CAVAN VEC
GENERAL INFORMATION ABOUT APPLICATION

General information about application

How application was compiled

A QA county wide representative group was formed in January 2006 comprising of representatives from all centres

- Youthreach Kingscourt
- Youthreach Cavan
- Youthreach Cootehill
- Loughan House
- Community Based Learning
- Adult Literacy

The group was facilitated by the QA officer.

A core group attended each meeting plus additional staff who were free on the particular day.

The CEO was updated on the progress of the application and the implications for Cavan VEC. Walter Balfe, FETAC and Shivaun O'Brien Youthreach were also asked for their advice.

One or two areas were assigned to be discussed at each meeting

Minutes of each meeting were taken.

A report was compiled from each meeting on the issues arising and the requirements of staff for implementing QA

7 meetings took place. A review of the application was held on 6th June 2006.

While completing the application a lot of attention was given as to how the QA would be implemented.

In the application all evidence is not applicable to all centres. AC refers to all centres. LH = Loughan House, AL = adult literacy. But at least one piece of evidence will be found in each centre.

In order to minimise the work load in each centre other quality frameworks which were in operation were thoroughly examined to ascertain how they could overlap with the FETAC quality assurance system.

Youthreach- quality framework
Adult Literacy – NALA quality framework will complement FETAC's QA

General information about profile of the learner

- The numbers of learners in centres is very small.
- The learner completes programmes at their own pace with assessment only taking place when the learner is ready. This could span a number of years.
- Very close relationship with tutor and learner.
- A lot of information and communication takes place directly from tutor to learner.

Profile of Youthreach trainees

Age range 14-21 years
Early school leavers
Had poor attendance in main stream schools
Majority with only primary school education
Single mothers
Travellers
3/4 of the learners have extreme literacy problems
Below average reading and writing skills
Disadvantaged backgrounds
Some learners would have completed junior certificate
A number would have come through EXTERN and Education Welfare Officers

Profile of learner in Adult Learning Centre

The Adult Literacy Service provides Adult Basic Education for adults in the community wishing to improve their basic skills of literacy and numeracy. The adult learner can range in age from 16-80 and the only criteria laid down is that they are no longer in the school system.

Learners accessing the literacy service come from all walks of life and all socio-economic groups. Lack of the basic skills has proved a huge barrier to so many in relation to many aspects of their lives.

This diverse group return to Adult Basic Education for a variety of reasons. It could be for help with filling in forms, helping children with homework, accessing better employment opportunities or to have the ability to engage in their own community without fear of embarrassing situations.

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Cavan VEC
QA application

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Literacy difficulties range from no literacy skills at all to the learner who wishes to return to education to improve skills and build confidence and increase self-esteem.

Voluntary participation underpins the work of the service and this includes the accreditation routes on offer.

FETAC accreditation is the progression route on offer to all the learners availing of the service and is a valuable means of validating work covered and skills gained.

Profile of learner in Community Education

Target groups
Women's/men's groups
Lone parents
Travellers
Older people
Early school leavers
Unemployed
Literacy groups
Groups targeting the disabled

Profile of learner in Loughan House

Transient group – never sure of how long a learner will be incarcerated
Generally poor literacy with some exeptions
Travellers
Early school leavers

Monitoring

The Centre Head will be responsible to ensure that monitoring of all FETAC's procedures will take place on an annual basis. The Youthreach and Cavan VEC Adult Learning Centre are part of two other quality frameworks and it is envisaged that monitoring will take place simultaneously with review and evaluation within these frameworks. A monitoring template is provided which will provide evidence that monitoring will take place.

Organisation of levels 1-6 within the VEC

Levels 1-4 will be offered within these centres. Only in exceptional circumstances will a component certificate in level 5 or 6 be offered within this application. This is of particular relevance in the area of fair and consistent assessment of learners where the majority of assessment is carried out through assignements with very few examinations taking place.(except perhaps for IT skills and computer applications level 4)

Cavan VEC
QA application

FETAC levels 5 and 6 will be offered in Cavan Institute. This is a separate QA application to FETAC under the name of Cavan VEC (Cavan Institute) and has already been approved by FETAC.
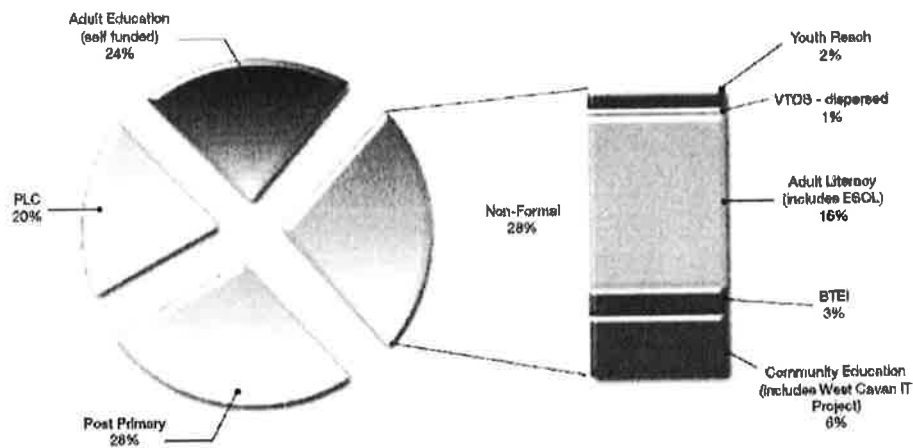
Section 1: Introduction, Background and Overview of Cavan VEC Education Plan

1.3 Overview of County Cavan VEC

County Cavan VEC is a medium sized VEC, serving a population of approximately 56,000. It provides a broad range of education services to meet key education and training needs of the County.

The VEC itself is a significant employer and contributor to County Cavan. It manages a budget of €16.7 million and has a staff (including part-time staff) of approximately 500. While activities in Further Education continue to grow in importance for County Cavan VEC, second level remains its major educational provision.

Cavan VEC Formal and Non-Formal Provision 2004/5

Adult Education (self funded) 24%

PLC 20%

Post Primary 28%

Non-Formal 28%

Youth Reach 2%

VTOS - dispersed 1%

Adult Literacy (includes ESOL) 16%

BTEI 3%

Community Education (includes West Cavan IT Project) 6%

Section 1: Introduction, Background and Overview of Cavan
VEC Education Plan

1.4 The Mission and Vision of County Cavan VEC
The Mission of County Cavan VEC is:

"Co Cavan Vocational Education Committee is an educational authority providing a comprehensive range of full-time and part-time educational, training and support services. It aims to provide education for life in an innovative, responsive, caring and flexible learning environment. It is committed to providing the maximum access to persons of all ages and backgrounds and to achieving quality and excellence in all aspects of its work. It achieves this through its own schools, Cavan Institute, Learning Centres and, in conjunction with other providers of education and training in the county, to meet the changing technological, economic, social and cultural needs of the community."

The Vision of County Cavan VEC is:
"the development of an education system that fosters life long learning in all VEC centres of education and training in a systematic approach that is inclusive, respects cultural diversity and implements legislative requirements"

In developing a vision statement for Co Cavan VEC, the future challenges for the VEC were considered in some detail. A set of rationale was drawn up as a basis for the vision. These are contained in Appendix 2 to this document.

1.5 Services Provided by County Cavan VEC

County Cavan VEC provides a core set of educational services as follows:

- **Second Level Education:** The VEC operates four second level schools in Cavan Town, Bawnboy, Belturbet and Virginia.
- **Further Education:** Cavan VEC delivers a range of PLC, Further, Higher and Adult Education courses from Cavan Institute. Cavan Institute is among the foremost further education institutions in the country.
- **Adult Education:** Cavan VEC provides a range of opportunities in adult learning including Adult Literacy, VTOS, BTEI, Community Education, English for Speakers of Other Languages (ESOL) as well as a comprehensive range of evening courses. The VEC also operates an Adult Education School of Lifelong Learning from Cavan Institute.
- **Youthreach:** Established in 1989, Youthreach is an innovative full-time programme of Education and Training, dedicated to the needs of early school leavers between 15 and 20 years of age, who have little or no formal education. Programmes offer a variety of courses with individual educational assessment and counselling available to trainees. There are approximately 3,000 Youthreach places in VECs nationally, of which 95 are in County Cavan.
- **Youth Services:** Youth Services promote the personal and social development of young people, outside of, but complementary to, the formal education system. Youth Services have specific regard to the needs of young people between 10-24 years of age and particularly those experiencing social or economic disadvantage. Since its inception, Co Cavan VEC has been a provider and supporter of Youth Service Programmes and activities.
- **Prison Education:** Cavan VEC provides education in the Adult Prison at Blacklion.

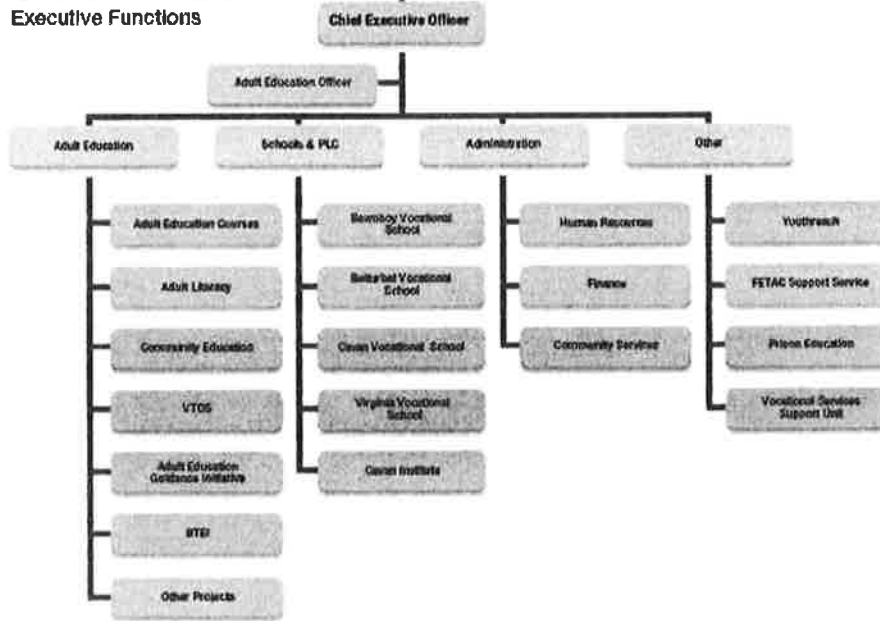Appendix 1 outlines in greater detail the various services provided by County Cavan VEC.

1.6 Structure of County Cavan VEC

The structure of County Cavan VEC is illustrated in the organisational chart below:

Reserved Functions

```
              County Cavan Vocational
                Education Committee
                        |
   Boards of Management ─┼─ Sub Committees
                        |
                   Chairperson
```

Executive Functions

```
              Chief Executive Officer
                        |
              Adult Education Officer
    ┌──────────────┬──────────────┬──────────────┐
Adult Education  Schools & PLC   Administration    Other
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Adult Education	Schools & PLC	Administration	Other
Adult Education Courses	Bewnboy Vocational School	Human Resources	Youthreach
Adult Literacy	Balturbat Vocational School	Finance	FETAC Support Service
Community Education	Cavan Vocational School	Community Services	Prison Education
VTOS	Virginia Vocational School		Vocational Services Support Unit
Adult Education Guidance Initiative	Cavan Institute		
BTEI			
Other Projects			

As outlined earlier, County Cavan VEC employs over 500 people across the various centres and areas. The VEC is governed by a Vocational Education Committee, comprised of representatives of its key stakeholder groups as specified in the Vocational Education (Amendment) Act 2001. The Committee is supported by a number of Sub-Committees and the Boards of Management of individual schools, Cavan Institute and training centres. The Chief Executive Officer (CEO), who is responsible for executive management of the VEC, is supported by a comprehensive administrative structure covering key areas of responsibility such as finance, human resources and community services. While the CEO has overall responsibility for the performance of schools and training centres, the Principals and Managers of these centres are responsible for their day to day management.

FETAC

Further Education and
Training Awards Council
Comhairle na nDámhachtainí
Breisoideachais agus Oiliúna

Provider Quality Assurance System Descriptor

Application Form for Registration by Providers of Further Education and Training Programmes

This form should be submitted as part of an application for registration with FETAC and should be accompanied by

- An Organisation Chart showing the parts of the organisation which will be adopting this quality assurance system.
- List of fixed education / training locations adopting this quality assurance system, where this is more than one. The list should be accompanied by a copy of page 6 below, completed by the manager / principal of each of these individual locations.
- Policy on Assessment of Learners
- Procedures for Assessment of Learners
- Policy on Protection for Learners (& Procedure on Cessation of Programmes if appropriate)
- Policy for Self Evaluation of Programmes and Services
- Procedure(s) for the Self Evaluation of Programmes and Services
- Checklist verifying the content of the application and signed by the person responsible.

For further information please refer to the FETAC Policy and Guidelines for Providers on Quality Assurance in Further Education and Training

PART A: PROVIDER DETAILS

Use mouse, or tab or arrow keys to move between shaded fields. F1 key for help.

Field	Value		
Organisation Name:	CAVAN VEC		
Address:	Keadue		
	Cavan		
		No. of Learners	100 - 250
Telephone:	049 4331044	No. of Tutors / Instructors	21 - 50
FAX:	049 4331467	Forms of Programme Delivery:	
e-mail:	info@cavanvec.ie	1. Centre / School / College Based	
Website address:	cavanvec.ie	2. Workplace Training	
Contact Name / Role:	Siobhan McCabe FETAC QA Officer	3. Distance Learning	
Organisation Type:	VEC Adult Education Service	4.	
Other – please identify:	Youthreach	Other: community based learning	Internet Access? Yes
Date of Application:	15/06/2006	First Application? Yes	Programmes of 3 months or more? Yes
		On a commercial and profit making basis? No	

PROVIDER CONTEXT

Education / Training Mission Statement

Enter the text of your Education / Training Mission Statement

Co Cavan Vocational Education committee is an educational authority providing a comprehensive range of full-time and part-time educational, training and support services. it aims to provide education for life in an innovative, responsive, caring and flexible learning environment. It is committed to providing the maximum access to persons of all ages and backgrounds and to achieving quality and excellence in all aspects of its work. It achieves this through its own schools, college, learning centres and in conjunction with other providers of education and training in the county to meet the changing technological, economic, social and cultural needs of the community.

Experience in Education / Training

How long have you, the applicant organisation, been providing programmes of education and training.

Since its inception in 1930

Awarding / Professional Bodies

List the names, if any, of awarding[1] or professional[2] bodies with whom your organisation has been registered in the past five years. Indicate whether or not the registration is current.

Name of Body	Current	Past
NCVA	Yes	
FAS	Yes	
CERT	Yes	
City Guilds / Pitman	Yes	
Other: ECDL	Yes	
Other:Safe Pass/waterford institute	Yes	

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[1] National or international awarding bodies e.g. FÁS, CERT / NTCB, Teagasc, NCVA, City & Guilds, Edexcel / BTEC etc.
[2] National or international professional bodies e.g. Institute of Marketing, Institute of Accounting Technicians of Ireland etc.

Quality Systems

List the names, if any, of quality systems[3] operational in your organisation in the past five years. If you have been externally assessed by quality auditors, Include the date of the last award and, if appropriate, the area of the organisation to which it has been awarded e.g. finance, personnel etc.

Name of Body	Last Awarded (mmm/yy)	Area of Organisation
NALA Quality Framework		
YouthReach/STTC Quality Framework		
Other:		

Other

This space may be used to provide any historical / contextual information about your organisation which you deem relevant and which is not covered above.

County Cavan Vocational Education Committee Education Plan 2006-2010 gives an outline of the Background and Overview of County Cavan VEC

Part of this plan is included with the submission

Submit an organisation chart for your organisation showing the relevant structures and job titles

EDUCATION / TRAINING LOCATIONS[4] (PROVIDERS WITH MORE THAN ONE SEPARATELY MANAGED FIXED LOCATION SHOULD COMPLETE THIS PAGE)

Number of Locations:	6

Use the space below to describe how the operation of the quality assurance system will be coordinated across all of your locations. Include a description of what structures / systems are in place at organisational and location levels.

Submit a list of the fixed locations which will be covered by this quality assurance system. The list should be accompanied by copies of page 6 below, completed by the manager / principal of each of these locations.

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[4] A Location may be physical or virtual i.e. most locations would be called centres, colleges, workplaces etc. but if one or more programmes is delivered on line, then the place from which the programme(s) is developed and co-ordinated should also be considered as a Location.

INDIVIDUAL LOCATION DETAILS (Each location in a multi location application should complete this page.)

Location Name:	No. of Learners
Address:	No. of Tutors / Instructors
	Contact Person for FETAC:
	Have staff been briefed on the QA system?:
	Internet Access Available?:
Telephone:	Departmental Structure:
FAX:	
e-mail:	
Website address:	Internal Quality Assurance Structure(s):
Manager / Principal Name:	
FETAC Awards currently / to be offered:	

Part B: Quality Assurance Policies and Procedures

B1 Communications

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Communications. Indicate specific page(s) / section(s) where appropriate.

CAVAN VEC POLICY ON COMMUNICATIONS

Use the section below to verify the development of procedures to implement the above named policy:

Procedure (These procedures can be separate or integrated)	Has a procedure been established?	Has the procedure been documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B1.1 Communication with Learners	Yes	Yes	Yes	records of discussion and feedback learner diaries monthly staff meetings staff learning journals student handbook FETAC Notice boards
B1.2 Communication with Staff	Yes	Yes	Yes	Quarterly VEC newsletter. Each centre has an opportunity to contribute Monthly staff meetings - notices to staff memos programmes of events records of staff meetings

			FETAC noticeboards open door policy records of attendance at meetings staff tea breaks - any information is given to all staff
B1.3 Communication with other Stakeholders	Yes	Yes	Yes	records of meetings with stakeholders eg Irish prison service FAS, Health Boards records of correspondence with employers, colleges, social workers, health boards records to seek full time employment for trainees applications for funding from Leargas, Cross Border Partnership

If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.

If the documentation of one or more of the procedures listed above is to be deferred, please use this box to explain why this is so. Specify a date within two years by which it / they will be documented.

B2 Equality

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Equality. Indicate specific page(s) / section(s) where appropriate.

Cavan VEC policy on EQuality

Use the section below to verify the development of procedures to implement the above named policy:

Procedure (These procedures can be separate or integrated)	Has a procedure been established?	Has the procedure been documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B2.1 Equality Training	Yes	Yes	Yes	records of training
B2.2 Equality Planning	Yes	Yes	Yes	equality plan staff reports

If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.

If the documentation of one or more of the procedures listed above is to be deferred, please use this box to explain why this is so. Specify a date within two years by which it / they will be documented.

B3 Staff Recruitment and Development

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Staff Recruitment and Development. Indicate specific page(s) / section(s) where appropriate.

Cavan VEC policy on Staff Recruitment and Development

Use the section below to verify the development of procedures to implement the above named policy:

Procedure (These procedures can be separate or integrated)	Has a procedure been established?	Has the procedure been documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B3.1 Recruitment and Allocation	Yes	Yes	Yes	All posts are the responsibility of Cavan VEC. Recruitment is a function of Cavan VEC's HR department. job specification and advertisement clear recruitment guidelines in keeping with employment legislation and DESC guidelines records of selection process records of staff qualifications and verification of references advertising for volunteers, selection process and training
B3.2 Staff Induction	Yes	Yes	Yes	staff induction carried out on a centre by centre basis. records of meeting with new staff staff handbook in some instances staff mentoring
B3.3 Staff Development	Yes	Yes	Yes	Regular training needs analysis carried out in planning for the year in-house training for specific skills

		staff development/training as part of other quality systems eg QFI and NALA quality system

If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.

If the documentation of one or more of the procedures listed above is to be deferred, please use this box to explain why this is so. Specify a date within two years by which it / they will be documented.

B4 Access, Transfer and Progression

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Access, Transfer and Progression. Indicate specific page(s) / section(s) where appropriate.

Cavan VEC policy on ATP

Use the section below to verify the development of procedures to implement the above named policy:

Procedure (These procedures can be separate or integrated)	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B4.1 Information Provision	Yes	Yes	websites learner handbook advertisements for courses in local paper information sessions open days school home liaison officer guards programme brochures promotional material
B4.2 Learner Entry Arrangements	Yes	Yes	legislative entry requirements eg youthreach age profile CEF - certain categories stated entry requirements for courses eg literacy requirements
B4.3 Recognition of Prior Learning	Yes	Yes	RPL arrangements for learners records of any RPL

		RPI statement
B4.4 Facilitating Diversity	Yes	Yes	identification of the learner with needs for support
		budget allocation for learner supports eg transport, child care
		literary one to one support
		application for funding to provide assistive technology
		programmes tailored to meet the individual needs of the learner

If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.

B5 Programme Development, Delivery and Review

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Programme Development, Delivery and Review. Indicate specific page(s) / section(s) where appropriate.

Cavan VEC policy on Programme development delivery and review

Use the section below to verify the development of procedures to implement the above named policy:

Procedure (These procedures can be separate or integrated)	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B5.1 Need Identification	Yes	Yes	programme records records of enquiries from learners advertisements for courses and records of replies records of meetings with outside agencies eg AEGIS, HSE
B5.2 Programme Design	Yes	Yes	lesson plans portfolios of learners learner feedback learner journals
B5.3 Programme Approval	Yes	Yes	records of meetings with centre management budget allocation for new programme records of proposals checklist against FETAC guidelines
B5.4 Programme Planning	Yes	Yes	plans or schedules

			copies of timetables
B5.5 Programme Delivery	Yes	Yes	staff records records of review minutes of programme team meetings
B5.6 Learner Records	Yes	Yes	attendance records records of meeting with learners copies of FETAC results records of progression from year to year learner records
B5.7 Learning facilities / resources	Yes	Yes	records of funding inventory of resources budgets for each centre access to premises
B5.8 Health & Safety	Yes	Yes	H & S statement staff training records recording procedure for hazards accident and incident book staff training
B5.9 Review of Programmes	Yes	Yes	records of programme review review of programmes through other quality systems learner review forms staff review forms

If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.

B6 Fair and Consistent Assessment of Learners

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Fair and Consistent Assessment of Learners. Indicate specific page(s) / section(s) where appropriate.

Cavan VEC policy on Fair and consistent assessment of Learner

Use the section below to verify the development of procedures to implement the above named policy:

Procedure (These procedures can be separate or integrated)	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B6.1 Coordinated Planning	Yes	Yes	Records of staff meetings evidence of integrated assessment tutor journals
B6.2 Information to Learners	Yes	Yes	noticeboards programme brochures notices to learners learner handbook newsletter
B6.3 Security	Yes	Yes	tutors guidelines outlining procedures records with tutor student receipts secure storage of work external examiners reports

B6.4 Reasonable Accommodation	Yes	individual assisgnments records of assessments and outcomes records of staff training timetable adaptations special hardware or software
B6.5 Consistency between Assessors	Yes	records of assessment review meetings guidelines for assessors records of subject tutor meetings appeals process records cross moderation
B6.6 Assessment by Third Parties	Yes	records of meetings with third parties monitored by staff in each centre
B6.7 Consistency with National Standards	Yes	attendance sheets at FETAC training external examiners reports records of feedback from external examiner reports
B6.8 Feedback to Learners	Yes	tutor journal recording meeting with learner work marked and discussed with learners
B6.9 Learner Appeals	Yes	records of appeals FETac appeals procedures tutor and learner close working relationship allows the learner to appeal any marks allocated
B6.10 Return of Certification Data	Yes	procedure for checking results

B6.11 Corrective Action	Yes	Yes	Corrective action document

If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.

Please submit your policy and procedures for Fair and Consistent Assessment of Learners

B7 Protection for Learners

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Protection For Learners. Indicate specific page(s) / section(s) where appropriate.

CAvan VEC policy on protection for learners

Use the section below to verify the development of procedures to implement the above named policy:

Procedure	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B7.1 Cessation of Programmes	Yes	Yes	cavan VEC statement on Protection for learners

If the procedure listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.

Please submit a copy of your policy on Protection for Learners and procedure for Cessation of Programmes

B8 Sub-Contracting / Procuring Programme Delivery

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Sub-Contracting / Procuring Programme Delivery. Indicate specific page(s) / section(s) where appropriate.

This is not applicable

Use the section below to verify the development of procedures to implement the above named policy:

Procedure (These procedures can be separate or integrated)	Has a procedure been established and documented?	Is the method of internal monitoring of this procedure defined?	List the form(s) evidence of implementation to be sought during internal monitoring i.e. how will the monitor know that this procedure is being implemented effectively? Refer to the Guidelines or press F1 key for examples of evidence types
B8.1 Selection of Second Provider			
B8.2 Contract Arrangements			
B8.3 Reporting			
B8.4 Monitoring			

If any one of the procedures listed above is not relevant in your context, as indicated by a 'No' response, please use this box to explain why this is so.

B9 Self Evaluation of Programmes and Services

Policy: Enter the title(s) of / reference(s) to your documented policy or policies addressing Self Evaluation of Programmes and Services. Indicate specific page(s) / section(s) where appropriate.

Cavan VEC policy and procedures on Self evaluation of programmes

Use the section below to verify the development of procedures to implement the above named policy:

Procedure (These procedures can be separate or integrated)	Has a procedure been established and documented?
B9.1 Assignment of Responsibility	Yes
B9.2 Frequency of Evaluations	Yes
B9.3 Range of Programmes	Yes
B9.4 Learner Input to Evaluation	Yes
B9.5 Selection of External Evaluator	Yes
B9.6 Methodology of Evaluation	Yes
Submit a copy of your policy and procedure(s) for Self Evaluation of Programmes and Services	

Application Checklist:
— Please complete, print and post this page, signed by the person responsible, to:

Provider Registration, FETAC, East Point Plaza, East Point Business Park, Dublin 3

Provider Name and Address:

Cavan VEC (Adult Education)
Keadue
Cavan

Please verify that the following have being supplied and submitted in **electronic format** as part of your application for agreement of quality assurance procedures?

Document	Included (Yes / No)	Document	Included (Yes / No)
Application Form	Yes	Policy on Protection for Learners	Yes
Provider Organisation Chart	Yes	Procedure(s) on Cessation of Programmes (if appropriate)	Yes
List of fixed education / training locations in this provider, if more than one.	Yes	Policy on Self Evaluation of Programmes and Services	Yes
Copies of page 6 of this form, completed by each of the fixed education / training locations in this provider, if more than one.	Yes	Procedure(s) for Self Evaluation of Programmes and Services	Yes
Policy on Assessment of Learners	Yes		
Procedures for Assessment of Learners	Yes		

I verify that the content of this application is an accurate depiction of the quality assurance system in place in this organisation.

Signed: _____ Job Title: _____ Date: _____

CAVAN VEC

COMMUNICATIONS POLICY

SECTION 1

Cavan VEC is committed to diverse and transparent communication with its learners, staff and stakeholders. Cavan VEC will endeavour to develop as many means as is practicable to have effective communications inclusive of diversity.

Learners

Cavan VEC will commit to provide accurate information about its programmes and services to learners and potential learners and to seek constructive feedback from the learner that will lead to improvement in the service provided.

Staff

Cavan VEC holds its staff in high esteem. Management is committed to utilising every available method of communication to keep staff informed at all times. Staff is encouraged to communicate with management.

Stakeholders

Cavan VEC has a wide network of stakeholders. Cavan VEC is committed to continuing with these links and to foster new links by two way communication with all its stakeholders.

PROVIDER NAME

Cavan VEC

Procedure Title:	B1.1 Communication with learners	Version:	Date: feb 2006

Purpose: This procedure describes how learners are able to give feedback on their individual and collective experiences of programmes and services

Staff Involved: all tutors

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Regular meetings with student to discuss course, progress	Co-ordinator	Records of coordinator
One to one or small groups – feedback given informally	Subject tutors	Tutors records
Interim review sessions	Programme tutors	Records from student handbooks
Course review	Programme tutors/subject tutors	Learner evaluations sheets (AL)

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Programme co-ordinators	On-going	Group evaluations (verbal) and written evaluations
Literacy organisers	Twice yearly	Review of evaluations, student meetings.

Co-ordinator/ head teacher	Twice yearly	Records of monitoring

The rows in this table will expand as necessary. Extra rows can be added if needed.

PROVIDER NAME

Cavan VEC

Procedure Title:	**B1.2 Communication with staff**	**Version:**	**Date:**

Purpose: This procedure describes how Cavan VEC facilitates two way effective communication with staff

Will demonstrate how staff is able to contribute feedback and suggestions for improvement to the programme and services in which they are involved.

Staff Involved: programme co-ordinators, head teacher, all tutors

Method(s) used to carry out this procedure	**Who does it**	**Evidence generated by this procedure**
General update on all centres	Cavan vec	Quarterly newsletter with contributions from all centres
Staff meetings	All staff	Records of meetings
FETAC and staff notice boards	FETAC co-ordinator	Copies of notices,
Daily staff tea break – small no's all information can be given to staff	Centre Head	Copies of notices,
Open door policy	All staff	Records of co-ordinator
Photocopies to each member of staff	Centre Head	Copies of memo
Post staff all information (AL)		

FETAC training seminar (AL)

One to one communication between coordinator and individual tutors

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Co-ordinators, Head teacher	Twice yearly	At staff meetings – each section of the communications procedures can be reviewed verbally and a record kept of the recommendations

The rows in this table will expand as necessary. Extra rows can be added if needed.

PROVIDER NAME
Cavan VEC

Procedure Title:	B1.3 Communication with other Stakeholders	Version:	Date:

Purpose: This procedure describes how Cavan VEC facilitates communication with external stakeholders who have an interest in the education and services provided.

Staff Involved: Centre heads, subject tutors, all tutors

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Publicity material/promotion of service	Centre heads/programme co-ordinators	Websites, prospectus, advertisements, CD's, calendars, handbooks

Activity	Responsible (Job Title)	Evidence/Records
Correspondence with stakeholders	Centre Heads	Copies of letters, reports, minutes of meetings, attendance records at meetings
Shows, exhibitions	All tutors	Advertisements of shows, exhibitions
Membership of local boards, membership of pilot projects – HSE/NALA programme, Adult Education Board of VEC, community council	Centre Heads	Lists of membership, attendance at meetings
Projects and seeking funding from agencies	Centre Head	Copies of applications
Meeting stakeholders through work experience programmes and job placement service for learners	All tutors	Copy of work experience programmes / Copies of correspondence re job placement
Providing awareness training programmes(AL)	Centre Heads	Copies of staff attending training

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Centre Heads	Twice yearly	All procedures discussed at staff meeting and recommendations recorded / Template used

The rows in this table will expand as necessary. Extra rows can be added if needed.

CAVAN VEC

Monitoring

Communications

Centre Name ....

Date of Meeting .... Date of last meeting ....

Attendance ....

....

B1.1 Communication with learner			
	Action Plan for Improvement		
Evidence	*What should be done*	*By whom*	*By when*
B1.2 Communication with staff			

							B1.3 Communication with stakeholders						

Signature of facilitator/chair ....

Date ....

CAVAN VEC

EQUALITY POLICY

SECTION 2

Cavan VEC is committed to equality in employment and as a provider of vocational education.

It will adhere to and promote all aspects of equality legislation in all its dealings with employees and learners.

Cavan VEC is committed to delivery of programmes in a manner that accommodates diversity, combats discrimination and promotes equality of opportunity.

PROVIDER NAME

CAVAN VEC

Procedure Title:	B2.1 Equality Training	Version:	Date: 2 May 2006

Purpose: This procedure describes how Cavan VEC aims to make its staff aware of equality issues and encourages its staff to promote equality and combat discrimination.

Staff Involved: centre head

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Ongoing equality training	QA officer in Cavan VEC will organise it	Records of training

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
The centre head is responsible for monitoring	Annually	Using the monitoring template or the other frameworks

The rows in this table will expand as necessary. Extra rows can be added if needed.

PROVIDER NAME
CAVAN VEC

Procedure Title:	B2.2 Equality Planning	Version:	Date: 2 May 2006

Purpose: This procedure describes how Cavan VEC aims to realise equality planning through regular audits of current provision with respect to equality.

Staff Involved:

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Budget for CE allocated to specific target groups	CEF	Monthly reviews
DES equality audits will form the basis for equality planning	QA officer	Equality audits and equality plan – VEC document

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
The centre head is responsible for monitoring	Annually	Using the monitoring template or the other frameworks

The rows in this table will expand as necessary. Extra rows can be added if needed.

CAVAN VEC

Equality Monitoring document

Centre Name ....

Date of Meeting .... Date of last meeting ....

Attendance ....

Action Plan for Improvement		
What should be done	*By whom*	*By when*

Signature of facilitator/chair ....

Date ....

CAVAN VEC

STAFF RECRUITMENT AND DEVELOPMENT POLICY

SECTION 3

Cavan VEC recruitment procedures will adhere to all legislation and adopt best practice in order to attract, select, appoint and facilitate the development of all staff in a fair equal and merit based process.

Cavan VEC Education Plan 2006-2010 addresses the importance of its staff to its overall strategic plan. Cavan VEC is committed:

To support ongoing staff development through a strategic management approach (page 26)

To identify staff training needs and target a training budget to deliver these needs (page 35)

PROVIDER NAME

CAVAN VEC

Procedure Title:	B3. 1 Staff Recruitment and Allocation		Version:	Date: 2 May 2006

Purpose: This procedure describes how Cavan VEC seeks to ensure that the knowledge skills and competences required of staff to fulfil a particular role have been identified and are used consistently in the selection process.

Staff Involved: Cavan VEC is responsible for the recruitment and allocation of staff within the VEC scheme.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Recruitment process in Cavan VEC with detailed procedures for selection of staff	HR department	Job descriptions, job advertisements, contracts of employment
Allocation of staffing hours	Centre Heads	Numbers of students Permission to run a course documentation timetables

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Policies and procedures are monitored to keep in line with legislation	Annually	Procedures discussed at HR and management level within the VEC

The rows in this table will expand as necessary. Extra rows can be added if needed.

PROVIDER NAME

Procedure Title:	B3.2 Staff Induction		Version:	Date: 2 May 2006

Purpose: This procedure describes how all new staff have access to induction training into a new role

Staff Involved: centre head and core staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
One to one meetings with centre head	Centre Head	Record of meetings
Formal and informal induction	All staff	Records of formal induction including presentations
tutor handbook (AL)		Handbook
Mentoring of new staff	Senior staff	Details of mentoring
Documentation for new staff on role of the VEC and its centres/other centres of learning	Centre head	Education plan given to all staff
FETAC/ NCVA support office	FETAC support officer	Attendance records
FETAC briefings and seminars	FETAC staff	Attendance records

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Centre head is responsible to ensure that monitoring takes place	Annually	Using the template and/or using NALA or QFI frameworks

The rows in this table will expand as necessary. Extra rows can be added if needed.

PROVIDER NAME

CAVAN VEC

Procedure Title:	B3.3 STAFF DEVELOPMENT	Version:	Date: 2 May 2006

Purpose: This procedure describes the process that is in place based on a plan to identify, prioritise and meet the training, development and support needs of staff.

Staff Involved: Cavan VEC, centre heads and core staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Tutor accreditation process	Examination body eg WIT	Records of accreditation
In-service training with the Irish Prison education service	Relevant bodies	Records of training
In-service training provided by VEC	vec	Records of training
Courses funded by VEC for full time staff	Various bodies	Records
Staff development needs are identified by the centre and approved by the VEC	vec	records

Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
Centre head is responsible to ensure that monitoring takes place	Annually	Using the template and/or using NALA or QFI frameworks

The rows in this table will expand as necessary. Extra rows can be added if needed.

CAVAN VEC

Monitoring Staff Recruitment and Development

Centre Name ....

Date of Meeting .... Date of last meeting ....

Attendance ....

Action Plan for Improvement			
What should be done	By whom		By when