



SUMMARY OF COMMUNITY TRAINING CENTRE

RANGE OF PROVISION

DEFINITIONS AND DESCRIPTIONS

**CBT UNIT COMMUNITY SERVICES
FAS, 27/233 UPPER BAGGOT STREET
DUBLIN 4
July 2008**



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 2002

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 FAS 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 CTC 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. FAS (through FAS Community Services) 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 FAS. Centre activities and budget are formally agreed annually between FAS and the Board of Directors based on costed Business Plans (subject to agreement and funding availability). Training Programme Specification (currently QA 5801) 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 FAS, will cover the CTC programme activities for the year and include budgets. They are submitted to FAS no later than 30th November each year. The annual business plan will form an appendix to the annual contract between FAS and the CTC 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 trainees
- 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. CTC 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 CTC); Tracking. Instructors/Clerical staff work a flexible 35 hour working week.

Other staff/resources may be available to provide additional supports e.g. counselling, guidance and psychological services (NEPS); Literacy; Advocacy; and/or specialist inputs to meet individual or group training requirements. CTCs should contact their local FAS Community Service Manager for details.

Core Target Group:

The priority client group for CTC 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 CTCs are other young unemployed under 25 years of age with few or no qualifications and for whom the CTC offers the best option. Within the above national norms, the specific target groups for individual CTC's are formally agreed with FAS 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 co-ordinated 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 participants' avail of the CTC service. This may include part-time, full-time, dispersed (additional supports provided to trainee attending elsewhere), and evening programmes.

Programme Structure

Typically, applicants will be offered an integrated training programme determined by the needs of the individual. The participant 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 trainee 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 CTC. Trainees who require intensive support after they leave the CTC may be referred to the Advocacy service where available.

Recruitment of Participants -

Centres are contracted by FAS to provide a service to FAS trainees. All FAS trainees are recruited through the FAS Employment Services (ES) Gateway Process. As a community based organisation CTCs may be the first port of call for Early School Leavers. In keeping with the Gateway

process, the CTC will arrange that such young people are registered in line with agreed local protocols.

Assessment at Point of Entry - Working with the Participants

All new trainees 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 trainee and others involved in the provision of services to the trainee 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 trainees' 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 trainee on their progress. Case Conferencing consists of scheduled meeting to discuss how the training and supports are working for individual trainees. The key worker will liaise with the trainee to discuss progress and present the trainee'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 trainee 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 trainee's progress as a result of working within the centre.

Progression within the Centre

The objective of CTC provision is to enable the trainee 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 CTC activities and options will depend on the starting point and subsequent progress of the individual trainee and will be specified in the individual learning plan. As the training progresses the trainee 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 trainee opts for entry to the CTC 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 trainee finds out what they are good at and basic skills are developed. The trainee 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 trainee will practice skills and develop new competencies. As soon as possible, the trainee is moved onto bridging training where the participant is prepared for entry to specific skills training with FAS 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 trainee after they have departed from the centre. The level of tracking required will be determined by the needs of the Trainee and the progression option chosen. Trainees who opt to continue to

accredit their learning (including perhaps returning to the CTC for part-time training) will need more intensive support. In general terms, trainees 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 CTC will be required to maintain appropriate contact with individual trainees for a minimum of 6 months.

Participants Holidays

All allocation of annual leave for participants gives priority to the needs of the trainee and will be in accordance with training programme requirements and the maximum utilisation of resources. As breaks are intended to give trainees 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 CTC or a programme closes for a period, recruitment should be so regulated that full time trainees are recruited after the period of break. All breaks must be taken during programme time and may not be accumulated and taken after the trainee is terminated.

The Summer break may be 4 weeks excluding public holidays. Break to be determined by CTC and agreed with FAS 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.

**Community Training Centre
Range of Programme Options**

| Programme Brief description | Target Group | Outcomes | Budget | Delivery Mechanism | Programme Structure Norms | Certification Options |
|--|---|---|---|--|---|--|
| <p align="center">Youth Choices Programme (Formerly Gateway) “Managing Entrance – Contact to Contract”</p> <p>-A short, part time exploratory programme</p> <p>-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/CTC referrals for whom a full time programme is not yet available.</p> | <p>-Personal Action Plan</p> <p>-Participants return to school, progress to further training or enter the labour market</p> | <p>-The CTC allocates existing resources and facilities.</p> <p>-No Training Allowance payable but participants may receive out-of-pocket expenses.</p> | <p>-May include an outreach element</p> <p>-Programme offers an opportunity to “sample” or “Taste” – Courses/Jobs both internal and external</p> <p>-Some Outdoor or recreational Pursuits</p> <p>-Personal Skills</p> <p>-Active Learning Range of exercises and formal appraisal sessions.</p> | <p>-Will operate as per school year</p> <p>-Programme Duration 6-8 weeks (as agreed locally)</p> <p>-Programme Hrs 10 - 15 per week (or as agreed locally)</p> <p>-Operational Ratios 8 :1</p> <p>-1=1 Full Time Equivalent</p> | <p>-None, but will result in a personal appraisal and a personal action plan for each participant. May include a personal portfolio.</p> |
| <p align="center">Foundation</p> <p>Foundation Training Supports participants 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>-Participants 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 ILP. -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 CTC allocation as agreed at annual planning stage.</p> <p>-FAS Training Allowances apply</p> | <p>-Based on Individual Learning Plan -Introduction to Active learning styles -Individual and group learning -Formal appraisal</p> <p>-Structured periods of Training/Education Work placement, Community Activities -Tracking on Exit</p> | <p>-Year Round Continuous or Block Intake -Duration Depends on Trainee -Trainee will be helped move onto next stage ASAP --- -emphasis is on the ILP and challenging the participant to pursue clear outcomes and progression options -Programme Hours 25 per week -Operational Ratios 10:1</p> | <p>-IAS (FETAC) -NCVA (FETAC)</p> |

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|--|---|--|---|---|--|---|
| <p>Progression</p> <p>-Offers trainees an opportunity to concentrate on a number of skill development areas and to concentrate on the certified training they wish to pursue</p> | <p>-Trainees who are ready to move beyond the Foundation or exploratory Phase</p> <p>-who have identified the vocational skills route they wish to follow and</p> <p>-who wish to attain some basic certification</p> | <p>-The participant has progressed his or her own learning within the centre</p> <p>-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)</p> | <p>-Core CTC funding.</p> <p>-FAS Training Allowances will apply</p> | <p>-Based on Individual Learning Plan</p> <p>-Active Learning</p> <p>-Individual and Group learning</p> <p>-Formal reviews</p> <p>-Structured periods of Training/Education Work placement, Community Activities</p> <p>-Tracking on Exit</p> | <p>-Year Round Continuous or Block Intake</p> <p>-Programme Duration Depends on Trainee</p> <p>-Trainee will be encouraged to move onto Bridging ASAP</p> <p>-Programme Hours 25hrs per week</p> <p>-Operational Ratios 10:1</p> | <p>-IAS (FETAC)</p> <p>-NCVA (FETAC)</p> <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 CTCs 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> | <p>-Trainees who are progressing within the CTC and are ready to engage with learning leading to higher and specific certification.</p> <p>-Specially suited to older young unemployed or to former trainees returning to the CTC.</p> <p>-Should be the aim of the CTC to have all trainees progress to this mode ASAP</p> | <p>-Programme designed to bridge the gap between Foundation level certification and specific entry requirements for a mainstream training programme</p> <p>-(e.g. those requiring a Junior Cert standard or higher) or specific jobs in the local labour market.</p> <p>-Significant certification linked to the potential of the individual and her/his career path plan</p> | <p>-Core CTC funding</p> <p>-Cost headings relate to related programmes within CTCs</p> <p>-FAS Training Allowances apply</p> | <p>-Based on ILP 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.</p> <p>Tracking on exit</p> | <p>-Year Round Continuous or Block Intake</p> <p>-Programme Duration Depends on Trainee</p> <p>-May include periods of Work Placement</p> <p>-Programme Hours 32.5 hrs per week</p> <p>-Operational Ratios 12-15:1</p> | <p>-City and Guilds</p> <p>-Junior Cert</p> <p>-Leaving Cert Applied</p> <p>-Range of FETAC validated accreditation</p> <p>-ECDL</p> <p>-MOUS</p> |

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

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| <p>Tracking [Managed Exit]</p> <p>-A systematic approach to following up on the outcomes and progress of individual participants who have left the centre</p> <p>-The number of Trainees being tracked at any given time will depend on the number of Trainees leaving the service and their needs.</p> | <p>-All participants even those who "drop-out" and have not secured an alternative</p> | <p>Core Objective</p> <p>-To maintain a level of contact with participants, -to monitor the progress of their (ILP) 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 CTC range of services.</p> | <p>-Core CTC funding</p> <p>-Participants do not receive FAS training allowances</p> | <p>-Time allocated will depend on the Trainee and available resources.</p> <p>-May become progressively less as the trainee become more independent</p> | <p>-Prior to the participants leaving the centre, building on the ILP, they will be offered tracking.</p> <p>-Duration Minimum of 6 mths</p> <p>-Operational Ratios 3:1 Full time trainees</p> | <p>As ILP</p> |
| <p>Customised Training [Targeted Progression]</p> <p>-Provides a fund, which may be used to access training directly linked to their career plan and not otherwise available through the CTC or state agencies.</p> | <p>-Participants who have attained at least Foundation level, preferably Bridging, and have identified a career path.</p> <p>-in certain circumstances may be available to trainees at foundation phase</p> | <p>-Attainment of training goal including and linked certification.</p> <p>-Progression to mainstream training and/or education and/or a job.</p> | <p>-Additional to Core CTC funding</p> <p>-Contact the FAS CS Manager to get details.</p> <p>-The amount will vary depending on the course selected.</p> | <p>-Linked to ILP and the provider selected</p> | <p>-As selected for reasons given</p> | <p>-Participants progress to next stage of their career plan.</p> |

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| <p style="text-align: center;">Targeted Inputs (Formerly Special Needs)</p> <p>Provides an opportunity to work with participants 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> | <p>-Trainees 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 ILP process</p> | <p>-Trainee will be helped overcome the known barriers to working in the larger group and/or attain the level of accreditation desired.</p> | <p>-Allocation of existing CTC resources. -Where additional resources are required these will be agreed between FAS and the CTC on a case by case basis. -FAS training allowances will apply</p> | <p>-As per ILP -Trainees may be one of the sub groups from main group or -- -may be a specific group within the CTC with their own timetable. -Where Trainees 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 FAS and the CTC 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 FAS.</p> | <p>-Duration depends on needs of trainee(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> | <p>As per ILP</p> |