended to act as a guide map for the implementation of CTC services in the context of the Productivity Agreement. As with all maps, a combination of routes can be taken in order to reach the desired destination. While fundamentals need to be adhered to, there is flexibility in the approaches, which can be taken for the benefit of learners.

These guidelines provide options on how systems can be operated and effectively put in place. The fundamentals have been agreed and are contained in the Productivity Agreement, the challenge is now to put those into practice. This manual should act as a supporting resource for centres in defining and operating the systems as necessary.

2. TRAINEE FEATURES

The target group for CTCs are Early School Leavers i.e. young people who leave school at or about the minimum school leaving age without attempting the Leaving Certificate, who are experiencing difficulties in the labour market and who are under 21 years of age. This is the priority group for CTCs, after that they can provide for other young and disadvantaged and unemployed who are under 25 years of age. This is to allow for local conditions, which have a bearing on the overall training provision that FAS provides for a range of client groups in a given area. That said, each CTC will include specific profiles of their proposed target group in their strategic plans and annual business plans.

ESLs may self refer, be referred by FÁS ES/LES or be referred by Educational Welfare Officers, Junior Liaison Officers, Probation and Welfare Services or Youth Services. In each case they will be supported by the FÁS Gateway Process. This process, which is still at the drafting stage, and which provides for local protocols is described at Appendix 1.

2.1 Trainee Needs Assessment

Trainee Needs Assessment is the key to all CTC support. It begins at the “contact to contract” phase and continues until the trainee has been fully integrated in the workforce and independent living.

2.1.1 Description

When a trainee presents at a Community Training Centre, some information may already be known about the trainee or on the other hand little or nothing is known. Basic details are likely to be available but their first visit may be the first opportunity to get any picture of the profile of the person behind the name. With such basic knowledge, it would be impossible to determine what training interventions the trainee needs.

An initial trainee assessment acts as a mechanism to support the trainee and the centre staff in determining what learning interventions are appropriate for the trainee and what the trainee hopes to achieve during their time with the centre. It is a process rather than a once off event and is likely to be conducted over the period of about one month to six weeks and further supported through reviews and assessments.

It is holistic in approach, and is likely to include the assessment of:

- Levels of literacy and numeracy
- Communication skills
- Acquired skills
- Learning experiences
- Learning potential and abilities
- Level of motivation
- Preferred learning style
- Potential areas of interest and expectations

The trainee assessment will act as a means of maximising the benefit of the centre learning experiences to the trainee. A variety of assessment methods – learner consultation, observation, discussion, setting tasks, questionnaires, etc. - are likely to be used which collectively provide a more complete picture of the training needs of the learner. This collective information provides the basis for the completion of an Individual Learning Plan (ILP) for each learner.

2.1.2 Objective

An initial trainee assessment is intended to identify a learner’s abilities and needs, thereby enabling the negotiation and development of an individual learning plan which will address the needs identified, in a manner which will motivate and engage the learner, and which matches the resources of the centre.

2.1.3 Implementation Mechanisms

Many centres will have already identified mechanisms for trainee assessment, which are suited to the resources and ethos of their particular centre. In this regard some of the steps outlined may already be in place and may only act as an opportunity to review existing formats.

It should be emphasised however, that the more in depth and complete the initial assessment, the more focused and tailored the Individual Learning Plan emerging. There is no one document, form, report, etc, which constitutes 'an assessment'. It will be a combination of information, which collectively will form the assessment.

While a flexible approach is necessary, some of the key fundamentals should involve the following:

Step 1: Initial Trainee Consultation

A 'first' discussion will always be carried out with the trainee, either prior to acceptance to the centre or upon commencement in the centre. While it is certainly likely to involve the Manager of the centre, a second staff member should also be involved. This person is likely to have a support resource role within the centre, e.g., Advocate, Psychologist, Key Worker, etc.

Basic trainee details, including personal, educational, experiential, interests, etc. should be recorded from the discussion. The trainee should also be given initial information on:

- The centre and how it operates
- Entry requirements to the programme, where appropriate
- Selection Criteria
- Learner appeals system in relation to refusal of entry to programmes
- Programme adaptations and learner supports if appropriate
- The process involved in the assessment and award system
- Staff roles
- The induction process
- Development of the ILP
- Maintenance of trainee records
- Monitoring and review mechanisms.
- Learner feedback mechanisms

The trainee should be encouraged to discuss any of these points and any additional points of concern. Any points of concern raised by the trainee should be documented.

In concluding the discussion, the trainee must be made clear on the next steps involved for them – what will happen next for the trainee. They should also be clear on who will be involved, in particular the appointment of the Key Worker.

Step 2: Appointment of Key Worker

Following the completion of an initial discussion, a member of staff is assigned to the trainee as their 'key worker'. As Key Worker, this staff member acts as the first point of contact for the trainee and the person who will take a particular and key interest in the welfare and support of the trainee.

For the trainee, he/she knows one staff person who they can turn to at any stage, given the dedicated role they have been assigned. The Key Worker, will act as the link between the trainee and all other service interventions. He/she will develop a close, trusting, caring and supportive relationship with the trainee, keeping an eye on how things are developing.

In particular the Key Worker will play a central role in the development of the ILP and the subsequent review and monitoring during the implementation phase. The Key Worker system acts as a natural progression for the effective implementation of the ILP.

The Key Worker roles should be distributed amongst all members of tutoring staff in a centre. Allocation of a Key Worker will therefore be dependent on existing commitments of staff. It is recommended that the Key Worker should be someone who is not already involved in tutoring the trainee. This avoids conflicts of interest and also allows for a broader spread of perspective in assessing the trainee.

A Centre may consider it appropriate to appoint two Key Workers to each trainee. There are a number of benefits in this approach:

- It provides additional support to the trainee
- It provides additional insights on issues, 'two heads are better than one'
- It avoids potential one to one conflicts on issues, as there is another viewpoint involved.
- It protects staff and the trainee from misunderstandings/misinterpretations.
- It can provide a balance to situations.

Among other issues, staff resources will determine if this is possible. The actual time element, or formal contact between the learner and key worker(s) involves once a month reviews with availability on a response bases to issues, usually of a minor nature, that usually take no more than some minutes to deal with. Much of the work associated with the role of the key worker centres round case-conferencing and staff meetings. Where two key workers are appointed it is recommended that a gender balance be achieved where possible.

The Key Worker concept is a practice, which has proved very successful for trainees and centre staff.

Step 3: Assessing Literacy

Literacy includes the skills of reading, writing, speaking, listening and numeracy. Literacy work encompasses aspects of personal development and is concerned with building confidence and self-esteem. It is fundamental to all learning the trainee will engage in. All new trainees should be helped to assess their literacy needs on entry to the centre programme.

While literacy and literacy development is everyone's responsibility within the centre, there should be one person whose main role is to provide tuition in communication skills – oral and written – and in numeracy. More generally this person is called the Literacy Tutor, but he/she may also be called the Communications Tutor for example.

The Literacy Tutor, as the specialist trained in this field, should provide the lead in assessing literacy of each trainee. The trainee should be supported in recognising that this person is a support and not there to provide a 'remedial' service. Again the assessment is a process, not a once-off event, negotiated with the trainee. Initial assessment takes place in the first few weeks following trainee commencement in the centre.

While it can be approached in a variety of ways, the induction programme can act as ideal mechanism for integrating literacy assessment. Induction materials and activities can be literacy proofed. For example, Codes of Conduct, Health and Safety Regulations, learners rights and responsibilities in relation to the programme. Disciplinary Procedures and all other information documents should be in plain language.

Activities can then be included to ensure that these documents are fully understood by all trainees, with literacy materials being developed to support this. Appendix 2 contains examples of materials, linked to induction, but which act as literacy assessment mechanisms.

Once an assessment has taken place, the challenge is to integrate a literacy plan of action with all aspects of the Individual Learning Plan of the trainee. The Literacy Tutor must first negotiate and agree a literacy plan with the trainee. He/she must then integrate this with the overall Trainee Needs Assessment in liaison with the Key Worker.

Moving into the induction stage, trainees should be helped acquire the literacy skills necessary for dealing with the 'business' or 'housekeeping' aspects of the programme. This would include for example, trainee allowance payments record, banking records, attendance records, etc. Again exercises and activities can be developed to use these issues, and others as training progresses, as a basis for literacy assessment.

Step 4: Implementing the Induction Programme

As a standard of good practice, all centres will operate a formal programme of induction for all trainees upon commencement in the centre. The induction programme should be used to inform the Trainee Assessment, not just in relation to literacy as outlined above, but also in getting to know the attributes, attitude, likes/dislikes etc., of the trainee.

Part of the induction should include a sampling of the Modules on offer in the centre. While it would not be practical for each trainee to sample all Modules, those they express an interest in should be prioritised. Alternatively Modules should be suggested and discussed with the trainee at the initial interview.

The Module Tutor should provide both written and verbal feedback to the Key Worker on how the trainee is getting on with the Module. This should be recorded in an agreed format and is likely to include:

- Practical, technical type information, e.g., can use a woodworking tool in proper way
- Information on potential aptitude for the module
- Level of interest shown
- Motivation and application
- Behaviour and attitude
- Potential for success in the Module
- Key learning requirements to be successful.

This information is coupled with all other aspects of the Assessment, contributing to the development of a more complete picture of the trainee and his/her abilities and needs.

Step 5: Additional Intervention Support

As the profile of the trainee begins to build, there may be an identified need for additional interventions and supports outside of the mainstream Modules and Literacy interventions. This could include psychological services, special learning needs, etc., which may be provided within the remit of the centre or beyond it. Again, the Key Worker in liaison with all those involved in the assessment will be the initiator of such support. This should be agreed with the trainee, recorded and outcomes reviewed.

Step 6: Assessing Learning Styles

All of us have a preferred style of learning, a style, which best suits, our characteristics. We all develop learning 'habits' that help us benefit more from some learning experiences than from others. Usually this happens unconsciously and we become suited to particular methods, approaches, systems and learning interventions.

For any trainee to maximise their learning experience, understanding their learning style will contribute significantly to the learning outcome. For example, one trainee may need very practical hands-on type activity, they need to 'do'. Another trainee may be someone who needs to be told and then given time to reflect before ever getting near the 'doing'. If this is known, the ILP can be tailored to meet this learning need.

There are a variety of methods for assessing learning styles. Appendix 3 contains an example of a questionnaire, which can be used with the trainee. There are others available and the centre may choose an alternative.

Learning style assessment can take place at the initial interview stage or at another stage by the Key Worker. Outcomes should be recorded, discussed with the trainee and included as part of the overall Trainee Assessment.

Step 7: Collation of Information

It will be the role and responsibility of the Key Worker to bring together all of the information gathered from the assessment interventions. This will include:

- Details from Initial Interview
- Feedback on Induction
- Feedback on Literacy Assessments
- Feedback on Module Sampling
- Feedback on additional interventions
- Feedback on Learning Style
- Feedback from the learner

All of this information collectively will provide the detail for identifying the learning needs and the subsequent development of the learning plan.

The Key Worker will act as the lead in pulling the information together, supported as appropriate by other staff. He/she will have responsibility for communicating the outcomes with the trainee involved. This in effect will act as the first stage of negotiation with the trainee for the development of the ILP.

2.1.4 Implementation Phase

The Initial Trainee Needs Assessment should take place over the first 4-6 weeks of the trainee commencement in the centre. Depending on the individual trainee it may take place over a shorter or longer time period, but it a) should not be rushed as this will not be of benefit in designing the ILP and b) should not be prolonged as the ILP should be agreed.

Assessment of trainee needs however will be ongoing over the duration of time the trainee is on the project. As stated, it is an ongoing process. The monitoring and review mechanisms provide for continuous assessment, which will inform any changes and developments of the trainee plan and facilitate continuous improvement of the ILP.

2.1.5 Checklist Summary

- First interview and discussion with trainee has been completed ☐
- A trainee file is established in which the interview outcomes are recorded ☐
- A Key Worker(s) has been assigned to the trainee ☐
- The Key Worker and Trainee have met and clarified roles etc.
- The Modules to be sampled by the trainee are agreed.
- Assessment formats, including all associated recording materials, are in place and understood by all parties.
- The Literacy Tutor completes a literacy assessment and outcomes are recorded in trainee file.
- The trainee is taken through an induction programme.
- Induction programme activities/worksheets are completed and recorded in trainee file.

- The trainee participates in Module sampling.
- Module Tutors provide feedback on outcomes of Module sampling, which is recorded in trainee file.
- Additional intervention support is activated as appropriate and recorded.
- An assessment of the trainee Learning Style is completed and recorded in trainee file.
- Learner feedback is recorded
- Key Worker(s) collates all information for overall consideration.
- Key Worker(s) consults with all key stakeholders, including trainee.
- Final recommendations of assessment are in place.

2.2 Individual Learning Plans

2.2.1 Description:

An Individual Learning Plan (ILP) is a negotiated statement detailing the priority learning needs of the learner, as identified in an assessment, and outlining a plan of action, including methods and activities, through which those needs can be addressed. It states the learning targets the learner intends to work to, 'performance indicators', and how the learning will be reviewed and monitored.

The learner must be actively involved and included in the development of the plan. Learner involvement is vital to the success of the plan. Effective inclusion aims to give the learner the opportunity to achieve real and meaningful successes from their learning experience. The ILP must set challenging but realistic and achievable targets for the learner.

An ILP is a working document. It is not static. It should be reviewed, monitored and updated regularly. By updating the plan, successes can be recognised when targets are achieved. It should be kept simple, and should be useful, comprehensible and available to all those dealing directly with the learner.

2.2.2 Objective:

The objective of an ILP is to provide the learner and all those involved in his/her learning, with a clear statement of his/her learning needs, agreed learning objectives, including how they will be achieved and reviewed. It provides a commonly understood pathway of learning for each individual learner involved in the learning process.

2.2.3 Implementation Mechanisms:

The key steps involved in drafting an ILP are as follows:

Step 1: Review the Initial Trainee Needs Assessment

The Initial Trainee Needs Assessment should be reviewed to identify the key issues emerging in terms of training needs and priorities – what are the key things the trainee needs to learn? Have these been agreed with the trainee? If not it will be necessary to check back with the trainee and ensure they understand and agree with the needs as outlined.

Step 2: Review Resources

When the needs are known, understood and agreed, it will be necessary to reflect on the resources available on the project to provide for those needs. This will include staff resources – instructors, counsellors, advocacy support, etc., centre resources, project linked resources and external network supports.

It will be necessary to establish if the required resources can be made available to meet the needs as identified. If yes, the next step will be to schedule those resources. If not, it may be necessary to review whether the project is the appropriate place to meet the needs of the particular trainee. On the other hand it may be that only small gaps are occurring and therefore it is more appropriate to proceed with what is available.

Step 3: Schedule the Resources

With knowledge of needs and the resources available to meet those needs, resources can be allocated and scheduled. This is the drafting of the plan – what will be done, who will be involved, when will it happen, how will it be measured and by whom.

This will involve some consultation with all those involved in the plan. Most particularly it will involve consultation with the individual trainee. All parties should understand and agree with the plan.

Step 4: Allocate Responsibility for the ILP

In addition to the learner (who **must** be involved), a member of staff will need to be designated with clear responsibility and remit for the completion of the ILP. While this may be the General Manager, it will more likely be the Key Worker or it may be delegated to another member of centre staff.

Even if delegated as a task, finalisation of the plan is likely to involve consultation with the Manager, particularly in respect of resources. Of critical importance is that the person responsible for the ILP has the skills necessary to undertake the task.

The person responsible for the drafting of the plan, may not be the person who is allocated responsibility for the review and monitoring of the plan. Where it is different, again the responsibility must be clearly defined, communicated and understood by all those involved with the plan.

Review and monitoring mechanisms are detailed in the next section of this manual.

Step 5: Record the ILP

The ILP must be formally recorded to ensure it is available in an agreed format, which can be reviewed at any time. This ensures clarity on the part of all those involved and it acts as a working document whereby it is the benchmark against which the implementation of the agreed actions can be monitored.

It can be presented in a number of formats but is likely to include the following information:

- Personal Details of Trainee
- Educational Details
- Name of Key Worker(s)
- Initial Trainee Needs Assessment Details
- Record of Induction completed
- Record of Assessment outcomes
- Record of discussion on trainee achievements
- Record of discussion on trainee hopes and aspirations
- Record of Learning Style
- Key learning issues identified
- Key areas of action
- Agreed goals/targets, which are realistic and achievable and which may be both general and course related.
- Agreed steps for achieving the targets as stated.
- Agreed time frame for achievement of targets
- Agreed performance indicators – how will we know the target has been achieved?
- Agreed date for first review
- Signature of Trainee and Key Worker(s)

It does not necessarily need to be detailed on the information, as the supporting documentation on the individual trainee file will act as back-up information. An example of an ILP is contained in Appendix 4.

2.2.4 Implementation Phase:

The ILP must be put in place as soon as possible after the commencement of the trainee on the project. Ideally it should be drafted upon completion of the induction phase for the trainee.

The plan itself will indicate when it will be formally reviewed and updates will be made accordingly. Formal reviews should take place regularly, probably monthly or quarterly depending on the learner and the plan in question. Informal reviews may also take place depending on developments arising.

All reviews must be recorded and acknowledged by those involved. Most importantly the learner must agree with what is being recorded, actions arising etc. and formally sign off on what is being documented.

2.2.5 Checklist Summary:

- Learner Initial Needs Assessment has been completed
- Learner Initial Needs Assessment has been reviewed
- Learning Priorities have been identified
- Learning Priorities have been agreed with the learner
- Available Resources have been reviewed
- Associated parties have been consulted
- Recording Format for ILP has been agreed
- ILP has been recorded
- Learner formally agrees with ILP
- Responsibility for implementation of ILP has been agreed

2.3 ILP Monitoring and Review Mechanisms

2.3.1 Description

Monitoring and Review Mechanisms are agreed formats for overseeing the implementation of the Individual Learning Plans. They act as formal methods for checking whether the plan is being implemented in the manner agreed and for assessing the outcomes arising from the implementation of the plan.

The outcomes are formally recorded and become a part of the ILP. They are a format for the ongoing development of the ILP, thereby reflecting the concept of the ILP being an operating document, which needs to be updated.

While informal review mechanisms can play a role in the successful implementation of an ILP, they should only act to augment and support formal methods of review. Formal methods should always take priority, providing for inclusion of all key stakeholders, in particular the trainee/learner him/herself.

2.3.2 Objective

The aim of monitoring and review mechanisms for ILP's is to provide formal methods, by which plans can be reviewed, progress affirmed, necessary changes agreed and further actions planned and scheduled for implementation. They provide a forum for all key stakeholders in the plan to comment and input to the development of the plan.

2.3.3 Implementation Mechanisms

While a flexible approach is important there must be agreed mechanisms, which are understood by all those involved. The Centre should review the system and mechanisms after a trial period and adjust them until the system that works for your project and your trainees is identified. The following steps should be considered:

Step 1: Review the Individual Learning Plan

The ILP will be the starting point for all monitoring and review. It essentially is providing the direction for the trainee. The learning objectives identified in the plan will provide the basics of a) What needs to be reviewed and b) When it was agreed that the first review would take place.

Step 2: Agree Methods for the Monitoring and Review

There are a number of ways in which the learning can be monitored and reviewed. These would include for example, observation, discussion, questionnaires, simple testing, setting a task, etc. The use of a particular method will be dependent on the learning objective involved. Most likely, a combination of methods will be appropriate.

For example, if the learning objective is to change a plug, if the learner is set the task it can be quickly observed whether or not it has been successfully learned. It may also be useful to discuss the experience with the learner – the difficulties they encountered, anything they learned about themselves, etc.

On the other hand, the learning objective could be to identify courses available in Childcare with a view to developing research skills. While a list of courses will act as an indicator of what has been achieved, of greater importance will be to discuss the methods used, issues arising, what was learned from the approach, etc.

It will be necessary to include all those involved with the implementation of the learning plan in the review procedures. It is recommended therefore that the methods for monitoring and review incorporate two approach:

A. A one to one with the learner at regular agreed intervals (once a month has been found practical) with the Key Worker(s)

B. A discussion between those involved with the learner at regular agreed intervals (once a month ahs been found practical)– Case Conferencing

Reviews should support the concept of the learner assessing themselves with the support of their tutors and resource workers. This supports the concept of the learner consolidating their learning experience as part of their cycle of learning. (See Appendix 5 Understanding Learning). Both approaches are necessary to support this.

Step 3: Understanding the Key Worker Role

The Key Worker(s) appointed to the learner, as outlined in Section 2.1 above on Assessment, will play a central role in the monitoring and review of learning for the trainee. The role of the Key Worker(s) is to pro-actively support the learner in the implementation of their learning plan. He/she provides leadership and plan management support to the learner and therefore should take responsibility for initiating the completion of reviews as agreed at various stages.

In particular the Key Worker(s) will undertake the one to one reviews with the learner. It will be necessary for the centre to draw up and agree a set of guidelines for operating these meetings in order to:

- Act as a guide for the Key Workers

- Ensure there is clarity of purpose and role
- Ensure protection for both the Learner and Key Worker

- Provide consistency for all learners in the centre

- Provide a basis for comparative data to inform the assessment evaluation of the work of the centre itself.

A sample set of guidelines are contained in Appendix 6. The guidelines drawn up by the centre must be agreed and understood by all Key Workers.

Informal one to ones are also likely to occur between the Key Worker and the learner. These are reviews that are not formally scheduled but may happen as a result of some particular development, an issue arising or from the relationship developed between the two parties where there is a bond of trust and confidence.

Where these arise, the agreed guidelines should be applied but with a degree of flexibility and discretion in relation to the recording of same. For example it may be that the learner is seeking clarity on an issue or indicating an unexpected success. The Key Worker may decide not to formally record the details but to use Case Conferencing forum to raise and discuss the issue.

Step 4: Understanding Case Conferencing

Many centres operate a system whereby all staff involved with individual learners meet at regular intervals for the purpose of discussing the progress and development of that learner. There are agreed guidelines and formats for the operation of such meetings.

The meetings provide a systematic forum whereby all issues pertaining to the learner can be raised, discussed and individual learner needs responded to. Such systems are called Case Conferencing.

Each staff member must be involved, with the Key Worker having the responsibility to present each learner at the case conference. Staff members can raise any item relating to the learner with the Key Worker prior to the meeting.

This ensures all staff have the opportunity to raise any items of concern or otherwise, relating to each trainee. It provides for a holistic, integrated approach to the needs of the trainee. The Case Conference is about the learner, and identifying the interventions that need to be made to best help and support him/her.

Case Conferences should be formally scheduled as part of the operation of the Centre. To be effective they would generally occur at intervals of one month to six weeks. Guidelines for the effective operation of Case Conferencing are outlined in Appendix 7. Each centre should draw up their own set of guidelines, which again should be agreed and understood by all staff.

Step 5: Agree How Reviews will be Recorded

A record should be kept of all learning reviews. The key items likely to be included are:

- The Learner/Learning Plan being reviewed
- Date & Place of Review
- Name of people involved
- Review methods being used
- Key points of note
- Agreed actions arising
- Agreed date of next review.
- Signatures of parties involved.

It is essential that all reviews are documented and retained as part of the learners file. They act as a reference point for the learner and for those involved in supporting the learner. They provide a record of what has been achieved, which can build into a bigger picture for the learner over time.

2.3.4 Implementation Phase

Monitoring and review mechanisms should commence once the Individual Learning Plan has been completed. The first one to one review should take place within one month of the agreement of the ILP. They are likely to continue on a monthly basis or more regularly depending on the needs of the learner.

The Case Conferencing should also start within one month of commencement of the trainee. This should be regardless of whether or not the ILP has been finalised (as indicated previously, it may take more than a month for an ILP to be agreed), as it will provide a basis for informing the ILP, particularly where a trainee is sampling modules.

Review will be ongoing throughout the life of the plan and the time of the trainee in the centre. It will be integral to the successful operation of the plan and providing a guide for further intervention and support.

2.3.5 Checklist Summary

- ➢ Individual Learning Plan is being completed
- ➢ ILP indicates when reviews will take place
- ➢ Each learner is informed of monitoring and review mechanisms
- ➢ Key Worker has been identified for each learner.
- ➢ Key Worker review guidelines are agreed
- ➢ Key Worker is activating the one to one reviews
- ➢ Case Conferencing guidelines are agreed with staff

- Case Conferencing systems are agreed and in place

- Recording mechanisms are agreed and in place

- Scheduling of reviews is in place.

2.4 Tracking Systems

2.4.1 Description

A Tracking System is a systematic approach to following up on the outcomes and developments for each individual trainee when they leave the Community Training Centre. It is a formal method of identifying the progress of trainees after they have departed from the centre. Tracking takes place over a defined time period. Tracking will be built upon and extend the holistic approach of the centre and will be determined by:

- The needs of the trainee
- The new context into which he or she is progressing
- The other supports available.
- The recourses available within the Centre to commit to tracking

In general, trainees who progress to further training or education with in-built supports including an ILP, will require less support from the CTC. However, the CTC will be required to maintain the level of relationship that ensures it is well placed to support the trainee should he or she experience difficulties not catered for by the new provider.

In keeping with the Productivity Agreement so as to maximise the resources available to a CTC, the Advocacy service[1], where available, may be availed of:

- To provide all or part of the tracking support
- To work with those who need to develop and implement a tailor-made career path plan
- To provide intensive support to those who leave the CTCs early and/or who require intensive support
- To work with trainees who are experiencing particular difficulties in making the transition to the labour market

CTCs who are availing of the Advocacy service will show in their business plans how the service compliments and supports the Centres maximisation of resources.

Central to all tracking is that contact, direct or indirect, is made with the trainee at particular time intervals following their departure from the centre. The purpose of this contact is to (1) obtain factual information on what route the trainee has taken since completing the centre programme and qualitative information on how they are progressing in the world of mainstream training, education or the workplace, (2)

---

[1] The primary aim of the Advocacy is to provide a tailor-made approach to career path planning in order to meet the specific guidance, training and work experience needs of disadvantaged early school leavers **who cannot be catered for within existing provision.** Advocacy is a dedicated service that is intended for those who **experience particular difficulty** in progressing within YOUTHRTEACH.

support the trainee in their new situation, and (3) encourage and support the trainee to complete any outstanding accreditation requirements outstanding and capable of being fulfilled at the time he or she left the CTC. This information and action is formally recorded in an agreed format.

A tracking system should act as a further support resource to the trainee. By following the trainee for a defined period of time after they have departed from the centre, further support and guidance needs of the trainee can be quickly identified. Appropriate interventions can then be made to support the transition from training to work or further education.

The trainees participating in the centres are acknowledged as those most at risk of exclusion from both the labour market and socially. While most lack basic qualifications and certified skills, many of them also lack the skills required to gain and retain employment and integrate socially. The latter are often referred to as ‘soft' skills or general ‘employment' skills.

While each centre will strive to equip the departing trainee with the skills necessary to make the transition to further education and training or employment, in reality, the level of success in this target can only be really measured once they have made the move from the centre. Tracking is a means of measuring this success over a period of time and to respond appropriately to ongoing needs identified.

2.4.2 Objective

The purpose of a tracking system is to provide a formal monitoring and review mechanism for the trainee, following his/her departure from the CTC, with a view to establishing the success of his/her transition from the centre to further education and training or employment. It provides the information necessary to assess what, if any, further support should be made available to the trainee and also facilitates the continuous improvement of the training programme.

2.4.3 Implementation Mechanisms

Various approaches and mechanisms can be used to track trainees after they have left the centre. Indeed, many centres already have systems in place, some of which are formalised but many of which are informal in approach and reliant on local input and networks. For any formal system to be successful the following are the key steps for consideration:

Step 1: Establish What Information Should be Collated

Ask the question, ‘What do we want this information for, what will the information be used for?' or ‘Why will we track trainees?' There are three main **reasons for tracking**:

a) Evaluative - to evaluate the outcomes of courses. This is essentially statistical type information.

b) Supportive – to support the trainee in successfully progressing into further education and training and/or the labour market. This will be more qualitative type information.

c) Developmental – to support the trainee in successfully meeting the conditions required to attain and/or complete FETAC or other accreditation requirements that were unmet but capable of being met at the point the trainee left the CTC.

The centre may choose to track for all three reasons and will therefore have a combined approach to the follow-up system which is used.

Knowing the reason for tracking will also enable the **establishment of boundaries** in relation to the depth of information recorded and the approach used. Remember, legislation such as the Freedom of Information Act (1997), the Data Protection Act (1988) and the Data Protection (Amendment) Bill (2002) provides rights to the trainee in relation to the recording of data. Key points of note in relation to these Acts is contained in Appendix 8.

Given the available **resources** of the centre it may be necessary to prioritise the tracking. For example if it is primarily intended to be supportive, consideration must be given to the capacity of the centre to provide support which may be required. Although this is difficult to assess without knowing what may arise, some estimation must be given. The centre may establish links with other services in the area to provide the support required. The centre may decide to develop tracking over a period of time as per an agreed strategy, and in line with the annual business plan, in keeping with the reallocation of resources, in-service training and other variables.

There are major benefits to be gained by both the centre and the trainee from the process of tracking, but only if the system is well planned, implemented and reviewed.

Step 2: Establish Tracking Time Periods

While essentially trainee tracking begins once the trainee commences in the programme of the centre, the follow-up tracking time period after they have exited from the centre programme is the period of concern in these guidelines.

It should be for a **minimum period of six months**, but may be for longer periods, e.g., for two years depending on the resources of the centre and the needs of the individual. The longer time frame can provide for more qualitative information and a more informed picture of the longer-term outcomes for the trainee.

Consideration should also be given to the **timing of tracking interventions** in the agreed period. For example will the trainee be contacted once a month for the next six months, or bi-monthly, etc? Again the level of contact will be dependent on the needs of the trainee, other support services, the nature of the new and ongoing situation of the trainee and CTC resources. The more regular the contact, irrespective of the level of support, the greater the opportunity to respond to needs emerging, where tracking is intended for support purposes.

Step 3: Establish How Information will be Collated and Recorded

With the knowledge of the purpose of the tracking and an understanding of the resources available, the centre will be in a position to **consider how the information will be collated**. Primarily the resources of time and staff available will determine how contact will be made with the trainee.

While more time consuming, **face-to-face meetings** with the trainee are important. Such meetings give those involved in tracking a more complete picture of how the trainee is progressing and coping. For the trainee, it is a demonstration of genuine commitment and interest in his/her welfare.

Other **forms of contact** could include telephone, written, group sessions. When deciding on the forms of contact, be cognisant of the trainee profile, i.e., their verbal communication skills, written skills, preferred communication style, etc.

It is not recommended to rely on **secondary sources**, although they can inform the overall picture. For example, it may be beneficial to consult with the employer or trainer/educator now involved with the trainee but this should only be done a) with the full consent of the trainee and b) in addition to other interventions. Secondary sources should only be used to provide factual information.

All information emerging from the tracking should be **formally recorded** and kept in the trainee file. As tracking is a form of monitoring and review, the type of information recorded is likely to be similar to that outlined at Step 5 in Section 2.3.3 above. It may be available in written or electronic format.

Staff should be consulted and involved, in particular the Key Workers, and the Advocate given their role in career planning and supporting those requiring intensive support, in determining the level of tracking required and in agreeing what information will be collated and how as well as the manner of recording and sharing such information. Staff involvement is crucial to ensure clarity and understanding of the process.

Step 4: Allocate Responsibility

Responsibility for tracking should be allocated to particular staff member(s). Who will be responsible for tracking will vary from centre to centre depending on the services and resources available. A **key issue** for consideration is the relationship between the staff member doing the tracking and the trainee. A relationship of mutual trust and respect, where a continuity of contact has been established, is essential.

Staff members who are involved in the tracking may need **training** in the systems and ancillary support training. Some staff members will have the necessary skills required but others may not or may need them re-enforced. Such training could include:

- Data Collection Methods
- Interview Techniques
- Guidance Skills
- Counselling Skills
- Mentoring Skills

- Negotiation Skills
- Support Services available

Staff members responsible for the tracking system must be confident in their ability to implement the system. Where a number of staff members are involved, it is essential that all staff carry out the various functions, from contact to recording, in the same manner.

Step 5: Informing the Trainee

The **trainee must be informed** of the tracking system and procedure during their induction to the centre. It will be essential to engage the trainee in order to make it work effectively, whatever system is used. In effect, the permission of the trainee is necessary in order to undertake tracking. In this regard a ‘contract’, which may be formalised, is established and agreed.

This should clearly **state the rationale for the tracking** – why is it undertaken, along with the intended benefits to the trainee. Where possible, the trainee should be made aware of who will be involved in the tracking. This may their Key Worker(s) or another nominated staff member. They should be clearly informed of and understand the methods, which will be used in the implementation of the system. The type of information to be recorded and the manner of recording should be clearly outlined.

Where a **trainee does not consent** to participate in the tracking and clearly indicates this to the centre, no tracking should take place and this should be accurately recorded in the trainee ILP. While every effort should be made to gain consent, it should not be forced on any trainee

Step 6: Document the System for the Centre

Whatever system is used and agreed upon, it should be clearly documented and should be accessible to all those involved in the centre. This ensures lack of ambiguity in relation to:

- The purpose of the system
- How it will be operated
- Who will operate it

It will be necessary to monitor very closely the initial approach to tracking and to document any changes or adjustments with the reasons and outcomes. In this way there can be collective learning and adjustments made as appropriate.

Appendix 9 contains examples of tracking systems in place in centres, reflecting practices already in operation in centres.

2.4.4 Implementation Phase

The operation of the system will commence prior to the departure of the trainee from the centre with an agreement being established with the trainee in relation to how the system will be implemented when they have departed. For example contact details and first review date will be agreed at this stage.

The system will then be implemented for a minimum of six months following the departure of the trainee. It could be for a longer period depending on the needs of the trainee, the centre and the resources available, as indicated earlier.

2.4.5 Checklist Summary

- Purpose of Tracking is agreed and understood
- Legislative considerations have been made and understood
- Centre resources have been considered and evaluated in the context of implementing the Productivity Agreement
- Tracking time period has been agreed
- Methods for collecting the information have been identified and agreed
- Methods of recording information have been agreed
- Boundaries on follow-up supports have been established
- Staff responsibility for tracking has been allocated
- Staff training where necessary has been organised
- A trainee induction module on tracking has is in place
- The tracking system agreed for the centre has been documented.

3. STAFF FEATURES

3.1 Operational Ratios, Class sizes and Utilisation of resources

As set out in the Productivity Agreement (Working for Change) 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. What this means is that a better output, for both trainees and commitment of resources, will be obtained by each CTC by applying the same staff, plant and equipment over a greater number of trainees in a flexible manner that is calculated to best meet the needs of the trainees. 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:

A) Optimum Operational Ratios for each category of trainee participating in the Centre

B) Operational Ratio of 12:1 for the Centre as a whole

C) Work load of each staff member

D) Maximum utilisation of capacity of Centre

The principles to be observed include:

a) Trainee needs will always remain as the key principle determinant of staff hours.

b) Staff rostering will be determined by the way training is offered and organised in the Centre

c) 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.

d) While trainee 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.

e) There are options in terms of the allocation of individual staff hours thus providing flexibility in the delivery of services within a centre.

f) A centre should both attain the desired ratios as set out in the Productivity Agreement and fully utilise the capacity of the centre.

g) How hours are allocated will determine whether a project can increase the efficiency of a centre, thereby maximising capacity and utilisation.

h) 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).

A) Operational Ratios per Trainee Category:

These ratios have been established and agreed as follows:

Training Programme	***Tutor Trainee Ratio***	***Programme Hours***
Induction/Targeted Inputs	**5:1**	**15-20**
Youth Choices	**8:1**	**10-15**
Foundation/Progression	**10:1**	**25**
Bridging/Pre-Apprenticeship	**12-15:1**	**32.5**

These ratios are as per full-time trainee. A full-time trainee can be classified as follows:

Trainees Learning in the Centre:

I Learner for 10 hours or more p w = 1 Trainee

2 Learners for 5 to 9 hours p w = 1 Trainee

Trainees Learning Outside the Centre:

3 Linked Work Experience Learners p w = 1 Trainee[2]

2 Tracking learners per week = 1 Trainee[3]

Each CTC will have a different portfolio of programmes and therefore the attainment of the 12:1 ratio will be unique to each centre taking account of client needs. The examples below show how these ratios may operate when applied to a centre situation.

Depending on the needs of the trainees attending at any one centre, there are numerous combinations, which can apply. For all centres the combinations will change according to local needs and will be recorded in the weekly schedule and programme. These will be set out in the annual business plan, must be in line with the Productivity Agreement and will provide the basis for the funding.

B) Centre Ratio:

Each programme should be operating within the guidelines above (for example Foundation level, 1 instructor delivering training to10 trainees for l25 hours per week). The overall centre ratio of 12:1 is determined by using the average of all the categories of ratios, which are being applied in the centre at any one time.

3.2 Allocating Staff Hours – Organising the Learning

Example:

Centre A currently has 4 Tutors working in the centre. They are planning for the trainee requirements for the coming year, following their own review and referrals and contacts with local services. In assessing the requirements for the coming year, they have estimated the following:

[2] To be reviewed in September 2005
[3] to be reviewed in September 2005

No. Trainees	Contact Category	Hrs. per Trainee per Week
10	Foundation	25
10	Progression	25
15	Pre Apprenticeship	32.5
16 (2 groups of 8)	Youth Choices	15
9 (4.5 FT equivalents)	Tracking	TBA
9 (3 FT equivalents)	LWE	20 to 60 minutes

They recognise that this is not the absolute local requirement. There are indications that there are other trainees who may be referred, but this has not been fully finalised. They also note that some of the above trainees will have special needs and will need to be catered for as a sub group(s). It will be a requirement for trainees that they commit to the above participation levels thus keeping absenteeism to a minimum. To this end, Youth Choices, which is a part-time option and does not attract training allowances, will be availed of at the front end for those trainees who cannot commit to the minimum 25 hours per week.

Taking the agreed weekly allocation of Tutor Hours at 35 in total, 32.5 of which are contact hours, tutor hours can then be allocated on a weekly basis as follows (this is a guide only and centres are free to propose their own approach to be agreed with FAS at contract and subsequent review points):

Tutor	Category	No. Trainees	No. Hours	Tutor Hrs. Remaining	Admin/Other
1	Foundation	10	25	7.5	2.5
1	Tracking	9	5	2.5	
1	Targeted Inputs	5	2.5	0	
2	Progression	10	25	7.5	2.5
2	LWE	9	7.5	0	
3	Pre Apprenticeship	15	32.5	0	2.5
4	Youth Choices	8	15	17.5	2.5
4	Youth Choices	8	15	2.5	
4	Lunch Time Supervision	na	2.5	0	

Points of Note:

- Using the definition of full-time trainee at Section 3.1 above, the project will have 57 Full-Time equivalent trainees as a caseload for the centre. A trainee management system will be discussed and piloted at a later point when more is known about the approach of individual centres. (Is now in Pilot format as mis, training has been made available to all CTCs)

- The Targeted Inputs group of 5 are a sub-set of the Foundation and Progression groups and therefore do not generate additional numbers.

- With 4 Tutors and 57 F/T equivalent trainees, the overall average ratio of the centre is 14:1, which exceeds the stated desired average for the centre.

- Each category of trainee will also come within the desired Tutor/trainee average ratio per contact category.

- The same roster may not necessarily apply each week, e.g. all trainees may not require tracking on weekly bases and other variables will need to be factored in, such as for example induction.

- The annual business plan will reflect the expected seasonal variations peculiar to the centre.

- The centre has in effect 17.5 flexi hours per week. The actual allocation of these hours will need to take account of Key Worker involvement.

With the flexible hours available, the centre has a number of options in relation to the use of those hours (increasing flexible training options), which could include:

- Allocating some of the hours for Key Worker contact and activity

- Providing additional tuition to trainees outside their core hours to meet identified needs that cannot be catered for within the main group setting.

- Providing “catch-up” training for trainees who due to absenteeism have fallen behind in their personal ILP targets

- Some hours may be allocated to meeting new applicants prior to or as part of the Gateway approach.

.

- Providing further Tracking support to trainees.

- Combinations of above or other.

The key point of note is that the Centre has options for increasing trainee capacity depending on how the hours are allocated to staff, subject to the annual business plan and allocation of budget. They may therefore be in a position to make further links with local needs and to fully utilise the capacity available in the centre.

Once the trainee needs have been identified it is up to each centre to determine how the staff will be allocated, which must be a negotiated process, linked to the skills of staff. It may also present opportunities for staff development and training, providing options to staff in addition to the trainees.

4. GENERAL CTC FEATURES

4.1 Maximising and Utilising Capacity

The objective of Community Training Centres is to respond in a holistic way to the needs of the individual trainee, by providing a holistic service, which combines all the strands of intervention and support needed by the trainee. It can only do this by maximising the capacity of the human and physical resources available to the centre.

The challenge for all centres is to combine the successful delivery of training needs while using the resources of the centre to their fullest capacity. This will demand a strategic approach in planning for anticipated trainee needs using the resources available but also providing added value through the most effective use of those resources.

4.2 A Framework for Intervention

By establishing a framework of support for the trainee, CTC's are in a position to engage with a trainee at a level and in a manner that is reflective of his/her individual needs. The framework can be defined in terms of phases of intervention as follows:

- Youth Choices Phase
- Induction Phase
- Foundation Phase
- Progression Phase
- Bridging/Pre-Apprenticeship Phase
- After care/Tracking/Support Phase

All trainees will not necessarily engage in all phases of intervention or in any particular sequence of phases and trainees will start and finish with the centre at different phases. The most basic phase in terms of training is the Youth Choices and the most advanced the Bridging/Pre-Apprenticeship.
While one trainee may indeed go through all phases as outlined, another may only engage in one phase, e.g., Foundation training. In addition, trainees may need to move back and forth between phases depending on the individual need, especially if they re-enter the centre after a period in a job or unemployed or on home duties.

Gateway:

The term 'Gateway' can refer to two particular processes:

a) The process used by FÁS Employment Services (ES) to help applicants discover what they want to do and to assist them onto a FÁS programme. In future all recruitment to FAS funded provision will be through this process.

b) Gateway, now know as Youth Choices to distinguish it from the Employment Services Process The process by which Early School Leavers (ESL) are supported by the CTC to discern their relationship with schooling, career options and means of achieving them. It combines a response to those who self refer as well as those who are referred by other agencies, including FÁS, ES and Local Employment Services, to the CTC.

What is described here is the latter process, the CTC Gateway now and in future called Youth Choices. It is a process whereby the trainee is provided with the time and support needed to enable them to decide whether or not he/she will actively engage in a programme of training in the centre.

This may involve some initial one to one work with the trainee, which could be 5 hours or more in total but spread over a time period, working in identifying where they are at in relation to the programme. The individual is then moved to participating at group level, in groups of 5-8, and being brought through intervention supports to enable them to reflect on their attitude to training, employment, social interaction, etc.

This could happen over a period of 6-8 weeks, depending on the individual. It enables the trainee to become acquainted with the centre. It is intended to give them the space and time to consider if they wish to actively engage with the centre and participate in further training and support. They make the decision to 'join up' or not as the case may be.

Centres are encouraged to use the Youth Choices process to gainfully work with unemployed persons in a manner that also aims to reduce waiting lists and that offers a relevant part time training service to each. The training offered can extend beyond the exploratory and, especially for trainees who cannot commit to longer hours, lead to accredited learning.

Induction:

If the trainee does decide to join the programme he/she will be directed into the Induction Programme of the centre. Some of this they may already be familiar with, but again it gives time and space to further connect before engaging in a Foundation Programme of training. Some trainees may need to return to the induction phase at a later stage, again depending on needs.

Foundation:

The Foundation Programme will essentially involve skill sampling and module sampling. It is giving trainees the initial taste for various areas of activity with a view to identifying a chosen area of further training and development. The length of time spent at foundation training will vary and will be documented in the individual learning plan (ILP). Again it is a phase, which some trainees may return to at a later stage.

The objective of the Foundation Training is for the trainee to identify further modules of training he/she will engage in which are at certification level. It is intended that trainees would move from a foundation level to a progression level.

Progression:

The Progression Phase applies when the trainee has a clear decision made in relation to what certified training and development they wish to pursue. They will undertake modules in this phase, which are specifically linked to certification at Foundation Level, FETAC Level 1 or FETAC Level 2.

By choosing to move to certified modules, the trainee is progressing his/her own learning within the Centre. Again the length of time each trainee spends engaged in this phase of learning activity will be determined by the individual needs of the trainee.

The Trainee may move outside the centre at this stage and engage in further training and education or go directly into the labour market. Alternatively they may need some further intervention to enable them to make the move outside the centre.

Bridging/Pre-Apprenticeship:

Before the trainee moves to a mainstream training programme, for example through FÁS or the VEC, there may be some further training needed to enable them to make the link to that programme. This is called Bridging Training. It is in response to a need identified for the individual trainee and in this regard the time period will be determined by that need.

Where a trainee is moving to an Apprenticeship programme, if their qualifications do not match the entry requirements, they may need further training/certification in order to enable them to fully engage with the programme. This is called Pre-Apprenticeship Training. It may be an attractive option for past-trainees who express an interest having spent some time in the jobs market.

By outlining the phases in this manner, clear distinct, discernible and incremental steps can be seen in relation to the potential progression of a trainee through the centre. This is important from the point of view of the trainee, as he/she can be made aware of the steps and see what is on offer, why, and how it can be accessed.

It also provides a framework for centres for strategic planning of services to meet the needs of the identified client group. For some centres, it is a definition of a framework of services already in operation at the centres.

A distinction needs to be made between Foundation Training and Foundation Certification. The two are quite distinct.

Foundation Training means a period of skill and programme or module sample as described above. It is a phase, stage or process. Like all training, it will eventually lead to certification.

Foundation Certification means a range of accreditation deemed by the awarding body to be at foundation level. Foundation Certification may be availed of by a trainee at either Foundation phase, Progression Phase, Bridging or Pre-Apprenticeship phases.

4.3 Local Links and Networks

Given their position within local communities, and the nature and manner in which training is provided, CTC's are in a unique position to actively link with other projects and services operating locally. Most CTC's have existing connections with a number of services, e.g., Education Welfare Officers, Probation Welfare Officers, FAS, Community Garda Liaison Officers, Area Partnerships, etc.

By developing and formalising local links and networks, the CTC is in a position to both inform and become informed in relation to ESL needs and services within the community. They are in a position to provide guidance and support on the development of services, contributing to the maximisation of local resources.

Through such networking and consultation, they may facilitate services in brainstorming on opportunities for meeting the needs as identified within the community. Two-way communication is critical in establishing an informed local knowledge base. This can only happen through active participation in local foras.

As a result of such a process, opportunities for collaboration and joint initiatives on the provision of services may emerge. The CTC could take a pro-active or leading role in providing alternative features to the nature of the service they are currently providing. This could include additional training features, additional training processes, additional range of services, etc., all designed to respond to the needs of the trainee.

It may also result in the CTC being in a position to offer services to the trainee 'off-site', i.e., although they remain as a trainee of the CTC and all the support that includes, they can access elements of their required training needs at other centres. For example, a trainee may end up attending for a particular module/class in the local VEC for a number of hours in the week, while still engaging in training in the centre itself. This continues to be monitored and supported by the Centre through the Key Worker, as the trainee remains a trainee of the centre.

If such a scenario occurs, it provides the centre with capacity/tutor hours, which can be dedicated elsewhere. Through good local strategic planning of services, the centre may be in a position to reciprocate for the provision of the service, e.g., the provision of the centre for a night-class, but it should not have to, i.e., the accessing of off-site services should not be based on reciprocal arrangements.

Such collaboration can provide creative yet appropriate solutions to the needs of trainees. The challenge for a CTC is to:

- Develop and nurture local relationships
- Actively work with local FAS to identify local needs and solutions
- Collaborate with local services on the use of the resources available

- Seek creative and flexible approaches at local level to respond to client needs.

Networking does demand time and resources. It is open to each centre to establish how the time resources will be made available, e.g., through effective staff rostering and allocation of tasks, and to consider the benefits to the centre.

4.4 Community Accountability

All centres are located and associated with particular communities, no different to any business or service. Many Centres are actively supported by their local communities with a resource(s) of those communities being made available to the centre. Centres are, at different levels, accountable to the communities within which they operate.

Accountability ensures the Centre actively negotiates and engages with the community within which it is operating. While at one level this may involve an awareness and transparency of knowledge in the operations of the centre, it may also be at the level of active engagement. For example, a Centre may make its premises available to the community for use at times outside agreed opening hours.

Centres should seek to identify ways in which they can be accountable and how this can manifest itself through actions. This again could contribute to the maximisation of resources.

APPENDIX 1 – FÁS Youth Choices PROCESS

Early School Leavers

The National Educational Welfare Board (NEWB) is responsible for ensuring that all young people, i.e. under 18 years of age, get an educational opportunity to age 16 or 3 years post-primary whichever is latest. The NEWB has a role in relation to those who leave school under the age of 18 years of age. This has not yet been fully prescribed. It is intended, and provided for in the Educational Welfare Act, that certain out-of-school programmes, such as those provided by CTCs, should be designated by the Minister as suitable for ESLs. The Minister has yet to do so. Protocols have yet to be agreed between the NEWB and FÁS setting out the respective role of FÁS and the NEWB including that of the Educational Welfare Officers (EWO). In the meantime CTCs are encouraged to liaise with the EWO locally. As soon as some progress has been made CTCs will be updated.

FAS Employment Services and CTC Recruitment

The chief objective of the FAS Employment Service GATEWAY is that all persons who require a service have early and easy access to such a service. Secondly, it is intended that there be only one waiting list for each FAS funded programme and that there be equality of access irrespective of the point of referral. Thirdly, the expertise and relationship that non-formal providers have developed should be fully utilised as part of the recruitment and access service.

How this is to be achieved for ESLs and for CTCs is still to be agreed. Again, as soon as there are firm proposals, CTCs will be consulted. In the meantime, the following extract from the RECOMMENDATIONS made by the Operating Manual Working Group can inform CTCs on the current thinking in relation to possible approaches. Individual CTCs should consult FAS Community Services locally on the interim approach to be adopted.

"*FAS Employment Services is the 'Gateway' for the recruitment of all persons participating in FAS-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 FAS or the Community Training Centre.*

"*The key target group for the Community Training Centre is as outlined in the current Strategic Plan and Business Plan for the Community Training Centre (see Appendices) as agreed with FAS, and the Community Training Centre will make every effort to accommodate all relevant referrals, even when special additional supports may be required by the Community Training Centre to do so. In the event of agreed additional supports not being immediately available, it may be necessary in some instances to delay the recruitment of an individual until such time as the required supports are available.*

"The Community Training Centre, with local agreement with FÁS, 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 suitable, the Community Training Centre management/staff contacts FAS Employment Services to arrange a Registration Interview. This Applicant is then put on a Waiting List by FAS ESO. When a place becomes available, the Applicant and FAS ESO are contacted by Community Training Centre management. FAS ESO sends out ‘Start Letter’ to Applicant. When started, Community Training Centre management contacts FAS ESO to confirm that the Applicant has started

.

“When the Applicant contacts FAS directly, the Applicant is interviewed and Registered by FAS. If eligible for Community Training Centre programmes, FAS ESO contacts Community Training Centre management to arrange a visit/interview in the Community Training Centre. Community Training Centre management then confirms outcome to FAS ESO who then, if applicant is suitable, puts him/her on Waiting List. When a place becomes available, the Applicant and FAS ESO are contacted by Community Training Centre management. FAS ESO sends out ‘Start Letter’ to Applicant. When started, Community Training Centre management contacts FAS ESO to confirm that the Applicant has started.

“FAS ESO interviews may be held on-site, by arrangement, to facilitate Applicants.

“Weekly contact should take place between Community Training Centre management and FAS ESO.”

(Please note, the above is an extract from the Working Group. It has not been adopted as practice. The 1999 CTW Operating Manual is the only CTC Manual in operation at present.)

APPENDIX 2

LITERACY ASSESSMENT SUPPORT MECHANISMS

Note: The following are intended to support formal, 'accredited' Literacy Assessment techniques. They are informal in style and should be used to augment any formal assessment undertaken by the Literacy Tutor. They are intended to link to the induction process of the centre and in this regard will need to be amended to reflect policy and procedures of the individual centre.

Example 1

Induction Worksheet

Go to page __ of the Induction Booklet

Fill in the following blank spaces on Health and Safety:

> Health and Safety __________________ are so important that you must learn about them during your first days in the training centre. Your group leader will show you all the fire __________________ in the training centre.
>
> Your group leader will make you aware of what to do in case of an __________________ or injury to yourself or others in the training centre.

The missing words are: Accident; Regulations; Exits

Example 2

Questionnaire on Induction

1. What are the daily working hours of the workshop?

____

2. When are the break times?

____

3. What do you do in the event of a fire?

____

4. Do you know where the Fire Exits are?

____

5. What should you do if you are unable to attend the workshop?

____

6. How many days compassionate leave do you get in the event of a death in your immediate family?

____

7. What causes immediate termination?

____

8. How many sick days are you allowed in a year?

____

9. What is the aim of the workshop?

____

10. How long is the course?

____

Example 3

Induction Worksheet

1. The workshop is here to provide __________________and education in personal and life skills, in a pleasant environment.

2. The centre provides a modular based programme, which is structured to ensure the individual potential is _____________________.

3. FÁS assessment and certification procedures are an ___________________ part of our training provision.

4. The centre will ________________ facilitate meaningful interaction between all trainees.

5. This centre recognises the importance of contact with other relevant _________________ and the local community.

6. Every effort will be made to provide _______________ placements for our trainees.

7. This centre encourages the involvement of ____________ in the life of the centre.

The full sentences are on page ___ of the Induction Booklet. Fill in the missing words.

Example 4

Know How To Present Yourself!

Your appearance is important. Find the following words in the grid that are key to making sure you present yourself well:

APPEARANCE; CLASS; CLEAN; DRESS; NEAT; SUITABLE.

U Q J
Y M W P W
V R O W R C A
B O R M M A U
V Q K G Y U P M T
J S W H T R P A N

U R S N V K P E I N E

F R J S B T N A E L C
T C C M K Z U R B L I
L E N C F A Q A A I H
E Y Y L U V T N A N L
G P Z A O I C C B P E
W C T S U K O E Z L O
A U S B E W F G E
Q K E K Z K Q L L
M R S Z I D G
M D J F M R S
R G D H T
G O X

Example 5

Be Responsible!

We all must take responsibility. Find the following words in the grid that are key to being a responsible person:

AFTER; CARE; DAMAGE; PROPERTY; RESPONSIBLE; ROB

E B N
J Q R K S
X B C E E Y H
C C J A R T G
O I R Q A R R F T
O D A M A G E D A
T Y C I P D K P E O J
L E Q Q N I D O K X O
I C Z E Q X O R M V I
E L B I S N O P S E R
B F W X F B S A V S Y
C V F S H Q I S U E M
O J Y I H N I E I I D
A P B E D S O K G
S E C M X P G K H
V M K B P R H
E K L Q R F M
D M Q O M
Q Y X

Example 6

Knowing How To Behave Well!

It is important that we all behave well, out of respect for ourselves, and others. Find the following words in the grid relating to behaviour:

ACTIVITY; RESPECT; APPEARANCE; STAFF; SELF; OBEY;
ATTENDANCE; BEHAVIOUR; BEST; CENTRE; OTHERS;
OUTINGS; PROPERTY

K L R Q A F
C G T X Z C S K F O
U G O B E Y D A A P Y X
B E S T A F F O J W T R T E Z L
A C K H K L A A C E N T R E Q G T
X Y E E Z E C N A T A E P P A J E
J Q M R S S T Y G U P N E Z C T T
B H S G N I T U O G D T I E C
N R D Q V I R I L A V S E
O L L T I P Z V X N J P C
J B C T V H A A C S D
E Y Y N T H V E I
T I L E R
J I B
A

APPENDIX 3 – LEARNING STYLES ASSESSMENT SAMPLE QUESTIONNAIRE

To Follow

APPENDIX 4

THE INDIVIDUAL LEARNING PLAN

Plan Contents:

The Individual Learning Plan (ILP) is concerned with the priority needs of the trainee and how those needs will be met. As a planning tool, it should describe the trainee's short term learning needs and how those needs will be addressed. It should also include details of the arrangements to monitor and review the plan.

Reviewing the Plan

As a working document the plan should be under constant review and ongoing change and development. Formal reviews should take place at regular agreed intervals, where the learner is enabled to look at what learning has occurred and set new targets.

Where targets are not achieved, consideration could be given to the following:

- How much was achieved – it could be still in progress, always affirm and be positive about what is happening

- How effective, realistic or appropriate was the target? Keep it simple.

- Does the target need to be divided into smaller steps – does it encompass too much in one go?

- Are the resources available, do they need to be reviewed, or are alternative strategies necessary?

- Should the same targets be continued with for another specified time period – is it realistic to expect that it will be achieved in light of previous considerations?

- Does the target need to be changed altogether, and if so, change should occur on the basis of answers to the preceding questions.

INDIVIDUAL LEARNING PLAN

Personal Details

Name:

____

Date of Birth: ________________ **Commencement Date:** ______________

Educational Details: ____

____

Induction: ____

Key Worker: ____

Assessment Details

Writing	***Reading***	**Oral**
Spelling	**Maths**	**Interests 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)

INDIVIDUAL LEARNING PLAN

Personal Details

Name: ____________________Joe Bloggs____________________________________

Date of Birth: _______29/04/87___ **Commencement Date:** ____18/3/03______

Educational Details: __________9 FETAC's__________________________________

____

Induction: Sheila went through the induction with Joe. It was fully completed ____

Key Worker: _________________Therese Black______________________________

Assessment Details

Writing	***Reading***	**Oral**
Level D	Level D	Good – some work needed

Spelling	**Maths**	**Interests Outside School/Centre:**
Level C	Foundation level	Discos; Parties: Meeting friends.

Name your Greatest Achievement to Date:	**What would you like to Achieve:**
Learning how to drive	Get a nice house of my own and a car and a job I like

Learning Style: ___Activist/Pragmatist______________________________

Individual Learning Plan

Date: ______30/8/04________________

Key Issues Identified:
Don't like to be stuck to a timetable

Long Term Objectives:
To get a good job that I like

Medium Term Objectives:
Start Saving; Attend the modules chosen

Short Term Objectives:
Find out what is available for me

Plan of Action (What; When; Who?):
Joe to look up jobs in carpentry locally Joe to look up courses in woodwork and carpentry

Proposed Review Date: ___3/10/04_________________

Signed: ____ **(Learner)**

Signed: ____ **(Key Worker**

APPENDIX 5

UNDERSTANDING LEARNING

KOLB and FRY MODEL

Kolb and Fry created their model of the learning cycle by identifying four stages of learning:

- Concrete Experience
- Reflective Observation
- Abstract Conceptualisation
- Active Experimentation

They argue that the learning cycle can begin at any of the four points. It is often suggested that the learning process should begin with the learner's own experience.

Effective learning requires the possession of four different abilities used in their model:

- **Concrete Experience Abilities –** the ability to involve oneself in the activity
- **Observation Abilities –** the ability to observe new experiences from various perspectives
- **Abstract Conceptualisation Abilities –** the ability to integrate experience with the theories
- **Active Experimentation Abilities –** the ability to use theories to solve problems.

They accept that individuals usually have strengths in concrete experience or abstract conceptualisation and either active experimentation or reflective observation. Using their learning style inventory, they identified four basic learning styles. A learning style, in Kolb's view, is the way an individual acquires knowledge, learns and solves problems.

APPENDIX 6

KEY WORKER GUIDELINES

Overall Aim

The overall aim of the Key Worker concept is to have a staff member who will act as the first point of contact for a trainee and as the link between the trainee and other services and supports of the centre, e.g., the counsellor, tutors, etc.

Key Objective

The key objective of the Key Worker system is to create effective relationships between staff and trainees.

Key Features of the System

- Staff/trainee relationships that are trusting, caring and supportive are identified and developed
- The appointed staff member will monitor the performance of the trainee in particular.
- Time will be taken and dedicated to evaluating progress
- Where an issue arises for a trainee, the Key Worker will talk to the trainee in the first instance.

Conditions for Key Worker/Trainee Meetings

Where one to one meetings are scheduled to take place, the following should be considered

- Where possible doors should be left open while the Key Worker is engaged with the Trainee.
- If appropriate and agreed, a third party could be physically present but not involved in the session
- Reasonable and sensible precautions should be taken to avoid the possibility of misinterpretation or allegation

- A record should be kept of dates, times and contents of all meetings or interviews with trainees
- Staff should avoid physical contact with trainees, of a nature that could be misconstrued.
- A centres code of behaviour should be understood by all concerned to extend to trips and outings.

Dealing with Issues Arising with Modules

Where an issue arises in relation to the Modules/Workshop the trainee has taken, be it with the trainee or the tutor, it should be explored in the first instance with the trainee. The following are the type of points that could be considered:

- What are the current Modules you are taking?
- Are the Modules you chose initially still of interest to you?
- Why did you come to the particular centre?
- What did you hope to gain from it?
- Do you have a sense of what the centre is offering you, now that you have experience from participating in it?
- How would you describe your attendance in the centre?
- What factors influence your attendance/non-attendance at the centre?
- Have you ever thought about leaving the centre and why?
- Where would you like to see yourself in 6 months, 1 year, and 3 years?

General Key Worker Meetings

For general review/contact meetings between the Key Worker and the Trainee, the following questions might be helpful:

- How do you feel you are getting on at the moment?
- What do you enjoy most?
- What do you think you are best at?
- What things do you find easy?
- What do you find difficult – can you explain what makes it hard?
- How do you feel about the help and support you are getting at the moment?
- Is there anything about the way you are helped, that you would change if you could?
- What would you like to achieve before ______?
- Is there anything else that you think would be useful for me to know?

APPENDIX 7

CASE CONFERENCING GUIDELINES

Overall Aim

The overall aim of Case Conferencing is to provide a formal structure for a collective staff discussion on the progress, concerns, difficulties or otherwise of each trainee. This provides for a common understanding and awareness of each trainee's needs.

Key Objective

The key objective of Case Conferencing is for the team/group to reach a consensus, at regular time intervals, on the needs and interventions necessary for all trainees in the centre.

Key Features of the System

- It requires the bringing together all those in the centre involved with the learner to ensure a systematic response is discussed, planned, implemented, monitored and reviewed.
- Each staff member must be involved in Case Conferencing as this guards against the possibility of spontaneous and individual responses to situations.
- It is the Key Workers responsibility to present each trainee at the Case Conference, so if a member of staff has a concern about a trainee, they should discuss this with the Key Worker in advance of the Case Conference in order for the concerns to be expressed.
- The centre must agree a format for the presentation of the trainee by the Key Worker to ensure consistency, commonality and equality of approach.
- Case Conferences should take place at agreed regular designated intervals, the ideal being monthly.
- The team must reach a consensus regarding the interventions that need to be made in order to best help and support the learner.
- There must be an agreed format for recording outcomes and delegating tasks.
- A Case Conference is about the trainee, and whilst personal feelings towards the trainee may be difficult to ignore, they should not influence the overall decision.

- Personal struggles or personality clashes towards individual trainees are inevitable, but these struggles must be worked through in other support systems, such as supervision, counselling, etc.

- Trainees should be aware of the Case Conferencing system, knowing the purpose of the system and when it takes place.

- The Key Worker should follow-up the Case Conference with a one to one discussion with the trainee to discuss the outcomes arising. This should take place within a couple of days of the Case Conference.

Key Worker Guidelines for Presenting Trainee

While each centre will identify and implement guidelines appropriate to the centre needs and the trainee needs, a presentation of a trainee by the Key Worker is likely to include the following:

- Trainee Name and Age

- Length of Time in the Centre

- Trainee record to date;

  - Attendance record
  - Modules attended (or not)
  - Behaviour
  - Discipline record (if any)
  - Level of commitment

- What is the trainee doing **now**

- Specific concerns of Key worker and others –specific examples, not generalisations

- Interventions (if any) taken so far

- Expectations of trainee

- Expectations of the centre

Scheduling Case Conferenc

- The ideal is for Case conferences to take place monthly.
- They could be scheduled to coincide with Staff Meetings – commence with the Case Conference, as many of the issues likely to arise at the staff meeting will be dealt with through the Case Conferences.
- Schedule them for the same day each month.
- Agree a follow-up day for Key Worker discussions – it may be useful to slot out the day for one to one discussions only, no workshops, modules etc. For example if Case Conference is on last Thursday each month, 1:1's will take place on the following Monday.
- If well prepared, with an agreed and understood format for presentation of the trainee, the less time they will take up.
- Finally, remember, not every trainee will have a 'problem', the Key Worker presentation could be a 'celebration' of outcomes emerging.

APPENDIX 8

FREEDOM OF INFORMATION ACT

AND

DATA PROTECTION BILL GUIDELINES

NOTE: These notes are intended to act as ***guidelines only*** to the sections/contents of the Acts which are of particular relevance to Community Training Centre records. For detailed information on the application of the Acts, please refer to the full content of the relevant Act and seek professional advice as appropriate.

Freedom Of Information Act (1997)

This Act is designed to allow public access to information that is not routinely available through other sources. While access to information under the Act is subject to certain exemptions, it did establish three statutory rights in particular:

- The legal right for each person to access information held by public bodies
- The legal right for each person to have official information relating to the individual, amended, where it is incomplete, incorrect or misleading.
- The legal right for each person to obtain reasons for decisions affecting him/herself.

The Act gives right of access to:

- All records created after the commencement of the Act – 21/10/1998
- Any records created before that date, which may be required to understand the record created after the commencement of the Act
- Personal records, regardless of when these records were created
- In the case of staff members of public bodies, personnel records created from a date 3 years before the commencement of the Act.

Data Protection Act (1988) & Data Protection (Amendment) Bill (2002)

The rights, which are of particular relevance, are:

- The right of the individual to be given a copy, clearly explained, of any information, which is kept about him/her – this is known about the individuals "right of access".

- The right of the individual to have any inaccurate information corrected or deleted.

- The right to find out from any person or organisation, whether they keep information about individuals.

- The right to be told the type of information kept and the purposes for which it is kept.

The obligations on data keepers of most relevance in the context of CTC's are:

- To give individuals access to their personal information

- To correct or delete information found to be incorrect

- To obtain the information legally, fairly and openly

- To secure the information against unauthorised access or loss

- To ensure that it is kept accurate and up to date

- That it is not disclosed to a third party

- That the information is not retained for longer than it is required.

APPENDIX 9

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 trainees, 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-trainee, 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 trainee’s file.
- A more intensive timetable of interventions for trainee’s who are unemployed. Suggestions include more phone calls, 1:1 meetings arranged in the centre and advocate support or referrals as appropriate.

Intervention Schedule:

Timeline	*Action*	*Objective*	*Outcome*
Week 1	• A 'standard' letter (1) goes to any trainee who left the course the week before and to their new employer. A copy should go to the trainee and parent if trainee is under 18. • If the trainee is unemployed then the 'standard' letter (2) (different to above) • If trainee has gone back to education then 'standard' letter (3) (different to above)	• This letter introduces the centre and our involvement with the trainee for the next few months • To offer support etc., which will be specified for the trainee. • To record return & explain we will keep in touch during the next 6 months & offer support if needed	• Trainee and Employer have a point of contact. • Establish support interventions • Trainee has a point of contact
Week 2/3	• Tutor telephones trainee to see how it is going and to arrange a visit if they are employed or unemployed, location here or other as agreed.	• To arrange a meeting with trainee	• Meeting arranged
Week 5	• Visits as above	• To update with the trainee and identify intervention support needed, if any, and how it can be accessed.	• Record intervention and any outcome.
Week 6	• Follow up action from meeting	• To undertake agreed interventions	• Issues resolved

Week 10	• Tutor to telephone and discuss progress to date.	• To establish if any further support needed at this stage	• Record the outcome of conversations.
Week 14	• Standard letter (4) to trainee, formally asking if all is going well & if any support or help is needed.	• To establish if any further support needed at this stage	• Letter sent and recorded on trainee file
Week **15-20**	• Response to letter as appropriate, with appropriate interventions organised and activated.	• To provide support as needed and respond to trainee requests, if any.	• Activate interventions and record outcomes
Week 20	• Tutor to telephone trainee and offer continued support via telephone, and/or visits if necessary.	• Create awareness of support available and identify appropriate interventions.	• Record intervention outcome.
Week **20-24**	• Response to letter as appropriate, with appropriate interventions organised and activated.	• To provide support as needed and respond to trainee requests, if any.	• Activate interventions and record outcomes
Week 24	• Final 'standard' letter (5) to trainee congratulating them on progress to date if still in place or offering support/referral as appropriate.	• To formally close support if appropriate or establish ongoing support if appropriate.	• Record outcomes and/or activate supports as appropriate.