

- 1 **Key Performance Indicators Document**
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APPENDIX I

ETB COMMUNITY TRAINING CENTRE KEY PERFORMANCE INDICATORS DOCUMENT

Key Performance Indicators Working Group Document

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

Objective 1

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

Key Performance Indicators

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

Objective 2

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

Key Performance Indicators

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

Objective 3

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

Key Performance Indicators

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

Objective 4

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

Key Performance Indicators

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

Objective 5

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

Key Performance Indicators

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

Objective 6

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

Key Performance Indicators

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

Objective 7

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

Key Performance Indicators

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

Objective 8

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

Key Performance Indicators

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

Objective 9

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

Key Performance Indicators

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

Objective 10

Learners to have access to psychological assessment.

Key Performance Indicators

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

Objective 11

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

Key Performance Indicators

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

Objective 12

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

Key Performance Indicators

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

Objective 13

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

Key Performance Indicators

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

Objective 14

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

Key Performance Indicators

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

Objective 15

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

Key Performance Indicators

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

Objective 16

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

Key Performance Indicators

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

APPENDIX 2

BUSINESS PLANNING

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

YEAR: COMMUNITY TRAINING CENTRE - BUSINESS PLAN TEMPLATE

Priority Goal:

Objectives and Performance Indicators (PI) Objective 1:	Key Actions	To Lead	Start Date Finish Date	Resources: Funding, People and Time
--	--------------------	----------------	-----------------------------------	--

Objectives 1:	1			
	2			
	PI:	3		

Objectives 2:	1			
	2			
	PI:	3		

Objectives 3:	1			
	2			
	PI:	3		

Objectives 4:	1			
	2			
	PI:	3		

COMMUNITY TRAINING CENTRE NAME:

COMMUNITY TRAINING CENTRE Request for Budget

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

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

Community Training Centre Name:

Community Training Centre Request for Budget

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

YEAR:

Projected number of activity days in training

Number of days per period

20 20 20 25 20 20 25 20 25 20 20 25

Month

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

(Training allowances payable) Jan Foundation

Progression Bridging

Pre-Apprenticeship

Sub Total

Linked Work Experience

(No Training allowances/out of pocket expenses) Youth

Choices

Workplace Training Customised

Training

(Zero cost)

Tracking (not included in total activity days)

Total activity days

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

Total activity plus Tracking

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

Total throughput

Total placement

Please insert by programme by month the projected training days.

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

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

COMMUNITY TRAINING CENTRE Request for Budget Proposed staff salaries

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

Proposed Budget Requested from ETB as Per Business Plan

YEAR:
 NAME OF COMMUNITY TRAINING CENTRE.
 COMMUNITY TRAINING CENTRE. COST CODE:

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

Signed: _____

**Community Training Centre
 Manager**

Signed: _____

**Community Training Centre
 Chairperson**

APPENDIX 3

TRAINING SPECIFICATIONS

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

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

Prepared by

**NAME OF COMMUNITY
TRAINING CENTRE**

INTRODUCTION

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

NOTES ON COMPLETION OF THE SPECIFICATION

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

1. Induction

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

2. Literacy and Numeracy

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

3. Personal Effectiveness

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

4. Personal Action Plan

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

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

TRAINING TITLE

TRAINING TITLE

PROGRAMME OBJECTIVES

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

OUTLINE TRAINING PLAN LIST OF MODULES

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL
	Total duration of directed training modules. Total duration of workplace training modules. Overall total duration of training programme.			

**OUTLINE TRAINING PLAN MODULAR
BREAKDOWN OF TRAINING**

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM

MODULE OBJECTIVES

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

**OUTLINE TRAINING PLAN MODULAR
BREAKDOWN OF TRAINING**

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM

--

MODULE OBJECTIVES

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

**OUTLINE TRAINING PLAN MODULAR
BREAKDOWN OF TRAINING**

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM

MODULE OBJECTIVES

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

**OUTLINE TRAINING PLAN MODULAR
BREAKDOWN OF TRAINING**

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM

MODULE AIM

MODULE OBJECTIVES

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

**OUTLINE TRAINING PLAN MODULAR
BREAKDOWN OF TRAINING**

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM

MODULE OBJECTIVES

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

**OUTLINE TRAINING PLAN MODULAR
BREAKDOWN OF TRAINING**

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM

--

MODULE OBJECTIVES

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

**OUTLINE TRAINING PLAN MODULAR
BREAKDOWN OF TRAINING**

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM

MODULE OBJECTIVES

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

**OUTLINE TRAINING PLAN MODULAR
BREAKDOWN OF TRAINING**

MODULE NUMBER	MODULE TITLE	DURATION IN WEEKS		
		DIRECTED	WORKPLACE	TOTAL

MODULE AIM

MODULE OBJECTIVES

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

TRAINING APPROACH

1. MANAGING THE LEARNING PROCESS

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

Trainer-Centred Learning

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

%

Community Training Centre Learner-Centred Learning

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

Self-Directed Learning

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

2. METHODS

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

-
-
-
-
-
-

3. MEDIA/INSTRUCTIONAL TECHNIQUES

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

-

-
-

RECORD SYSTEM

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

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

ASSESSMENT AND CERTIFICATION SYSTEM

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

TARGET COMMUNITY TRAINING CENTRE LEARNER PROFILE

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

COMMUNITY TRAINING CENTRE LEARNER SELECTION CRITERIA

<p>INTERVIEWED AGAINST TARGET COMMUNITY TRAINING CENTRE LEARNER PROFILE</p>	<p>TICK AS APPROPRIATE</p> <p style="text-align: center;"> Yes No </p> <p style="text-align: center;"> <input style="width: 40px; height: 20px; border: 1px solid black;" type="checkbox"/> </p>
--	---

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

TRAINER/TUTOR PROFILE

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

TRAINING FACILITIES EQUIPMENT

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

TRAINING FACILITIES EQUIPMENT

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

**TRAINING FACILITIES CLASSROOM AND / OR
CENTRE**

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

**TRAINING FACILITIES SPECIAL
FACILITIES**

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

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ACKNOWLEDGEMENTS

DECLARATION

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

Signed: _____ Date: _____

INDIVIDUAL LEARNING PLAN

Personal Details

Name: _____

Date of Birth: _____ Commencement Date: _____

Educational Details: _____

Induction: _____

Key Worker: _____

Assessment Details

Writing

Reading

Oral

Spelling

Maths

Interest (Outside School/Centre)

Name Your Greatest Achievement To Date

What Would You Like To Achieve

Learning Style

INDIVIDUAL LEARNING PLAN

Date: _____

Key Issues Identified:

Long Term Objectives:

Medium Term Objectives:

Short Term Objectives:

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

Proposed Review Date: _____

Signed: _____ **(Learner)**

Signed: _____ **(Key Worker)**

APPENDIX 4

Standard Contract

AGREEMENT NO _____

AGREEMENT TO COLLABORATE FOR PROVISION OF TRAINING FACILITIES CONDITIONS OF AGREEMENT

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

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

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

_____ (The "Centre")

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

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

Now it is hereby agreed as follows:-

1. Proposals and Training

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

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

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

2. Certification and Standards

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

3. Premises

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

4. Facilities

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

5. Plant and Equipment

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

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

6. Recruitment

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

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

7. Insurance

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

8. Indemnity

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

9. Copyright

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

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

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

10. Records

The Board shall maintain -

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

11. Freedom of Information

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

12. Rights of Access

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

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

13. Placement

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

14. Termination of Training

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

15. Equal Opportunities

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

16. Termination of Agreement

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

17. Other Training Programmes

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

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

18. **Statutory Obligations**

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

19. **Wavier**

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

20. **Confidentiality**

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

21. **Interpretation**

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

22. **Captions**

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

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

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

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

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

Signed by

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

Signed by

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

APPENDIX 5

TAX CLEARANCE FORM TCI

(Available from Local Revenue Commissioner's Office)

APPENDIX 6

LEARNER REGISTRATION (SAMPLE FORMS)

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

COMMUNITY TRAINING CENTRE LEARNER ALLOWANCE ENTITLEMENT

To: Manager

Employment Exchange/Office: _____

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

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

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

ADDRESS: _____

PPS No:

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

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

Qualification Certificate No:

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

(Copy from your "UA card".)

Hatch No:

--	--	--	--

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

€ c

Where UA is in payment:

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

Net UA rate in payment

4. Is the rate: Long term Short term

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

--	--

Where UB is in payment;

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

General:

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

UA UB Employment Other (please specify) _____

Signed: _____

Local Officer

Date: _____

Local Office Stamp

Training Commencement Form

For Official Use Only

Reg. No.: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Course: _____
CDB. No.: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Course Code: _____

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

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

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

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

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

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

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

Applicant Signature : _____ Date : _____

Instructor Signature : _____ Date : _____

FOR ETB INTERNAL USE ONLY

[Insert ETB logo here]

REVISION TO EXPECTED FINISH DATE

Name of Course: _____

Course Code: _____

Trainee Name: _____

Trainee Registration No: _____

P.P.S. No: _____

Date Commenced Training: _____

Expected Finish Date: _____

Revised Finish Date: _____

Reason: _____

Signed: _____ Date: _____

Coordinator / Assistant

Recommended: _____ Date: _____

ETB Officer

Approval: _____ Date: _____

Manager/ Assistant Manager

TERMINATION / LATE PLACEMENT NOTICE

PLEASE RETURN THIS FORM WITHIN 3 DAYS FOLLOWING TERMINATION DATE

Community Training Centre Learner Name: _____

PPS No: _____

Community Training Centre Learner Address: _____

Reg. No: _____

[]

Placed: _____

[]

Unplaced: _____

Termination/

Date _____

Suspended: _____

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

Date Started Work: _____

PLACEMENT TYPE

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

Employer's Name: _____

Employer's Address: _____

Type of Employment: _____

Signed: _____ Date: _____

Certification: Are Certification details attached? Yes No

If not, why? _____

FOR ETB OFFICIAL USE ONLY

Placement _____ Type: _____ Industry: _____

Employer: _____
 Title: _____
 Job Manco: _____

Is Placement Related to Training?
 Yes No

Is Employment Permanent/Temporary?
 Perm. Temp.

County: _____

Placement Agency
 ETB OTHER

Signed: _____

Remain on Register
 Yes No

APPENDIX 7

Community Training Centre Registration Form (sample)

COMMUNITY TRAINING CENTRE

REGISTRATION FORM (OVER 18)

Interview Dates – September, January and April

Choice of programme _____

Surname _____

First Name _____

Address _____

Date of Birth _____

Telephone No. _____

Former School/College: (Last Attended) _____

Date on which you left the school _____

Examinations Taken

Details of Previous Training/Employment _____

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

Yes No

Please give details: _____

Name and telephone no. of your Doctor _____

Please circle your present status: Student Employed Unemployed

Hobbies/Interests _____

COMMUNITY TRAINING CENTRE

REGISTRATION FORM (OVER 18)

Interview Dates – September, January and April

Choice of programme _____

Surname _____

First Name _____

Address _____

Date of Birth _____

Telephone No. _____

Former School/College: (Last Attended) _____

Date on which you left the school _____

Examinations Taken

Details of Previous Training/Employment _____

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

Yes No

Please give details: _____

Name and telephone no. of your Doctor _____

Please circle your present status: Student Employed Unemployed

Hobbies/Interests _____

Signed: _____

Date: _____

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

Signed: _____

Date: _____

Parent or Guardian: _____

Telephone No. _____

APPENDIX 8

SAFETY AND INSURANCE FORMS

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

[Insert ETB logo here]

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

The following site/premises has/have been inspected.

Title: _____

Address: _____

Please Tick

* Local Training Initiative

Community Training Centres

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

1. Safety, Health and Welfare at Work Acts 2005 and 2010
2. Construction Regulations 1995
3. Electricity Regulations 1993
4. General Applications Regulations 1993

Region Responsible: _____

ETB location Responsible: _____

Date of Inspection: _____

Name of Safety Inspector: _____

INSURANCE COMMENCEMENT/RENEWAL FORM

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

Project Title: _____

Insurance Dept. Ref No: _____

Name of Committee: _____

Address of Project: _____

(Please use Block Capitals for above)

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

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

Are the following documents attached

Certificate of Safety and

Insurance Inspection Yes No

Receipt for payment Yes No

ETB Location Responsible (address) _____

New Project: Renewal (Please tick as appropriate)

Senior Development Officer Responsible: _____

Estimated Duration of Project: _____

Commencement Date of Project: _____

Duration of Insurance Cover Required: From: _____ To: _____

Name of Manager/Supervisor: _____

Date: _____

Premium charges (P.A.)

CYTP Construction €1000

CYTP Community Response €381

CYTO Community Response

(Manual Work) €381

Community Training Centre €381

[Insert ETB logo here]

TO WHOM IT CONCERNS

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

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

Brendan Byrne

Manager

Pension & Insurances Department

APPENDIX 9

FINANCIAL DOCUMENTATION

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

MONTHLY CLAIM FORM

NAME OF COMMUNITY TRAINING CENTRE: _____ MONTH ENDING: _____

COMMUNITY TRAINING CENTRE COST CODE: _____ FLOAT: _____

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

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

I certify that the information is correct and I hereby claim

Attached details of the following (tick as appropriate)

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

Signed: _____

Date: _____

Manager, Community Training Centre

Signed: _____

Date: _____

Chairperson, Community Training Centre

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

MONTHLY CONTROL ACCOUNT AND BANK RECONCILIATION

CENTRE: _____ MONTH ENDING: _____

BANK ACCOUNT

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

BANK RECONCILIATION

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

PETTY CASH CONTROL

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

COMMUNITY TRAINING CENTRES

STAFF WAGES/SALARY RETURN FORM

CENTRE NAME: _____

MONTH ENDING DATE: _____

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

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

Signed Manager Community Training Centre _____ Date: _____

Approved for Payment by ETB Officer. _____ Date: _____

APPENDIX 10

Overview of Community Training Centre Range of Programme Options

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

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

Community Training Centre Mission

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

Working for Change - Productivity Agreement September 2003

General Information

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

Community Training Centre Management Structure

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

Funding

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

Centre Planning

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

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

Centre Staffing

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

Core Target Group:

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

Participation Options

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

Programme Structure

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

Recruitment of Learners –

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

Assessment at Point of Entry - Working with the Learners

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

Monitoring Progress

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

Progression within the Centre

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

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

Monitoring and Supporting Progress after Departure - Tracking

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

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

Learners Holidays

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

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

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

Programme Brief description	Target Group	Outcomes	Budget	Delivery Mechanism	Programme Structure Norms	Certification Options
<p>Progression</p> <p>- Offers learners an opportunity to concentrate on a number of skill development areas and to concentrate on the certified training they wish to pursue.</p>	<ul style="list-style-type: none"> - Learners who are ready to move beyond the Foundation or exploratory Phase. - Who have identified the vocational skills route they wish to follow and; - Who wish to attain some basic certification. 	<ul style="list-style-type: none"> - The learner has progressed his or her own learning within the centre. - Core Objectives: Certification, Progression to further education and training and or Employment, Technical Skills Development, Literacy and Numeracy development, Soft Skills/ Personal Development, Exploration and development of an individual Career Path (Advocate may get involved at this point). 	<ul style="list-style-type: none"> - Core Community Training Centre funding. - ETB Training Allowances will apply. 	<ul style="list-style-type: none"> - Based on Individual Learning Plan. - Active Learning. - Individual and Group learning. - Formal reviews. - Structured periods of Training/Education Work placement, Community Activities. - Tracking on Exit. 	<ul style="list-style-type: none"> - Year Round Continuous or Block Intake. - Programme Duration depends on Learner. - Learner will be encouraged to move onto Bridging ASAP. - Programme Hours 25hrs per week. - Operational Ratios 10:1. 	<p>(Mainly Foundation level)</p>
<p>Bridging Including Pre-Apprenticeship [Targeted Progression]</p> <p>- A range of specially designed programmes or modules made available by for ESLs who have completed (or attained) Foundation level certification but who require special additional qualifications to gain entry to a mainstream programme or a secure foothold in the jobs market.</p> <p>- Pre-Apprenticeship is a Bridging Programme.</p>	<ul style="list-style-type: none"> - Learners who are progressing within the Community Training Centre and are ready to engage with learning leading to higher and specific certification. - Specially suited to older young unemployed or to former learners returning to the Community Training Centre. - Should be the aim of the Community Training Centre to have all learners progress to this mode 	<ul style="list-style-type: none"> - Programme designed to bridge the gap between Foundation level certification and specific entry requirements for a mainstream training programme. - (E.g. those requiring a Junior Cert standard or higher) or specific jobs in the local labour market. - Significant certification linked to the potential of the individual and her/his career path plan. 	<ul style="list-style-type: none"> - Core Community Training Centre funding - Cost headings relate to related programmes within - ETB Training Allowances apply 	<ul style="list-style-type: none"> - Based on Individual learning Plan and outcome from Case Conferencing as well as the importance of helping as many ESLs as possible to become fully integrated into society and the jobs market. 	<ul style="list-style-type: none"> - Year Round Continuous or Block Intake. - Programme Duration Depends on Learner. - May include periods of Work Placement. - Programme Hours 32.5 hrs per week. - Operational Ratios 12-15:1. 	<ul style="list-style-type: none"> - City and Guilds. - Junior Cert. - Leaving Cert Applied. - Range of FETAC validated accreditation - ECDL - MOUS

Programme Brief description	Target Group	Outcomes	Budget	Delivery Mechanism	Programme Structure Norms	Certification Options
<p>Linked Work Experience [Targeted Progression]</p> <ul style="list-style-type: none"> - Supports learners to further develop and address their individual training needs through sustained planned and structured on- the-job learning. 	<ul style="list-style-type: none"> - Learners in progression who will benefit from structured training in a work setting rather than in a Community Training Centre or other contrived environment. - May be offered as an option on completion of Youth Options. - May be offered as progression option to ETB YOUTHREACH learners. 	<ul style="list-style-type: none"> - Core Objective is to continue the process of personal and skills development initiated in Community Training Centre in a real work situation. - Progression to further education, training, employment. 	<ul style="list-style-type: none"> - Core Community Training Centre Funding. - ETB training Allowances apply. 	<ul style="list-style-type: none"> - Active Learning Directed and Monitored in the workplace under an experienced mentor supported by the Community Training Centre. - Minimum of 10 days off the job training provided by the Community Training Centre. - Core off-the-job Modules to include: Occupation specific skills; Employment related social skills; Health & Safety; Literacy and Numeracy; Career Planning; 	<ul style="list-style-type: none"> - Year Round Continuous or Block Intake. - Programme Duration 6 Months but may be extended as per Individual Learning Plan. - Programme Hours are specific to workplace chosen. - Operational Ratios 3:1 Full Time Learner. 	<p>Work Specific</p>
<p>Workplace Training [Support for Unqualified Young Workers]</p> <ul style="list-style-type: none"> - Provides structured training leading to significant certification for young workers who did not attain the Leaving Certificate and who require career related training if they are to progress within the jobs market. 	<ul style="list-style-type: none"> - Former Community Training Centre (or ETB YOUTHREACH) learners who wish to address their training and career needs. - Young workers who require additional formal qualifications to further their careers. 	<ul style="list-style-type: none"> - Learners develop a range of skills and competencies calculated to promote their progression within the workplace. - Learners attain relevant significant certification related to their personal and career aspirations. 	<ul style="list-style-type: none"> - Core Community Training Centre funding. - Learners do not receive ETB training allowances but out of pocket expenses may be met. 	<ul style="list-style-type: none"> - Off-the-job training is provided by the Community Training Centre at times mutually acceptable to the Community Training Centre, the learner and the employer. - Training may be delivered either in Community Training Centre or workplace and may include the involvement of the SOLASE-College. - Learners will be offered a tracking support service. 	<ul style="list-style-type: none"> - Arranged to suit the main stakeholders. - The initial period to be a Pilot, support available from the CBT Unit. - Modules to be delivered 10-week seasonal blocks. - Minimum of 3 hours per week contact. - Operational Ratio 2:1 Full time learners. 	

Programme Brief description	Target Group	Outcomes	Budget	Delivery Mechanism	Programme Structure	Certification Options
<p>Tracking [Managed Exit]</p> <ul style="list-style-type: none"> - A systematic approach to following up on the outcomes and progress of individual learners who have left the centre. - The number of Learners being tracked at any given time will depend on the number of Learners leaving the service and their needs. 	<ul style="list-style-type: none"> - All learners even those who “drop-out” and have not secured an alternative. 	<ul style="list-style-type: none"> - Core Objective. - To maintain a level of contact with learners, -to monitor the progress of their (Individual Learning Plan) and progression plans. - To support the individual in their new location. - To support the individual to attain planned or additional accreditation. - To build work based and aftercare support into the Community Training Centre range of services. 	<ul style="list-style-type: none"> - Core Community Training Centre funding. - Learners do not receive ETB training allowances. 	<ul style="list-style-type: none"> - Time allocated will depend on the Learner and available resources. 	<ul style="list-style-type: none"> - Prior to the learners leaving the centre, building on the Individual Learning Plan, they will be offered tracking. - Duration Minimum of 6 months. - Operational Ratios under review. 	<ul style="list-style-type: none"> As Individual Learning Plan
<p>Customised Training [Targeted Progression]</p> <ul style="list-style-type: none"> - Provides a fund, which may be used to access training directly linked to their career plan and not otherwise available through the Community Training Centre or state agencies. 	<ul style="list-style-type: none"> - Learners who have attained at least Foundation level, preferably Bridging, and have identified a career path. - In certain circumstances may be available to learners at foundation phase. 	<ul style="list-style-type: none"> - Attainment of training goal including and linked certification. - Progression to mainstream training and/or education and/or a job. 	<ul style="list-style-type: none"> - Additional to Core Community Training Centre funding. - Contact the ETB Manager to get details. - The amount will vary depending on the course selected. 	<ul style="list-style-type: none"> - Linked to Individual Learning Plan and the provider selected. 	<ul style="list-style-type: none"> - As selected for reasons given. 	<ul style="list-style-type: none"> - Learners progress to next stage of their career plan.

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

APPENDIX II

COMMUNITY TRAINING CENTRE TRACKING SYSTEM SAMPLES

TRACKING SYSTEM SAMPLES

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

Example 1

TRACKING SYSTEM

Prior to Commencement:

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

Key Features of Tracking System:

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

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

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

APPENDIX 12

PURCHASE ORDER FORM (SAMPLE)

PURCHASE ORDER FORM

Reference No: _____

Date: _____

Order No: _____

Section: _____

Justification: _____

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